

The Power of Emotions on Gift Disposition: from the Recipients' Perspective with Different Cultural Backgrounds

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Abstract

Why same gifts can raise different emotional response? This study explores how emotions recipient generate before gift-giving influence recipient's response and gift disposition with different cultural background. 298 international undergraduates and master students were introduced to a love condition, anger condition or a control condition randomly, and then filled in surveys. The result shows positive pre-emotion leads to a positive response, and negative pre-emotion leads to a negative response. Western show more willingness to return or forward the gift. Together, these findings make a unique theoretical and empirical contribution to gift-giving research and consumer behavior research.

Key words

Pre-emotions, gift giving, disposition strategy, cultural difference

1 Introduction

Imaging a friend of you gives you a signed CD of your favorite singer, how will you respond to this friend? Normally, we might feel positive emotions and show them to the giver, such as happiness, joy and appreciation. However, what if this friend just made you angry before he/she gives you the gift?

Belk (1996) indicated that both gift itself and recipient's situation are the key messages of evaluating the gift. An ordinary mug will be seen as a meaningful gift and treasured when it is from someone we love. However, it will be seen as a meaningless gift and stored if it is from someone we dislike. Ruth et al. (1999) remarked that matching appropriately to the relationship is the principal characteristic of a perfect gift. Hence, the recipient's appraisal of the relationship is crucial to the gift evaluation and disposition.

Previous researches have rarely taken into account that a recipient might experience emotions with the giver before the gift giving takes place (hereafter refer to as pre-emotions). As gift can be the expression of the giver's feeling (Cheal, 1988), the displayed emotional response to the giver can also be the expression of the recipient's feeling. These pre-emotions, however, might influence recipient's responses to giver during the gift-giving. The recipient's response here refers to the recipient's feeling and the displayed emotional response. For instance, a wife won't show happiness and treasure the gift from a cheating husband, although the gift might be valuable and she did experience some surprise and was pleasant at the moment of receiving it. In this case, the emotions of disappointment and anger existed before the gift-giving influence the emotional response to giver. Besides displayed emotional response, we can also use different disposition strategies to the gift to express our feelings. If we feel positive feelings, we may treasure the gift. If we feel negative feelings, we may throw the gift away. Thus, it is reasonable to assume that there is a linkage between the emotions that recipient experienced before the gift giving and the recipient's response to giver as well as the disposition of the gift.

Talking about the displayed emotional response to the giver, there are some differences with different cultural backgrounds. For example, Chinese will not open the package in front of the giver. They consider that it is impolite to be eager to know what is in the package. Therefore, if the recipient does not open the gift, they cannot respond to the giver based on the gift itself. According to Markus & Kitayama (1991)'s study, people with interdependent selves tend not to express negative emotions and use positive emotions to maintain the harmony of interpersonal groups. Chinese are influenced heavily by this interdependent self culture. The conception of interdependent self may explain why Chinese recipients usually treat the givers equally and show similar positive emotional response to the givers. Most Chinese tend to hide the intense emotions in front of others. If they can dispose the gift alone, they will show their true emotions and let the pre-emotion influence the disposition.

While people from America and Western European are typical examples of independent selves (Markus & Kitayama, 1991), they are more direct when they express emotions compared with Chinese. Hereafter, Western in this research refer to people with American and Western European cultural backgrounds. The detailed difference between the independent self and interdependent self can be found in chapter 2.3. The independent self conception may imply that western people will let the pre-emotion influence their displayed emotions to the giver, however, the disposition strategy is independent.

Consequently, this paper proposes that not only the gift itself, but also the recipient's emotions generated before gift giving (pre-emotions) can affect recipient's response to the giver as well as the disposition strategy of the gifts. Although two people might have the same evaluation on one gift, they may have different feelings and show different emotional responses. In the same way, different pre-emotions will lead to different disposition strategies to the same gift (refer to the mug example above). Considering that recipients with different cultural background act differently, this paper sets the study in a cross-cultural context.

Thus, the research question of this study is: from the recipient's view, how pre-emotions influence the recipient's response and disposition strategy in a cross-cultural background.

2 Literature Review

2.1 Gift Giving

Nowadays, gifts are not only commodities, but also serve a communicative function (Wooten, 2000). There are several situations motivate us to give gifts to others: when we feel sympathetic or involved in a close relationship; when we feel indebted; when we feel morally obliged (Komter & Vollebergh, 1997). Belk defined "gift giving" in 1976 as the episode of a giver selecting and offering a gift (can be a good or service) to the recipient, and the recipient accepting or rejecting the gift in context. Gift giving is an interesting area to anthropologists, psychologists, sociologists, philosophers and also consumer researchers (Beatty et al., 1991 and de Hooge, 2014), and it serves as interpersonal communication, which helps to integrate social relationships (Belk, 1976; Sherry, 1983; Ruth et al., 1999/2004; Cheal, 1988; Shen et al., 2011). Considering that gift giving contributes to \$100 billion of the annual economic activities in North America (Household Spending, 1999), gift giving is also a worthy research topic for the consumer researchers (Belk, 1976).

Gestation, Prestation and Reformulation Stages

Banks (1979) formulated a paradigm to describe the behavior of gift giving. Sherry (1983) modified this paradigm to make it more accurate and developed a model which

depicted the gift giving process of both giver and recipient through three stages: Gestation, Prestation and Reformulation. This model was widely used as a basement for the study on gift giving (Sherry et al., 1992/1993; Areni et al., 1998; Ruth et al., 1999; de Hooge, 2014). The Gestation stage covers all the efforts made by a giver before the gift-giving episode, such as searching and purchasing gifts. The Prestation stage is about the gift giving behavior and its circumstances, which involves both the giver and the recipient. The recipient's displayed response both to the gift and the giver are also included in the Prestation stage. The final stage, Reformulation, is about the disposition of the gift. Disposition refers to the behavior of recipient, about how to deal with the gift. The disposition can also be seen as the recipient's response to the gift. Both two parties have the options to develop or end the relationship in the realigning, and if the relation continues, there is a common subsequent action: further gift giving. The social bound will be strengthened when the relationship grows and it is strongly influenced by the disposition of the gift (Sherry et al., 1992; Ruth et al., 1999), while the bond between recipient and the gift response/evaluation still need to be investigated (Sherry et al., 1992). Considering this study will focus on recipient's emotional response to the giver and the disposition of the gift, Prestation stage and Reformulation stage are the emphasis.

Several studies have investigated the Reformulation stage (Rucker et al., 1991; Sherry et al., 1992/1993; Ruth et al., 1999/2004). Among them, Sherry et al. (1992) described four disposition strategies, as well as the accompanied emotions: disposition by incorporation, disposition by return, disposition by lateral cycling and disposition by destruction. Disposition by incorporation implies a positive gift response, where recipients incorporate the gifts into their lives. The pleasant acceptations boost the relationship between the two parties. Disposition by return is hard for the recipient to implement. Lots of recipients experienced tension and felt anxious when they want to return the gift to the shop, because gifts are not only commodities, but also have symbolic value (Caplow, 1982; Parsons et al., 2011). Both party express negative emotions when the recipient decides to return the gift. Disposition by lateral cycling means that the recipient gives the gift to another person, like passing the object. Recipient projects a negative view to redistribute the gift. The recipient will give the gift to others only if he/she felt disappointed to the giver and also dislike the gift. Disposition by destruction is full of violence and anger, which might break the gifts and even ruin the relationship.

2.2 Emotions

Emotions exist and play a big role in gift giving, influencing both givers and recipients, whether in the stage of purchasing the gift, giving the gift or receiving the gift (Gardner, 1985; Sherry et al., 1993; Ruth et al., 2004; Zeelenberg et al., 2008). Emotions can be the reason to give a gift: one may try to reduce the feeling of guilty by offering a gift (Wolfinbarger, 1990). If you did something that hurt your friend, you might buy a gift to ask for forgiving. A giver may feel both positive and negative

emotions during shopping for gifts (Sherry et al., 1992). For example, when you finally find something which is affordable and can express your feeling, you may feel happy and satisfied. In contrast, when you are poor and can only buy an ordinary stuff to the one you love, you may feel sad and guilty. Besides, giver's emotion can also be influenced by the recipient's behavior. A giver would arise positive emotions such as joy and pride if the recipient showed satisfaction (Smith & Ellsworth, 1985; Ruth, 1996). When a giver felt hard to meet the recipient's expectation, the giver might experience negative emotions, such as anxiety, anger and guilt. From the perspective of a recipient, he/she might feel anxious while receiving the gift face to face with the giver, but would express relief and joy after dealing with the gift-giving situation in a proper way (Wooten, 2000).

Recipient's emotions are also important in gift giving. Gift giving is motivated by the emotions and may change the relationship between the giver and recipient (Sherry et al., 1993). Sherry (1983) indicated that the recipient is the final consumer of the gift, and highlight the importance of investigating the emotions of the recipient, since the emotions may coincide to the gift giving outcomes. Therefore, it can be concluded that emotions are of great importance in gift-giving episode.

2.2.1 Emotions in Gestation, Prestation and Reformulation Stages

Many empirical researches support that emotions anticipate in the three gift-giving phase: Gestation, Prestation and Reformulation (Taute & Sierra, 2015). In the Gestation stage, positive emotions promote gift purchasing with time and effort (see the overview from de Hooge, 2014). People purchase gift with emotions and might feel anxious while selecting gifts for the recipient who is difficult to feel satisfied. Because the giver expects a good outcome via the gift and is afraid to choose a wrong gift (Howarton, 2009).

In the Prestation stage, Sherry et al. (1993) emphasized that gift itself can arise emotions from recipient's view: a wrong gift might be a waste, and even make the recipient feel "does not contain caring." The recipient's reactions to the giver with emotions affect the further relationship, also influence the giver's feeling: a giver might feel joy and pride if the recipient cherishes the gift; a giver might express embarrassment and even shame when they realized that the gift is inappropriate. (Sherry et al., 1992; Ruth et al., 1999; de Hooge, 2014).

In the Reformulation stage, emotions can also affect the relationship outcomes (Ruth et al., 2004). Ruth et al. (1999) explored the effect of gifts on the realignment of giver/recipient relationship and demonstrated in the year of 2004 that recipient might realign the relationship with the giver, and this assessment is in coherence with the emotions the recipient experienced during the gift giving. In addition, the positive emotions during the gift receiving of the recipient are the foundation of positive evaluation of the relationship; the negative emotions might consistently associate the desirable or beloved relationship with negative views (Ruth, 1996). Accordingly,

when emotions affect the Reformulation stages, recipient constantly evaluates the relationship between giver and himself/herself (the past, present and expectation of the future), also the social and ritual circumstances, to appraise if the gift is beneficial or harmful, worthy of acceptance or not and relative outcomes. Besides, the process of realignment is associated with both the gift-giving experience and the evaluation of the relationship from the recipient's view. Accounting the time factor, the recipient might evaluate the present relationship and gift-giving experience based on the past and future expectation relationship (Ruth et al., 1999).

2.2.2 Appraisal Theory

Appraisal theory give a clue on how and why the recipient may be emotional during the gift-giving, especially when the giver has triggered a positive or negative emotion in the recipient before the gift-giving.

Arnold first used the term appraisal to directly evaluate the distinctions among emotions in 1960. In the Appraisal Theory, appraisal is the antecedents of emotions, and the process of appraisal is divided into two-stage: primary appraisal and secondary appraisal. Primary appraisal can capture the extent to the situation seems to have positive or negative consequences, and assess the situation with respect to well-being (Arnold, 1960; Lazarus, 1966 and Ruth et al., 2002). And secondary appraisal is 'the ability to cope with the consequences of an event' (Lazarus, 1966). Ruth et al. (2002) used an example in previous research to demonstrate the usefulness of cognitive appraisal approach. He gave an example that a consumer feels angry because a new bought stuff is broken and the market refuses to refund the money. When the emotion is caused by the unrealized service from marketer (other-agency) rather than the consumer's unreasonable demand (self-agency), the emotion has a high possibility to turn to anger. Based on the Appraisal Theory, this example happens in this way: the consumer encounters the situation that market refused to return the money (situation); the consumer believes that the market should return the money and apology, but they did not (the consumer appraises the situation); the consumer feels angry (based on they way that the consumer appraises the situation); and then the consumer will show behavior, complain or not. Compared with different conditions, respondents have higher possibilities to be emotional in the situation that the other-agency (in the example is the market) takes more responsibility than the self-agency (in the example is the consumer).

Similarly, in the gift giving case, the giver and the circumstances have much more effectiveness than the recipient himself/herself. It is reasonable to assume that the recipient with pre-emotion that triggered by the giver, has higher possibility to be emotional in the gift-giving episode, and the following behavior is displayed emotional response to the giver, and the disposition strategy to the gift. Most of the researches studied the effect of gifts on relationships (Sherry, 1983; Sherry et al. 1992; Ruth et al.,1999), but this study aimed to focus on the other-caused pre-emotion, in other words, emotion appraisal in gift giving.

As mentioned above, there is no empirical research focusing on how the recipient's pre-emotion can influence the emotional response to the giver and the disposition to the gifts. Thus, the overall objective of this article is to investigate, from the recipient's view, that how emotions generated before receiving the gift (pre-emotions) influence the displayed response to the giver and the disposition strategy in a cross-cultural background. Since other-agency (giver) is easier to cause the emotions compared with self-agency (recipient), this study only focuses on the pre-emotion which is caused by the giver.

2.2.3 Basic Conceptual Model

Since emotions may be evoked and play a role during decisions making when others are involved (Zeelenberg et al.,2008), many studies remarked that emotions might be a key aspect of gift-giving episode, particularly love, happiness and delight, sadness, anger, pride, gratitude, fear and uneasiness, embarrassment and guilt (refer to the overview of Ruth et al., 1999/2004). Based on the recipient's satisfaction of the gift and whether the giver influence the freedom of recipient to dispose the gift, Cárdenas (2012) classify four types of gift evaluation: common product, special product, awkward product and inadequate product. Common product is the gift that recipient has the entire freedom to evaluate and dispose. Special product refers to the overrated gift because it has special meaning to both the giver and recipient. Awkward product is the gift that the recipient does not like but cannot decide the disposition of it, because the recipient has to consider the giver's feeling. Inadequate product refers to gift that the recipient is dissatisfied with but also have the freedom to dispose it, because the relationship between giver and recipient is remote. These different assessments of the gifts result in different gift disposition, as well as different relationship development. As a result, there is a linkage between the recipient's feeling and the disposition strategy.

Regarding this paper only focuses on the recipient's aspect and the Gestation stage only involves the giver, the conceptual model excludes Gestation stage and only focuses on the Prestation and Reformulation stages. Rucker et al. (1992) indicated that the reasons of a failed gift-giving can be both the product type of gift (top worst gift is clothing, because of the probability of wrong style, color and fit) and the relationship of the giver with the recipient (the closer the relationships are, the lower possibilities of the failed gifts happen). Without regard to the effect of gift itself, this model uses the pre-emotion as the independent variable, and elaborates how this pre-emotion participates in the Prestation and Reformulation stages. As shown in Figure 1, recipient's pre-emotion is assumed to be able to help to predict the recipients' response to the gift (including recipient's felt emotions and the displayed emotions), as well as the disposition of the gifts.

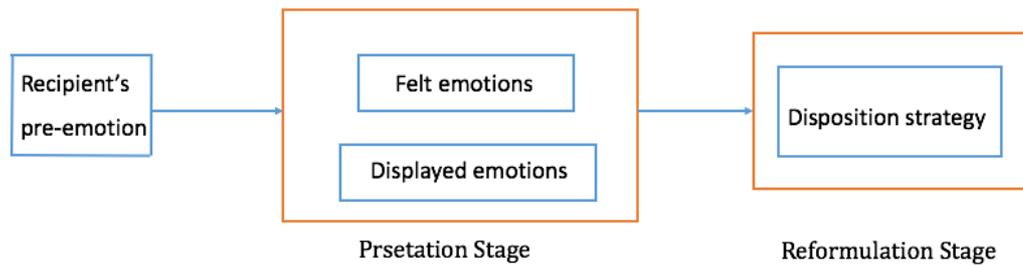


Figure 1. The basic conceptual model

2.3 Culture

Culture is a major area for studies on consumer behavior over the past three decades (Briley et al., 2014). Kacen & Lee (2002) illustrated that Asian are less impulsive while buying than Anglo. Aaker & Maheswaran (1997) found that Chinese often select gifts based on other's opinions rather than the product's attributes. Gift giving has both social obligation and political maneuver (Schieffelin, 1980). Usually, the behavior of giver and recipient are both influenced by the culture context (Beatty et al., 1991; Komter & Vollebergh, 1997; Qian et al., 2007; Shen et al., 2011), and different cultural background might lead to conflicts in interpersonal relations (Brislin, 2009), different awareness of gift giving and diverse behavior (Liu et al., 2010). Even the purpose of gifts can be different in various cultures (Belk, 1983). The more the gift values (for both the symbolic and functional), the more satisfied the recipient felt, and therefore more likely to purchase a gift in return (Antón et al., 2014). Considering the recipient is the final consumer in gift giving, culture might be a vital factor in this process. Thus, the recipient's response in the gift giving process also relates to the consumer behavior, and it's reasonable to take culture into account.

Liu et al. (2010) used an empirical study to demonstrate that "Chinese traditional cultural values have a significant impact on gift purchase decisions", which means the giver who is influenced by the Chinese traditional value has a strong intention to consistent the purchase intention of the gift with the giver's image and recipient's image as well. As Cárdenas (2012) reviewed in his paper, the environment of China is typically collectivist society that has been heavily influenced by Confucianism. Compared with the givers in individualistic societies, givers in collectivist societies tend to spend huge part of the income on the gift, although many collectivist societies are undeveloped. Shen et al. (2011) used the fact, that Asians are more likely to reject a gift than North Americans, to interpret the importance of considering cultural differences when studying the social communication of gift giving. Asians are more inclined to reject the gifts because they might be more sensitive to the reciprocity norm than the North Americans, and they regard the reciprocity as obligation, which means if they failed to give a gift back, they might feel indebtedness (Hofstede, 1980;

Singelis, 1994). To sum up, former studies conclude that culture might influence the giver on gift selection, and influence the recipient on accepting the gift or not. However, those studies didn't pay attention to the different impact of the recipient's emotional response to the giver, and also the disposition strategy.

Markus & Kitayama (1991) discussed people in different cultures can be distinct by one variation: the relationship between the self and others, in other words, the way they define the self. Based on the self variation, people with western cultures have the independent self while the non-western cultures more insist on the interdependent self. People with western culture are more separated from the social context, while the one with non-western culture is less differentiated and more sensitive to others. In western culture, people respond to the social environment for the need of expressing of the self, and the aspiration of the self is more important than the others. In contrast, the interdependent selves usually use positive emotions to express their feeling in the public, even hiding their real inner feeling to maintain interpersonal harmony. People with interdependent selves used to hide the negative emotions, especially anger. Because they consider others and want to be gentle. Most of the interdependent cultures use the strategy to suppress anger and avoid conflict, such as Tahiti, Japan and China. Under those circumstances, Chinese belong to the interdependent selves, and may behavior differently compared with Western (belong to independent selves).

Additionally, Chinese is more inclined to inhibit the ego-focused emotions because they focus on face saving and attach importance to social connections. According to the study of Chen & Kim (2013), face saving (*mianzi*) and social connections (*guanxi*) are typical Chinese personal values, which can influence consumer behavior. *Mianzi* is an image that people want to be respected and well known in the social network. People mind their manners to match their social status and are eager to keep the *mianzi* not only for themselves, but also for others. More specifically, people may pretend to be happy to keep the *mianzi* although they feel uncomfortable during the interpersonal communications. For instance, if a Chinese is invited to a dinner, he/she will compliment the food although he/she does not like it. His/her behavior is inconsistent with feelings because he/she tries to protect the self-esteem of the host and keep the *mianzi* for the host. Additionally, *guanxi* is another personal value, and can be seen as a special type of relationship. In European countries, changes in relationships are usually driven by the legalities and rules, while in China, relationship (*guanxi*) is more related to morals and society (See the overview of *mianzi* and *guanxi* in the study of Chen & Kim, 2003). Thus, Chinese value more in the relationship (*guanxi*) than Europeans, and want to keep *guanxi* close and long-standing. Considering this point, I assume that Chinese will show similar emotions to the giver no matter what pre-emotions the recipient has. They pretend to be happy when they receive the gifts because they tend to keep good relations. Yet, Western's behavior will consistent with their feelings.

2.4 Basic Model without Hypotheses

As mentioned above, culture can be added in the conceptual model as a moderator. Figure 2 below is the basic conceptual model with culture. There is one more arrow (the green one) added from recipient's emotion to disposition strategy, because I assume Chinese will show similar displayed emotions to the giver while the recipient's pre-emotion can affect the disposition strategy directly. Considering that I assume culture will only affect the displayed emotions with different pre-emotions, but not the felt emotions, I also added one more arrow from pre-emotion to felt emotion. As discussed before, culture is assumed to be able to influence the linkage between recipient's pre-emotion and the displayed emotions to the giver; culture is assumed to be able to influence the linkage between recipient's pre-emotion and disposition strategy as well.

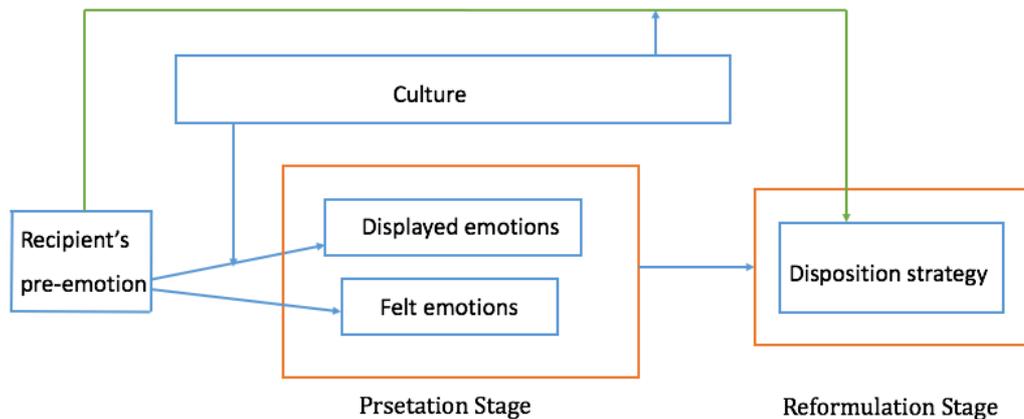


Figure 2. The basic conceptual model with culture

3 Hypotheses

3.1 Love and Anger

De Hooge (2014) used just two appraisal dimensions: valence and agency in her study, to elaborate how to predict the effects of emotions on the consumer behavior in gift giving. Because gift giving can be classified to prosocial or altruistic behavior, and the appraisal dimension of valence (the emotion is positive or negative) is helpful to predict the emotion effect on prosocial or altruistic behavior. The appraisal dimension of agency infers who caused the emotion, oneself or other person, and gift-giving usually involved more than one person (except self-gift). Ruth et al. (2002) used two empirical studies to support that the appraisal dimensions of valence and agency can help to predict emotions influence on gift giving. Hence, it is reasonable to use both

valence and agency to predict the emotion's effect on recipient's behavior in this study. However, considering this study sets that the emotion from the recipient is caused by the giver, there is no need to use the default agency to predict the effect of emotions on gift receiving. So valence is the only appraisal dimension that need to be concerned in this study.

Additionally, it is easier to predict the consumer's appraisal by a single emotion than multiple emotions (Ruth et al, 2002). Thus, this study needs to select one pre-emotion that the recipient has, and use the single pre-emotion to predict the recipient's behavior, e.g., the felt emotions of the recipient's, the displayed emotions to the gift, and the further disposition of the gift. From the valence view, this study needs to select one positive pre-emotion and one negative pre-emotion to compare the different emotional influence on the behavior.

Ruth et al. (2002) mentioned that basic emotions are easier for recipients to recognize than the other emotions, and basic emotions constitute the consumer's knowledge of emotions, which might affect the intensity of the connection between emotions and appraisal. Compared with pride and guilt, love and anger are more associated with other-agency. Thus, I select love and anger from the five basic emotions (the others are joy, fear and sadness) and they represent different valence. Moreover, as Ruth et al. (2002) concluded, love and anger are highly rated in other-agency. This implicated that love and anger might play significant roles in predicting the appraisal when the emotion is caused by the other. Since this study defaults that the pre-emotions are caused by the giver, emotion 'love' refers to the recipient feeling to be loved by the giver; emotion 'anger' refers to the recipient feeling angry with the giver.

Recipient will over-evaluate the gift when the giver is special (Cárdenas, 2012). This suggested that particular relationship can influence the judgment of the gift and the emotions felt by recipient. For example, how appreciated does the recipient feel for the gift? Love is a positive pre-emotion and can make people 'blind'. I propose a gift from the one you love can be over-evaluated. A worthless stuff can be evaluated as priceless if it is a gift from the one you love. You may feel positive and over-estimate the gift. This over-estimation can also influence the displayed emotions when the recipient receives the gift: there is a big grateful smile instead of a polite smile. Also, you will treasure the gift from the one you love. In contrast, a mediocre gift given by an ordinary friend or family member cannot draw the recipient's attention, or be treasured. Thus, the hypothesis is:

H1a: I hypothesize that recipients receiving gift from whom they love will response and dispose the gift in a more positive way, compared with those who generate no significant emotions before gift receiving.

The word 'response' in the hypothesis refers to the appreciation of the gift, the emotions that recipients feel, as well as the emotions that recipients display. As this study mentioned before, recipient may evaluate the same gifts in different way.

Appreciation can be the appropriate variable to measure the evaluation of the gift in this study. The appreciation is not only widely used as an evaluation index of the gift (Teigen et al., 2005; Flynn & Adams, 2009; Adams et al., 2012; Cavanaugh et al., 2015; Paolacci et al., 2015), but is also a felt emotion. Although this study will measure the appreciation and felt emotions separately, the variable of appreciation is still category to the variable of felt emotions.

Love is a positive emotion, and anger is a negative emotion without a doubt. If love can influence the recipient's emotions and evaluation of the gift in a positive way, it will be reasonable to assume that anger can influence the emotions and evaluation of the gift in a negative way. By analogy, you will feel less positive emotions and underestimate a mediocre gift given by the person you feel angry, compared with a same gift that is given by an ordinary friend or family member. The displayed emotions to the giver might also differ: you may show the ungratefulness to the giver you are angry with but give a smile in a polite way ordinary giver. Also, you may not cherish the gift from the one you feel angry with, while a same gift given by an ordinary friend or family member might be treated better. Thus, the hypothesis is:

H1b: I hypothesize that recipients receiving gift from whom they feel anger with will response and dispose the gift in a more negative way, compared with those who generate no significant emotions before gift receiving.

If we use the emotional situation of love to compare with the situation of anger, it is reasonable to assume that all will be different, including the felt emotion, displayed emotions to the giver and the disposition of the gift. I assume that the positive pre-emotion may affect the Prestation Stage and Reformulation Stage in a positive way, compared with the negative pre-emotion. For instance, a person you love and a person you feel angry with both give you the same birthday gifts. I suppose you may appreciate the gift more, feel better and show more positive emotions to the giver you love compared with the giver you feel angry with. Also, the disposition might be different when the giver is the one you love compared with the one you feel angry with: you might dispose the gift in a more positive way if it comes from the person you love. Thus, the hypothesis is:

H1c: I hypothesize that recipients receiving gift from whom they love will response and dispose the gift in a more positive way, compared with those who generate anger before gift receiving.

3.2 Different Cultural Backgrounds

Compared with Chinese, Western seem to be more direct when they have the chance to express the emotions (Markus & Kitayama, 1991). I assume that after showing the emotional response to the giver, western people normally would not let the pre-emotions last to the disposition stage. Thus, compared with Chinese, Western

may be more honest when they respond to the giver and will show their real emotions when they receive the gift. They are less likely to dispose the gift with influence of the pre-emotions. Hereby, the hypothesis is:

H2a: I hypothesize that to the people with western cultural background, emotions that recipient generate before gift giving impact the displayed emotions to the gift, but have less influence on the dispositions strategy.

The same association will not hold for Chinese recipients. In this study, I assume that Chinese will not show the real feelings when receiving the gift in front of the giver, but will dispose the gift as they want if the giver do not know the disposition. A Chinese recipient may show similar emotional response to the giver he/she loves, he/she feels angry with and the giver with non emotions. However, he/she will dispose the gifts from different givers in different ways. The similar emotional response to the giver is because he/she wants to keep the mianzi for the giver and also wants to keep guanxi for a long time. On the other way, the recipient will be honest to the gift in the disposition stage. Thus, the hypothesis is:

H2b: I hypothesize that to the people with Chinese cultural background, emotions that recipient generate before gift giving impact the dispositions strategy, but have less influence on the displayed emotions to the gift.

3.3 Conceptual Model

The model, as depicted in Figure 3, consists of a combination of all the hypotheses above, and gives an overview of the research. Recipient's pre-emotion is the independent variable and disposition strategy is the dependent variable. This study aims to predict the disposition strategy of the gift based on the recipient's pre-emotions, the felt emotions of the recipient, the displayed emotions to the giver and the culture difference. The recipient's felt emotions and displayed emotions to the giver mediate the relationship between recipient's pre-emotion, and disposition strategy. The recipient's pre-emotion may also affect disposition strategy directly without the mediator of emotional response. Whether the displayed emotions affect the disposition strategy or not depends on different cultural background.

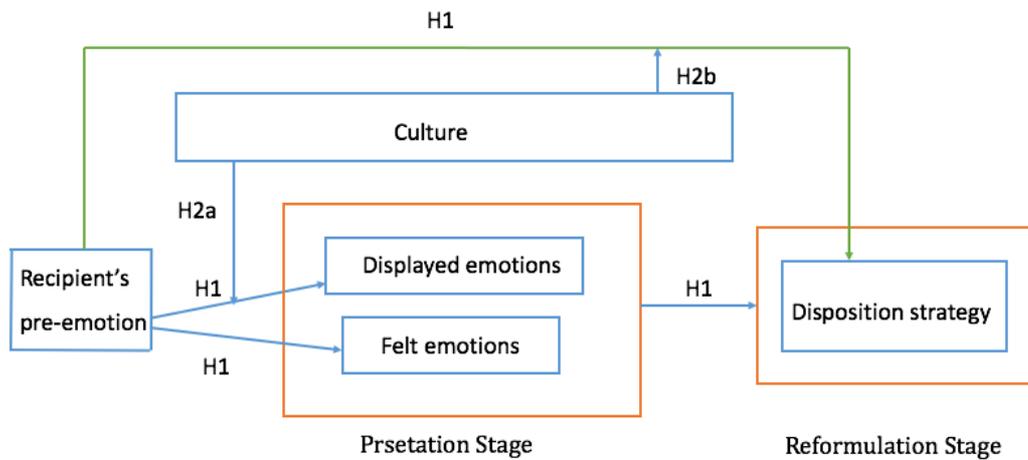


Figure 3. The conceptual model

4 Method

4.1 Participants and Design

There were 298 students in total (104 males, $M_{age}=24$, $SD_{age}=3.61$) participating this research as volunteers, among whom, 143 of them were Chinese (43 males, $M_{age}=24$, $SD_{age}=1.44$), while the rest (155 persons) were students with western culture backgrounds studying in Wageningen University (61males, $M_{age}=24$, $SD_{age}=4.94$). Within Chinese participants, some of them were students from Wageningen university as well, and the others were my acquaintances in China.

In order to collect these data, the questionnaire was sent via email to my fellow students in Wageningen University (an international university with students from all over the world in the Netherlands), as well as my acquaintances in China. There were three parallel questionnaires, namely control condition group, other-caused love (positive valence) group and other-caused anger (negative valence) group. These questionnaires were randomly given out to the students. During the process, most of the Chinese participated in the research by answering the online questionnaire; while it was difficult to get response from people with western culture by email. To solve this problem, I put an advertisement on Facebook website to attract more volunteers to participate in the research, as return, snacks and small gifts were prepared.

4.2 Procedure and Variables

Firstly, participants were asked to complete a recall procedure about the anger/ love emotion, aimed to introduce emotional events into the questionnaire. De Hooge (2014) used an autobiographical recall procedure to include the emotions in her study, during which the participants were asked to recall a personal incident with the certain emotion. In my study, participants were asked to describe a personal experience in which they felt love because of a friend or a family member's behavior (positive other-caused condition), or felt anger because of a friend or a family member's behavior (negative other caused condition). In the control condition, participants were asked to describe a normal weekday which they didn't spend alone. Thus, all of the conditions have a friend or a family member included. As the manipulation check, participants indicated how much fear, guilt, anger, happiness, gratefulness, pride and love they felt directly after the emotional event (1= "not at all", 7= "very strongly"). In the questionnaire, participants typed the name of the friend or family member who affected their emotion (love and anger conditions). For the control condition, participants also recorded the name of the person who they spent the weekday with.

To measure the emotional responses in gift giving, participants then imagined that the participants' birthday was one week later after the recall incident, and the named person gave a best-selling novel book as a birthday gift to the participants. And then the participants' appreciation of the gift, the felt emotions and displayed emotions to the giver, as well as the willingness of how to deal with the gift were measured by the questionnaire.

This study measured the appreciation with the felt emotions separately. Paolacci et al. (2015) used five items to measure the recipients' appreciation of the gift (see the five items in appendix A, question 2). The current study used same items, and a factor analysis on these items showing a clear one factor solution. The factor appreciation (Eigenvalue=3.70) explained 74.08% of the variance, and formed a high level reliability ($\alpha=.93$). Therefore, I averaged the five items together into one composite variable, which I referred to as appreciation. After that, participants indicated how much emotions (happy, angry, grateful, surprised, guilty, indifferent, disappointed, be loved) they felt when they received the gift, and to which degree of several emotions (happiness, anger, gratitude, surprise, guilt, disappointment, love, not any emotion) they would show to the named person (1= "not at all", 7= "very strongly"). Next, the participants indicated how much degree they would choose to use the gift; keep the gift but never use it; return the gift to the shop; throw the gift away; give the gift to somebody else. All the scales for the five gift disposition strategies are from 1= "I would never do this", to 7= "I would definitely do this".

Singelis (1994) created 30 items named as self construal scale (see the appendix B), to distinguish the independent self with interdependent self. In this study, participants indicated 8 items (see the appendix B) to insure the culture difference. I only selected

the 8 items from the Singelis self-construal scale because the questionnaire was long enough, and in case that the 30 items with long description would stifle the participants' passion of completing the survey. Items 1, 3, 5 & 7 are independent scales whereas items 2, 4, 6 & 8 are interdependent scales. Based on the instruction of Singelis, all the independent items' scores (1 to 7) should be added and divided by 4 to give the mean score to the items, similarly to the 4 interdependent items. Unfortunately, the 4 items about independent had a low level reliability ($\alpha=.42$), so I could not average them together into one composite variable. The 4 interdependent items went the same way, with a low level reliability ($\alpha=.46$). Deletion of any item could not help to increase the reliability. As a solution, I analyze the 8 items separately in chapter 5.4.

5 Result

5.1 Emotion Manipulation Check

The emotion manipulation for both the target emotions was successful. Participants in the love condition reported more love feelings compared with all in other conditions: love participants ($M=6.15$, $SD=1.14$) reported more love than anger participants ($M=1.85$, $SD=1.31$, $t(194)=24.64$, $p<.001$), and than control group ($M=3.94$, $SD=2.20$, $t(150)=8.91$, $p<.001$). Similar effects were found for anger in anger conditions: anger participants ($M=5.88$, $SD=1.05$) reported more anger than love participants ($M=1.18$, $SD=0.58$, $t(157)=39.23$, $p<.001$), and than Control participants ($M=1.92$, $SD=1.51$, $t(177)=21.57$, $p<.001$).

Participants in the love condition reported more love feelings than other emotions, all $t_s(96)>9.69$, $p<0.01$; participant in the anger condition reported more anger feelings than other emotions, all $t_s(100)>17.01$, $p<0.01$.

5.2 Pre-emotions

Four 3(pre-emotion) x 2(culture) ANOVA with different dependent variables have been down to test the hypotheses. I will explain the main effects of pre-emotions in chapter 2.2, and explain the main effects of culture, as well as the interaction of pre-emotions and culture in chapter 2.3.

According to the hypothesis 1, the emotional responses and disposition strategy are dependent on the valence of the pre-emotion. For the pre-emotions, positive pre-emotion (love) would have a comparable positive influence on the recipients' appreciation, felt emotions, displayed emotions and disposition strategy, whereas negative pre-emotion (ager) would have a comparable negative influence on the

emotional responses and disposition strategy. The following will explain how the findings have supported the expectations.

5.2.1 Recipients' Responses

Appreciation

A two-way ANOVA with appreciation as dependent variable showed a main effect of pre-emotions ($F=19.84, p<.001$). Anger participants ($M=4.52, SD=1.63$) are significant different compared with the love participants ($M=5.39, SD=1.43$) and the condition group ($M=5.67, SD=1.25$). The significant different appreciation scores indicated that participants in anger condition appreciated the gift less than the participants in the love condition and control group. However, there was no significant difference in appreciation between love condition and control group ($p=0.34$). This result supported hypothesis 1b and hypothesis 1c.

Felt Emotion

Table 1 shows the result of a two-way ANOVA with felt emotions as dependent variables. It tested the effect of valence and culture separately, as well as the interaction. From the valence aspect, there were six main effects on the felt emotion of happiness ($F=19.49, P<.001$), anger ($F=26.91, P<.001$), gratefulness ($F=34.85, P<.001$), guilt ($F=3.98, P=.020$), indifference ($F=11.76, P<.001$) and love ($F=17.95, P<.001$) between different pre-emotions. To test what conditions are significantly different, this study also conducted the post hoc test and please find the result in table 2.

Table 1
3 (pre-emotions) * 2 (culture) with felt emotions as dependent variables

	Felt Happy	Felt Angry	Felt Grateful	Felt Surprise	Felt Guilty	Felt Indifference	Felt disappointment	Felt Love
	F (Sig.)	F (Sig.)	F (Sig.)	F (Sig.)	F (Sig.)	F (Sig.)	F (Sig.)	F (Sig.)
Valence	19.49 (<.001)	26.91 (<.001)	34.85 (<.001)	2.39 (.093)	3.98 (.020)	11.79 (<.001)	1.64 (.196)	17.95 (<.001)
Culture	8.84 (.003)	13.53 (<.001)	31.51 (<.001)	95.08 (<.001)	2.05 (.154)	2.04 (.154)	1.21 (.273)	12.03 (.001)
Valence *	0.03 (.975)	6.38 (<.001)	1.44 (.239)	0.66 (.518)	1.21 (.299)	0.21 (.812)	2.08 (.127)	1.17 (.312)
Culture								

Table 2

Felt emotions as dependent variable of pre-emotions

Conditions	Felt Happy	Felt Angry	Felt Grateful	Felt Surprise	Felt Guilty	Felt	Felt	Felt Love
	Mean (SD)	Indifference	Disappointment	Mean (SD)				
						Mean (SD)	Mean (SD)	
Love	5.68 (1.42) ^a	1.12 (0.39) ^a	5.57 (1.54) ^a	4.08 (2.09) ^a	1.49 (1.16) ^a	1.82 (1.48) ^a	1.58 (1.17) ^a	5.61 (1.48) ^a
Anger	4.54 (1.80) ^b	2.00 (1.41) ^b	4.19 (1.79) ^b	4.44 (2.20) ^a	2.01 (1.43) ^b	2.56 (1.88) ^b	1.72 (1.27) ^a	4.16 (1.99) ^b
Control	5.73 (1.41) ^a	1.23 (0.68) ^a	5.77 (1.35) ^a	4.70 (2.06) ^a	1.69 (1.23) ^{ab}	1.56 (1.12) ^a	1.42 (1.02) ^a	5.12 (1.87) ^a

Note. Means with different superscript are significantly different with each other at .05 level. Mean with superscript ab is not significantly different with the means with neither letter a nor letter b at .05 level.

Supporting hypotheses 1b and 1c, we observed a significant difference in the felt emotion between the anger condition and love/control condition (see table1 and figure 4). Participants in anger condition had less feeling of happiness, gratefulness and love compared with participants in love condition and control group, whereas participants in anger condition had more feeling of anger and indifference compared with those in love conditions and control group. Participants in anger condition felt guiltier than those in love condition, but there is no significant difference between anger participants and control group. This result indicated that when the participants had a negative emotion before the gift giving, they would feel less positive emotions compared with the participants in love condition and control group.

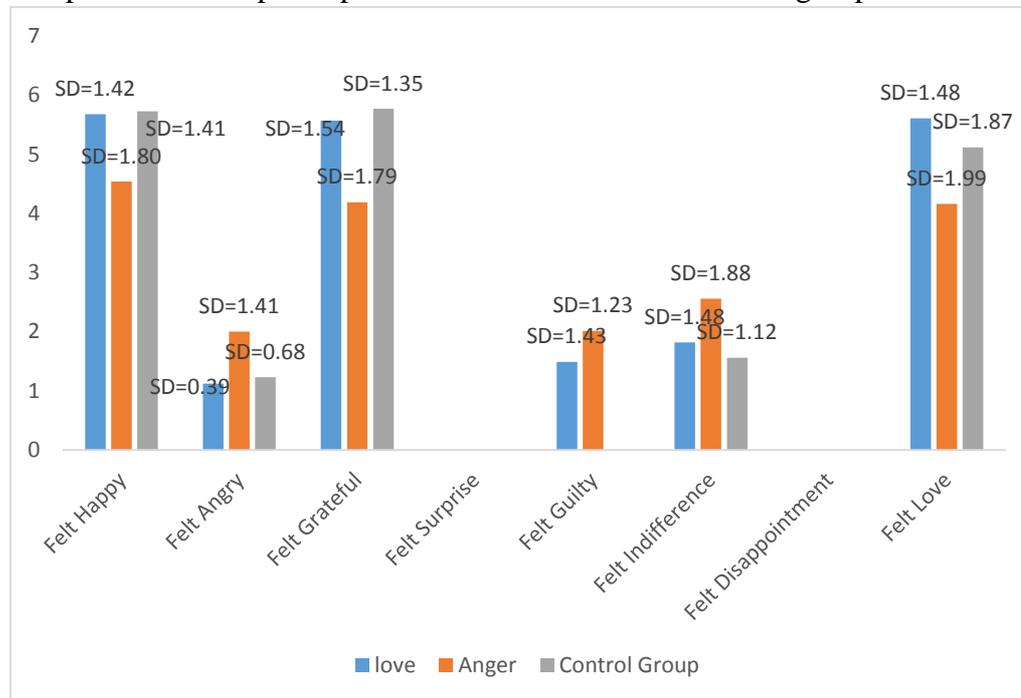


Figure 4. Felt emotions with different pre-emotions

Displayed Emotion

Table 3 shows the result of a 3 (pre-emotion) x 2(culture) ANOVA with displayed emotions as dependent variables. From the valence aspect, there were six main effects on the displayed emotion of happiness ($F=17.54$, $p<.001$), anger ($F=14.05$, $p<.001$), gratitude ($F=11.62$, $p<.001$), guilt ($F=4.05$, $p=.018$), love ($F=15.6$, $p<.001$) and no emotions ($F=4.10$, $p=.018$). To test what conditions are significantly different, this study also conducted the post hoc test and please find the result in table 4.

Table 3

3 (pre-emotions) * 2 (culture) with displayed emotions as dependent variables

	Displayed Happiness	Displayed Anger	Displayed Gratitude	Displayed Surprise	Displayed Guilt	Displayed Disappointment	Displayed Love	Displayed No emotions
	F (Sig.)	F (Sig.)	F (Sig.)	F (Sig.)	F (Sig.)	F (Sig.)	F (Sig.)	F (Sig.)
Valence	17.54 ($<.001$)	14.05 ($<.001$)	11.62 ($<.001$)	0.40 (.668)	4.05 (.018)	1.72 (.181)	15.61 ($<.001$)	4.10 (.018)
Culture	31.22 ($<.001$)	3.85 (.051)	41.66 ($<.001$)	50.10 ($<.001$)	0.01 (.940)	1.90 (.169)	6.41 (.012)	0.33 (.569)
Valence * Culture	0.71 (.490)	1.60 (.205)	0.31 (.735)	0.16 (.856)	0.03 (.968)	1.55 (.213)	1.64 (.197)	0.02 (.981)

Table 4

Displayed emotions as dependent variables of pre-emotions

Conditions	Displayed Happiness	Displayed Anger	Displayed Gratitude	Displayed Surprise	Displayed Guilt feeling	Displayed Disappointment	Displayed Love	Displayed not any emotion
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)				
Love	5.77 (1.47) ^a	1.08 (0.28) ^a	5.55 (1.67) ^a	4.25 (2.10) ^a	1.26 (0.73) ^a	1.28 (0.78) ^a	5.32 (1.17) ^a	1.66 (1.37) ^{ab}
Anger	4.66 (1.98) ^b	1.66 (1.19) ^b	4.70 (1.78) ^b	4.38 (1.95) ^a	1.65 (1.18) ^b	1.47 (0.92) ^a	3.83 (2.03) ^b	2.09 (1.64) ^b
Control	5.77 (1.46) ^a	1.20 (0.70) ^a	5.60 (1.46) ^a	4.51 (2.05) ^a	1.44 (0.95) ^{ab}	1.26 (0.84) ^a	4.68 (1.98) ^c	1.55 (1.18) ^a

Note. Means with different superscript are significantly different with each other at .05 level. Mean with superscript ab is not significantly different with the means with neither letter a nor letter b at .05 level.

The different pre-emotions have significant effects on the displayed emotions, which support hypotheses 1b and hypothesis 1c (see table 2 and figure 5). Participants in anger condition displayed less happiness, gratitude and love compared with participants in love condition and control group, whereas participants in anger condition displayed more feeling of anger compared with those in love conditions and control group. Participants in anger condition displayed greater feeling of guilt than those in love condition, and got higher score in displaying no emotions compared to

the control group. This result indicated that when the participants had a negative emotion before the gift giving, they would display less positive emotions compared with the participants in love conditions and control group.

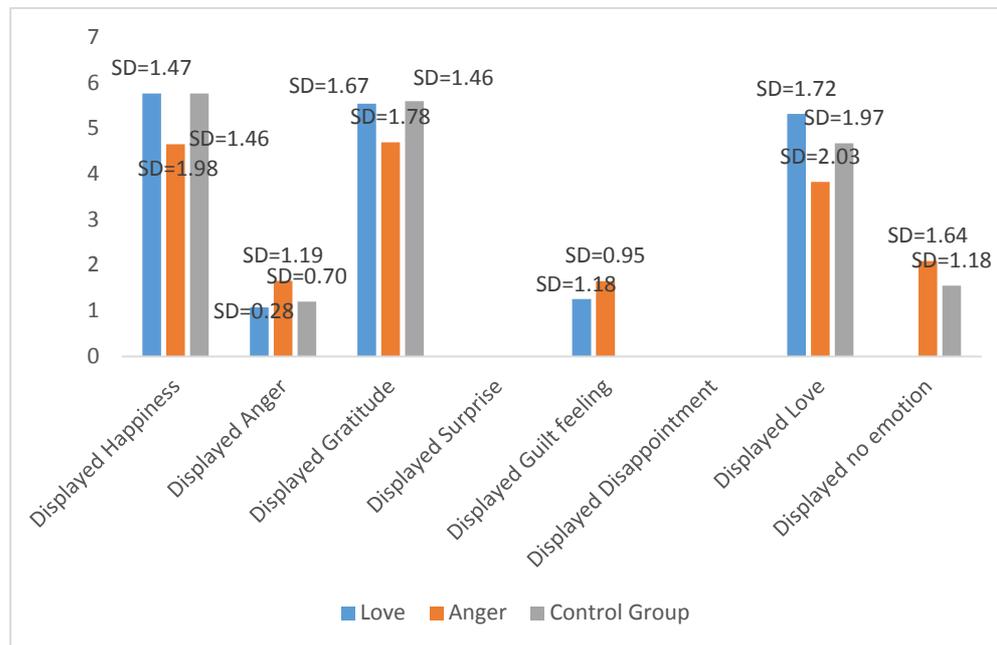


Figure 5. Displayed emotions with different pre-emotions

5.2.2 Disposition Strategy

A 3(pre-emotion) x 2(culture) ANOVA with disposition strategy as dependent variables showed pre-emotions have a main effect on regifting disposition (give the gift to somebody else) ($F=5.86, p=0.003$). The post hoc test presented that participants in anger condition ($M=2.20, SD=1.69$) have significant difference between participants in love condition ($M=1.65, SD=1.22$) and control group ($M=1.60, SD=1.09$). This result indicated that participants with negative pre-emotion would get more score in the disposition strategy of regifting compared with the participants who have a positive pre-emotion, as well as participants in the control group, which support the expectation (hypothesis 1) partly. However, we cannot say that the pre-emotions will affect all the disposition strategies.

5.3 Different Cultural Background

I have explained the main effects of pre-emotions in previous chapter. For the rest results of the four 3(pre-emotion) x 2(culture) ANOVA with different dependent variables, I will explain the main effects of culture, as well as the interaction of pre-emotions and culture in the next section.

According to the predictions, the pre-emotions should have effects on the response

part but not disposition part when the participants are Western, whereas the pre-emotions should have effects on the disposition part but not the response part when the participants are Chinese. Unfortunately, the following will explain the findings which did not support the expectations.

5.3.1 Recipients' Responses

Appreciation

A 3(pre-emotion) x 2(culture) ANOVA with appreciation as dependent variable showed a main effect ($F=24.16, p<.001$) of culture. Chinese participants ($M=4.81, SD=1.74$) are significantly different compared with the western participants ($M=5.58, SD=1.15$). The significantly different appreciation scores indicated that participants with western background appreciate the gift greater than the participants with Chinese background. However, there was no interaction of the pre-emotions and culture on the appreciation, which did not support our expectation.

Felt Emotion

Table 1 shows that western participants would feel stronger emotions, compared with Chinese participants. Culture have five main effects on the felt emotions of happiness ($F=8.84, P<.001$), anger ($F=13.53, P<.001$), gratefulness ($F=31.51, P<.001$), surprise ($F=95.08, p<.001$), and love ($F=12.03, P=.001$). Among them, the western participants got higher mean score of felt emotions compared with Chinese participants (see figure 6). All the significant difference felt emotions are positive, except anger. This result indicated that western felt stronger emotions compared with Chinese, although there were different pre-emotions.

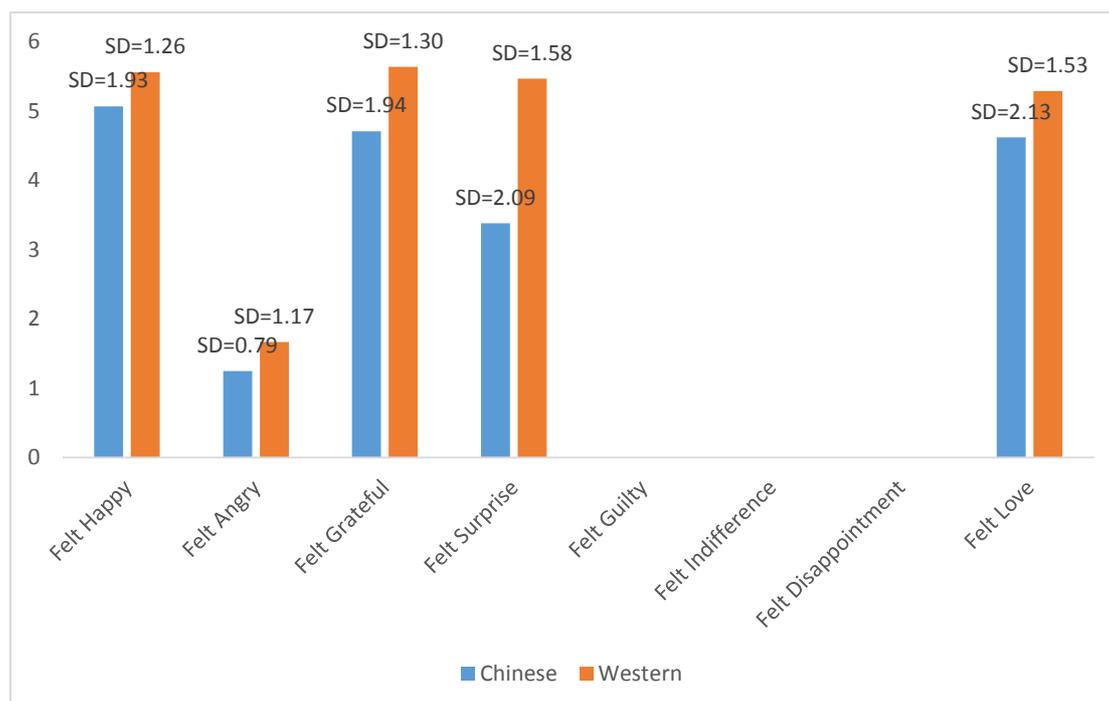


Figure 6. Felt emotions with different cultural background

Additionally, the 3(pre-emotion) x 2(culture) ANOVA with felt emotions as dependent variables showed a two-way interaction ($F=6.38$, $p=0.002$) on the feeling of anger. To know the impact of pre-emotion, this study also conducted the post hoc test and please find the result in table 5. For the participants in anger condition, western participants ($M=2.44$, $SD=1.46$) showed significant higher mean score than the Chinese participants ($M=1.53$, $SD=1.21$). This result indicated that the pre-emotion's effect depended on culture. In love and control group, there was very small difference in anger feeling between Chinese and western participants. At anger condition, however, western participants had much higher anger feeling than Chinese. Only this result supported hypotheses 2 that culture would strengthen or weaken the power of the pre-emotions on the recipients' responses.

Table 5

Felt angry as dependent variables of pre-emotions and culture

Conditions	Chinese	Western
	Mean (SD)	Mean (SD)
Love	1.08 (0.3) ^a	1.17 (0.44) ^a
Anger	1.53 (1.21) ^a	2.44 (1.46) ^b
Neutral	1.16 (0.51) ^a	1.31 (0.82) ^a

Note. In the same condition, means with different superscript are significant different with each other at .05 level.

Displayed Emotion

Table 3 shows four main effects of different cultural background on the displayed emotions of happiness ($F=31.22$, $p<.001$), gratitude ($F=41.66$, $p<.001$), displayed surprise ($F=50.10$, $p<.001$) and love ($F=6.4$, $p<.001$). Among them, western participants got higher mean score in the displayed emotions than the Chinese participants (see figure 7). All the significant different displayed emotions are positive. This result indicates that compared with Chinese, western people would show stronger positive emotions when they got a gift, no matter the valence of pre-emotions. However, this finding cannot support the expectation, since there was no interaction.

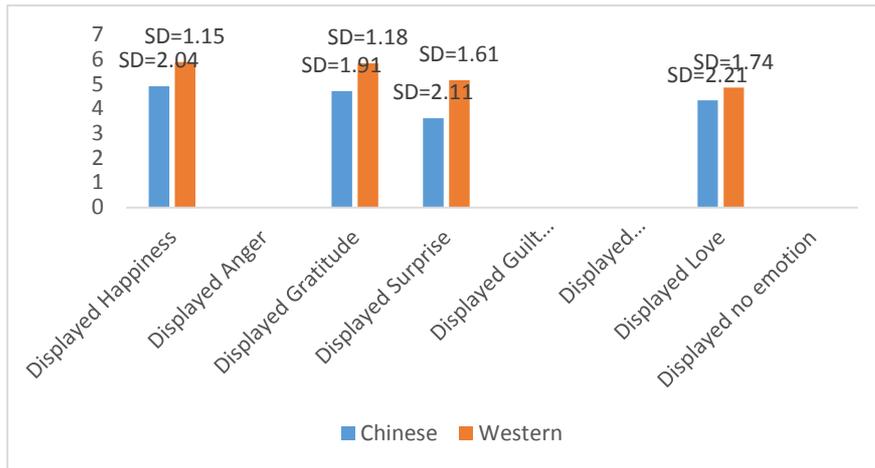


Figure 7. Displayed emotions with different cultural background

5.3.2 Disposition strategy

A 3(pre-emotion) x 2(culture) ANOVA with disposition strategy as dependent variables showed that different cultural background had two main effects on the return ($F=30.07$, $p<.001$) and regift strategies ($F=18.23$, $p<.001$). western participants showed higher mean scores in both the return strategy ($M=1.46$, $SD=0.92$) and regift strategy ($M=2.16$, $SD=1.53$) compared with Chinese participants ($M=1.03$, $SD=0.18$; $M=1.49$, $SD=1.13$). This result indicated that participants with western cultural background would get higher score in the disposition strategy of return and regift, compared with the participants with Chinese cultural background, which support the expectation partly. It was hard for Chinese to return or regift, compared with the western people.

I also conducted a multiple regression analyse to test whether dependent variables, including pre-emotions, felt emotions, displayed emotions, culture and gender, offering unique contribution to the willingness of the five disposition strategy. Please find the result in table 6.

Table 6
multiple regression analyses with disposition strategy as dependent variables

ANOVA	6.39 (<.001)*	1.95 (.009)*	5.06 (<.001)*	3.43 (<.001)*	3.73 (<.001)*
F (Sig.)					
	Use	Keep	Return	Throw	Regift
	β	β	β	β	β
Culture	-0.40	-0.19	0.46**	0.13	0.60**
1="Chinese"					
2="Western"					

Gender	0.21	0.13	-0.18**	-0.05	0.18
1="Male"					
2="Female"					
Love Condition	0.03	0.37	-0.07	0.11	0.20
Anger Condition	0.16	-0.05	6.32E-5	0.01	0.22
Appreciation	0.39**	-0.30**	-0.02	-0.03	0.00
Felt Happy	0.04	-0.02	0.02	0.01	0.13
Felt Angry	0.24**	0.18	-0.02	0.10**	0.12
Felt Grateful	-0.01	0.15	0.04	0.01	-0.04
Felt Surprise	0.05	-0.09	-0.06**	-0.01	0.02
Felt Guilty	-0.07	0.25**	-0.02	-0.04	0.10
Felt Indifference	0.04	0.05	0.05	-0.03	0.06
Felt Disappointment	-0.08	0.17	0.11**	-0.06	0.09
Felt Loved	0.06	0.07	-0.01	-0.04	-0.02
Displayed Happiness	0.15	0.13	0.03	0.00	0.00
Displayed Anger	-0.35**	-0.05	0.07	0.03	0.00
Displayed Gratitude	-0.15	-0.04	-0.02	-0.03	-0.02
Displayed Surprise	-0.07	0.14	-0.00	0.04	0.03
Displayed Guilt feeling	0.14	-0.19	0.03	0.08	-0.06
Displayed Disappointment	-0.05	-0.08	0.15**	0.14**	0.17
Displayed Love	-0.08	-0.08	-0.03	0.00	-0.17**
Displayed Not any emotions	-0.21**	0.14	-0.01	0.07**	0.07

Note. *The independent variables significant predict the dependent variable at .05 level.

**The independent variable coefficients are statistically significantly different from 0 (zero).

The multiple regression was running to predict the disposition strategies of using the gift, keeping the gift but never use it, returning the gift, throwing the gift and regifting. Table 6 showed that all the five regression models fit right in with the data (refer to

the ANOVA test result in table 6). The result did not show any variables to be the significant predictor of the five different disposition strategies. However, if we analyze the result separately, we can see that the behavior to use can be significantly predicted by appreciation, felt angry, displayed anger and displayed no emotions. Besides, the behavior to keep can be significantly predicted by appreciation and guilt felt. The behavior to return can be significantly predicted by culture, gender, felt surprise, felt disappointment and displayed disappointment. The behavior to throw can be significantly predicted by felt angry, displayed disappointment and displayed no emotion. The behavior to regift can be significantly predicted by culture and displayed love. The independent variable of appreciation has the largest impact on the disposition of using the gift (positive impact) and keeping the gift but never using it (negative influence). Culture has the largest impact on the disposition of returning and regifting (both are positive influence). The displayed emotion of disappointment has larger impact than other significant predictors on the disposition of throwing. All the results demonstrated that gender, culture, pre-motions and recipients' responses may have effects on the different disposition strategies, but there was no variable which could influence all of the disposition strategies.

5.4 Construal Self and Cultural Difference

The independent-sample T test was conducted to check if there is any significant difference in mean scores of self-construal between Chinese and western participants. I did the test with the eight items separately. Results for the eight T test can be found in table 7. According to the prediction, the western participants should score higher in the independent subscale (item 1, 3, 5 & 7), whereas Chinese participants should get greater scores in interdependent subscales (item 2, 4, 6 & 8). Unfortunately, western participants did not get greater scores than the Chinese in the item 1, 3, 5, 7 (see the result in figure 8); Chinese participants did not get higher score at items 2, 4, 6, 8 (see the result in figure 9) either. In the independent subscales, western participants got significantly higher scores than Chinese only in item 5 and item 7. In contrast, Chinese got significantly higher scores than the western in item 1 and item 3. In the interdependent subscales, Chinese got significantly higher score than the Western in item 8, whereas Western got significantly higher score than Chinese in item 4. This finding demonstrated that there is no correlation between western participants and high score for independent items 1, 3, 5, 7, as well as no correlation between Chinese participants and high score for interdependent subscales 2, 4, 6, 8.

Table 7

T-test between Self-construal and culture.

	T- test	Chinese	Western
	t (Sig.)	M (SD)	M (SD)
Self- construal 1	2.30 (.022)*	5.19 (1.68)	4.38 (1.59)

Self- construal 3	4.25 (<.001)*	5.19 (1.68)	4.38 (1.59)
Self- construal 5	3.10 (.002)*	2.90 (1.57)	3.47 (1.59)
Self- construal 7	2.56 (.011)*	2.66 (1.39)	3.07 (1.44)
Self- construal 2	1.05 (0.30)	3.93 (1.60)	4.12 (1.51)
Self- construal 4	2.89 (.004)*	4.09 (1.66)	4.63 (1.52)
Self- construal 6	0.25 (.803)	5.59 (1.41)	5.63 (1.10)
Self- construal 8	3.56 (<.001)*	4.41 (1.55)	3.78 (1.50)

Note. *There are significant difference between mean of the self-construal and the cultures at .05 level.

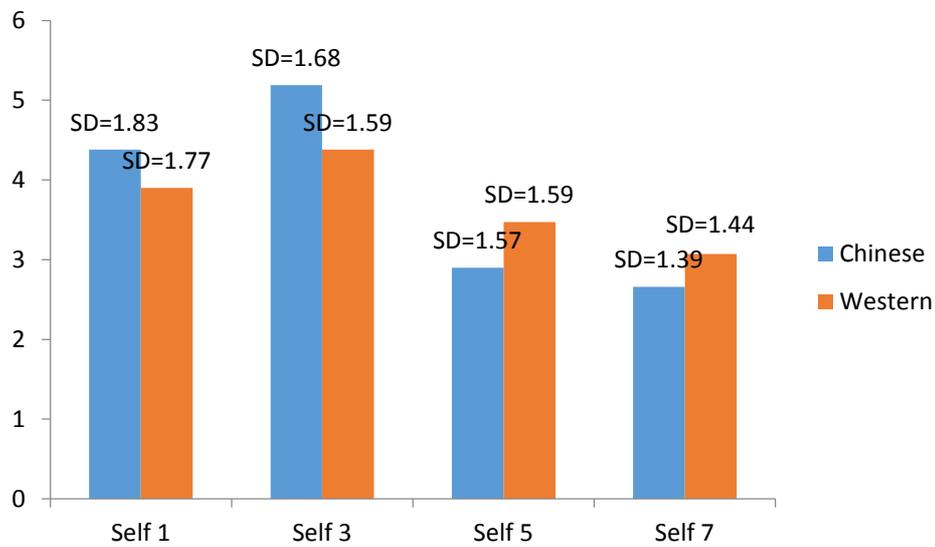


figure 8. Significant mean different between Chinese and Western within independent subscales.

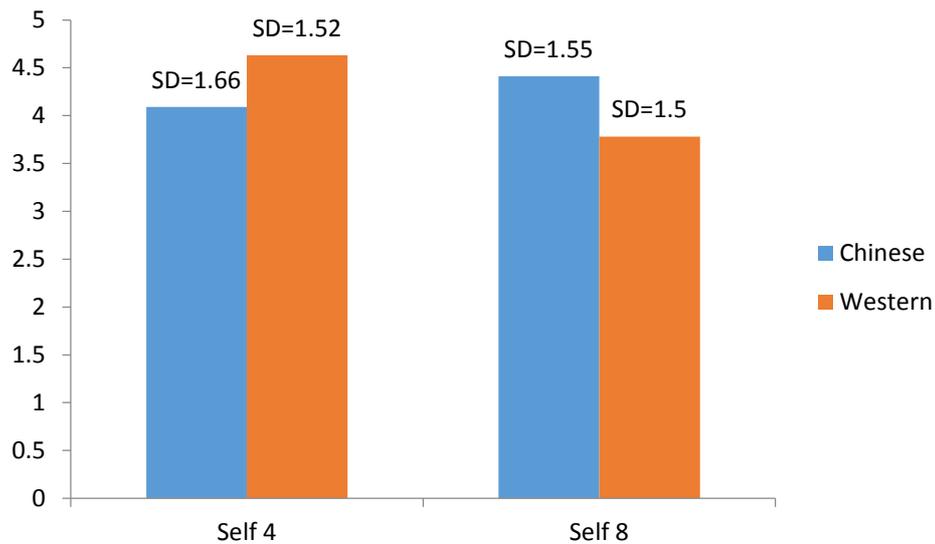


figure 9. Significant mean different between Chinese and Western within interdependent subscales.

5.5 Summary

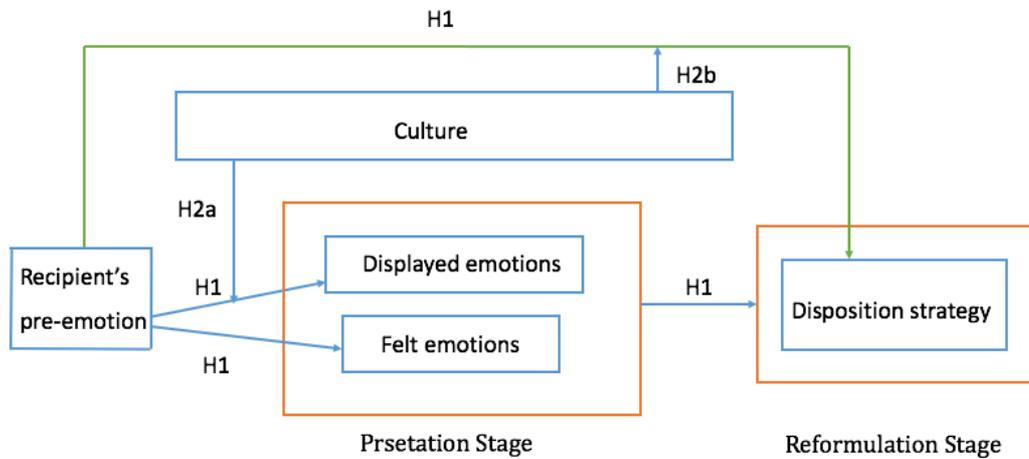


Figure 3. The conceptual model

To sum up with the conceptual model and hypothesis, pre-emotions do have effects on the appreciation, felt emotion and displayed emotions, but have no significant effects on most of the dispositions strategies. The disposition of regift was only influenced by pre-emotions: compared with other conditions, angry participants got significantly higher score in forwarding the gift. The findings support the expectations partly (hypothesis 1). Unexpectedly, the results did not show significant two-way interaction, which meant the effect of pre-emotions on recipients' responses and disposition strategies did not depend on culture. Although the results showed culture have significant effects on the recipients' responses, as well as two disposition strategies: return and regift. Thus, the results cannot support hypothesis 2.

6 General discussion

A large number of studies proved that emotions had ability to influence the consumer behaviors, such as gift purchasing and gift disposition. Yet, few studies considered the pre-emotions that the recipient generates with the giver, together with the displayed emotions and cultural difference. This study proposes the research question that from the recipient's view, how can pre-emotions influence the recipient's response and disposition strategy in a cross-cultural background. Generally speaking, compared with negative pre-emotions, positive pre-emotions will influence the recipient's response in a positive way. Among all the disposition strategies, pre-emotion can only influence the disposition of regift. Western and Chinese are different in appreciation, felt emotions and displayed emotions, as well as the disposition of return and regift. There is few interactions of pre-emotions and culture on recipient's response or disposition strategy.

To answer the research question from pre-emotion's perspective, this study shows that pre-emotions can be used to predict recipient's felt emotion in gift giving, as well as the emotions the recipient showing to the giver. Recipient with positive other-caused emotion will feel and show more positive emotions, and feel and show less negative emotions compared with the participants with negative other-caused emotion. Recipient with negative other-caused emotions will have less positive feeling and more negative feeling, as well as less positive displayed emotions and more negative displayed emotions. However, only one finding supports the linkage between pre-emotion and disposition strategy, which is, recipients with anger as pre-emotion are more willing to regift compared with love condition and control condition.

To answer the research question from culture's perspective, this empirical study reveals that, Western are more willing to return and regift than Chinese. Nevertheless, only one interaction of pre-emotions and culture on recipient's response is found. When the pre-emotion is anger, Western feel angrier than Chinese. Besides, one extra finding is that, compared with Chinese, Western's levels of positive felt emotions and positive displayed emotions are higher, no matter the valence of the pre-emotions.

6.1 Theoretical and Practical Contributions

The current study makes an important contribution on investigating the gift giving process with emotions. Lots of studies mentioned that emotions have effects on all the stages of gift giving process, but few empirical studies focused on the effect of pre-emotions of the recipients. The results from this study are summarized into three findings and discussed with theoretical and practical contributions separately. The findings are: the effects of pre-emotion on recipient's response and the disposition, the interaction of pre-emotions and culture on displayed emotions, as well as the effects of culture on disposition, and the different levels of felt and displayed emotions between Western and Chinese.

Effects of Pre-emotion

The first finding gives us new insights on why recipients with different pre-emotions display different emotions to the giver. According to the finding of de Hooge (2014), emotions can change the gift giving behavior because the giver wants to maintain or change the relationship with the receiver. Indeed, the results of the current study demonstrate that recipients may use the displayed emotions to express their feelings, even to maintain or change the relationship with the giver. We now know that when the recipients experience a positive pre-emotion, they feel positive (including more appreciation) and display positive emotions. These positive responses may consequently facilitate the relationship with the giver. Whereas, when the recipients experience a negative pre-emotion, they feel negatively (including less appreciation) and displayed negative emotions, and may consequently weaken the relationship with the giver.

Not only the displayed emotions can influence the social relationship, the disposition of the gift may also have the similar power. The results show that pre-emotions have no effect on disposition strategy, except the disposition of regift. Recipients with negative pre-emotion have stronger willing to regift, compared with recipients with positive pre-emotion. Regifting means the recipient gives the gift to another recipient, it refers to a disposition strategy which is easy to be found by the giver. Especially, it is possible that the original giver knows the new recipient and finds out what happened to the gift. If a recipient actually doesn't like the gift and do not want to maintain the relationship with the giver, giving the gift to another friend may be a good choice. When the giver notices what happened to the gift, the giver may realize the recipient's opinion and distance with the recipient initiative. Although all of the five disposition strategies have the possibility to be found by the giver and may influence the relationship with the giver (Sherry et al.,1992), regifting is the easiest to be found and has the most possibility to shake the relationship. In other words, regifting is the most effective way to express dissatisfaction of the recipient. Thus, the pre-emotion cannot influence the disposition strategy, unless the strategy is really easy to be found by the giver and has a great possibility to change the relationship with the giver.

The consumer research and sociology will benefit from this research that pre-emotion have great power of predicting consumer behavior and may affect social relations. This study expands the findings of Antón et al. (2014), suggests that not only a valuable gift can make the recipient satisfied, a positive pre-emotion can also make the recipient feeling positive and may increase the possibility to purchase a gift in return. Additionally, several researches mentioned that gift disposition is the final consumption in gift giving process (Rucker et al., 1991; Sherry et al., 1992/1993; Ruth et al., 1999/2004). This study explains why recipients show negative response and choose negative disposition strategy, which may lead to negative consumer behaviors. For example, the refund rate will increase because of the return disposition behavior, and the purchase rate will decrease because of the regift disposition behavior. Also, this study contributes to sociology. As gift giving helps to integrate social relationships (Belk, 1976; Sherry, 1983; Ruth et al., 1999/2004; Cheal, 1988; Shen et al., 2011), this study implies that gift receiving may also lead to new social relationships. Different displayed emotions and disposition strategies may have different effects on the relationship between giver and recipient. This study demonstrates that recipient with a pre-emotion of anger will less appreciate the gift, have negative feelings, display negative emotions, and is more willing to regift. Thus, negative pre-emotion may change the social relationship.

Marketers and consumers can both benefit from these results. Retailers can use the present study to reduce the refund rate and increase sales. When the givers come to the shop, retailers should ask if the givers ever made the recipients have negative feelings. If they did, retailers should suggest the givers be careful on gift selecting, or suggest the givers to make the recipient have positive feelings before gift giving. Because negative pre-emotion leads to high possibility of regifting. Furthermore, a

successful gift giving may lead to another gift purchase in return, which can increase sales. Similar to the consumers, if they want the recipient with negative pre-emotion to respond in a positive way, they may consider to please the recipients before gift giving. For example, a sincere apology. Because negative pre-emotion leads to negative displayed emotions. Moreover, sales promotions aiming at gifts should focus more on the givers who buy the gifts for the recipients with positive pre-emotions. An ordinary gift with medium price cannot make the recipients with negative pre-emotions feel positive, and the negative disposition strategy may even ruin the relationship between givers and recipients.

Effects of Culture

As the current research is settled with different cultural backgrounds, results show that culture and pre-emotion only have interaction on felt emotion of anger. When the pre-emotion is anger, Western have much more feeling of anger than Chinese. There is no interaction between culture and pre-emotion on other felt emotions (including appreciation) or displayed emotions. Kirkbride et al. (1991) declared that Chinese is less openly assertive and emotional in conflict situation. This may explain the reason that Chinese felt less angry than Western. Yet, for the displayed anger, the finding shows no difference between the Chinese and Western when the pre-emotion is anger. This finding seems to imply that although Western felt angrier than Chinese when they receive the gift, they also care about group harmony and follow the social norms, especially when their response can be seen by the giver directly. The reason of similar displayed anger may be that gift-giving is a reciprocity behavior. Although Western feel negative emotions during the gift-giving, it is impolite to show the real negative feelings in front of the giver directly.

However, results show that Western are more willing to return or regift than Chinese. The fact implies that Western cares less about the further relationship development than Chinese, especially when the giver cannot see the behavior directly. Additionally, this study failed to classify Chinese and Western by the conception of self- construal. That may explain there is few expected effect of culture since most of the assumptions are based on the self difference. Thus, the finding of hiding anger emotions, as well as higher return and regift rates for Western could not be attributed to a culture bias.

Marketers can benefit from these results, especially the transnational companies that come from China. Same product may have higher refund rate in Western countries than China when they are sold as gift. Additionally, retailers should also pay attention to the consumers who want to purchase the product as gift to the Western recipients. From this point, Chinese are more welcomed as final consumers, because they are less willing to return the gift and regift than Western. Therefore, it is better for the retailers to ask who may be the final consumers. If the product is bought as a gift to a Western recipient, a further question is needed: have you made the Western recipient angry?

Extra Finding

There is an extra finding from cultural difference, which I did not expect in the hypotheses. That is, Western have higher level of the positive felt emotions (including appreciation of the gift) and positive displayed emotions than Chinese. This finding implies that no matter Western or Chinese, they all show what they feel when the felt emotions are positive. Nevertheless, Western are more sensitive to the positive emotions, they feel more and display more than Chinese. Soto et al. (2005)'s study, which proved that positive and negative emotions are all moderated in Chinese, may explained this finding. Thus, the reasons of Chinese are not openly expressive the emotions could be not only they want to keep the group harmony and mianzi (Chen & Kim,2013), but also that they do not feel as much emotions as the Western.

Consumers can benefit from this finding. If the recipient is Chinese, the gift is proper as long as the Chinese recipient show positive emotions. You cannot expect the Chinese recipient show as much positive emotions as Western recipient. However, if the recipient is Western, you may find out that they are much easier to be pleased than Chinese recipient. They are more appreciate to the gifts, feel and show more positive emotions than Chinese recipient. Thus, giver should pay attention on selecting gift when the recipient is Chinese.

6.2 Limitations and Further Research

Four observations can be made regarding to the current study.

First, in the current study, Western did not get high score in items on independent self, Chinese did not get high score in items on interdependent self. This unexpected result may due to a randomly cutting down of original self-construal items. There were 30 items in the original scale and 8 were finally used instead of 30, which may change the reliability. Singelis, the creator of the self-construal, also suggested the same reason to explain the less-than ideal data result by email. Yet, the self-construal items have been created for more than 20 years, which are old scales. They may need to be updated to keep up with times. Also, some of the Chinese participants are current students in Wageningen University, who may be influenced by western culture. Back to the result of current study, any expected culture influence cannot be found, which may also due to the failed self classification. Further research is needed to define the culture difference and demonstrate the effects of culture and pre-emotions on consumer behaviors.

In the current study, love has no significant effect on recipients' response and disposition compared with control group. However, anger has significant effects on the felt emotions, displayed emotions and disposition of regifting compared with control group. Readers may question that whether this effect dependent on love vs anger, on love being a less strong or powerful emotion compared to anger, or on positive vs negative emotion. Also, the two selected pre-emotions concern only the appraisal dimension of valence, but not agency. Thus, a further research is needed to study how other pre-emotions with different agency influence consumer behavior. It

is also meaningful to study how multiply pre-emotions can influence the consumer behavior.

Third, most researches demonstrate that gift giving serves an important function in closing or alienating the social relationship between giver and receiver. The current study ends with the disposition strategy, which does not give a clue on what will happen to the social relationship. Further research can examine whether the pre-emotion has an effect on further relationship between giver and recipient. For example, pre-emotion of anger will lead to negative displayed emotions, but will the negative displayed emotions lead to a relationship alienation?

The last but not least, value of gift itself is also a key factor. In this study, the gift was a novel book, which is ordinary with moderate price. Givers focus more on the symbolic meanings of the gift while the recipients focus more on the hedonic experience of the gifts (Cavanaugh et al., 2015). Although the gift has lots of symbolic meanings (it means an apology when the giver irritated the recipient before), the recipient pays more attention on hedonic experience, i.e. the type of the gift. This may explain why recipients with negative pre-emotion still feel and displayed negative emotions. Further research can add gift type in the current model and study the effects of interactions between gift and pre-emotions on consumer behavior.

6.3 Conclusion

Gift giving can happen in numerous occasions with different emotions. Not only the gift can influence the recipient's response, but also the emotions recipient generated with the giver before gift giving can influence. The pre-emotion of anger may ruin the symbolic meaning of the gift and even leads to a negative disposition. In spite of this fact, we argue that givers should select the gifts carefully when the recipients have negative pre-emotion. Culture seems to have few effects on the recipients' response, but it is still urgent to study the culture classification and culture effects further.

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Appendix

Appendix A. The 3 versions of questionnaires (Only the emotion manipulation part are different, I put the three versions together and distinguish with different typeface.)

Welcome to this research!

Thank you for participating in this study. In this study you will be asked to describe an emotional event and answer questions about it.

Your responses are extremely important for our research. Please pay attention to all questions and answer them carefully. There are no right or wrong answers. We are only interested in your opinion. All answers will be processed confidentially.

The survey will take 15 minutes.

Participating in this survey is entirely voluntarily, therefore you are allowed to quit the survey at any point in time. But your completion of the survey will be really helpful to the research.

Please read all the instructions and questions carefully

Purpose of the research study: In this survey we are interested in how people behave during an emotional event.

What you will be asked to do in this session: You will be asked to recall and describe a specific emotional event and indicate what kind of decisions you would make

Time required for this study: Approximately 15 minutes.

Risks and benefits: We do not anticipate that you will receive any direct benefit from participation. In case you feel that you are experiencing any risk or discomfort arising out of this experiment, you are free to withdraw from further participation at any stage of the study.

Confidentiality: Your identity will be kept confidential to the extent provided by law. Your information will be assigned a code number. We will not connect your name to the data you provided. Your name will not be used in any report.

Voluntary participation: Your participation in this study is completely voluntary. There is no penalty for not participating, but your completion of the survey will be really helpful to the research.

Rights to withdraw from the session: You have the right to withdraw from the study at any time without penalties.

Who to contact if you have questions about the session: If you have any questions regarding this session following your participation, please contact Xinyuan Zhang(xinyuan.zhang@wur.nl).

Feeling Love / Feeling Anger/ *Feelings on a normal weekday*

People often experience feelings of love because of something that other people did. In this research we are interested in situations in which people feel very be loved for the actions or behaviours of a friend or family member. Therefore, we would like to ask you to remember a situation in which you felt very be loved after a friend or family member did (or did not) do something. (NOTE: The friend or family member should still be alive today).

Please describe this situation as precisely as possible. We understand that the details of the situation may contain very sensitive or personal information. For that reason we guarantee that your answers will be anonymous and the data will be treated strictly confidential.

Now think back of a situation in which you felt very be loved by a friend or family member after (s)he did (or did not do) something to/for you. Put yourself into the situation as if you are experiencing it at this very moment. Take your time and try to remember as many details of your behaviour and of the feeling as possible.

People often feel angry with other people because of something that other people did. In this research we are interested in situations in which people feel angry due to the actions or behaviors of a friend or family member. Therefore we would like to ask you to remember a situation in which you felt angry after a friend or family member did (or did not do) something to/for you . (NOTE: The friend or family member should still be alive today).

Please describe this situation as precisely as possible. We understand that the details of the situation may contain very sensitive or personal information. For that reason, we guarantee that your answers will be anonymous and the data will be treated strictly confidential.

Now think back of a situation in which you felt angry with a friend or family member after (s)he did (or did not do) something to/for you. Put yourself into the situation as if you are experiencing it at this very moment. Take your time and try to remember as many details of your behavior and of the feeling as possible.

In this research we are interested in the feelings that people experience on a normal weekday. Therefore, we would like to ask you to give a description of all important events on a normal weekday. We want you to describe a normal weekday on which you saw at least one friend or family member. (NOTE: The friend or family member should still be alive today)

Please describe this weekday as precisely as possible. We understand that the details of the day may contain very sensitive or personal information. For that reason we guarantee that your answers will be anonymous and the data will be treated strictly confidential.

Now think back of a normal weekday on which you saw at least one friend or family member. Put yourself

into the day as if you are experiencing it at this very moment. Take your time and try to remember the day in detail.

You can think of for example the situation before the person did anything, what the person exactly did (or did not do), who were present, the consequences of the person's actions, and how you felt afterward. Please describe the event in a short way below. Describe the event in such a way that someone who was not present can imagine it very well.

1. In the event you described you of course can experience multiple feelings. Below we have enlisted a number of feelings. For each feeling, please indicate how strongly you experienced it in the event you just described. The answers range from not at all (1) to very strongly (7).

How strongly did you feel...

	1(Not at all)	2	3	4	5	6	7(Very strongly)
Fear							
Guilty							
Angry							
Happy							
Grateful							
Pride							
Loved							

2. Very shortly after the event that you have just described it is your birthday. Because it is your birthday, the person in the event you just described before has bought you a gift: a best-selling novel book in 2015.

2.1. How much would you appreciate this gift?

1(Not at all)	2	3	4	5	6	7

2.2. How grateful would you feel for this gift?

1(Not at all)	2	3	4	5	6	7
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2.3. How thankful would you feel for this gift?

1(Not at all)	2	3	4	5	6	7
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2.4. How pleased would you feel about receiving this gift?

1(Not at all)	2	3	4	5	6	7
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2.5. How much do you like this gift?

1(Not at all)	2	3	4	5	6	7
---------------	---	---	---	---	---	---

3. After having received the gift, you would feel...

	1 (Not at all)	2	3	4	5	6	7 (Very strongly)
Happy							
Angry							
Grateful							
Surprise							
Guilty							
Indifferent							
disappointed							
loved							

You describe an event that had to do with a friend or family member. What is the name of this friend or family member? (Note: ONLY write down the first name of the person.) _____

4. After having received the best-selling novel book in 2015 from _____ (the person you gave the name before), you experience multiple emotions. However, in some cases people would not show the giver what they actually feel or think when they receive a gift. In the described situation,

how would you response to _____ after having received the new book?

You would show...

	1 (Not at all)	2	3	4	5	6	7 (Very strongly)
Happiness							
Anger							
Gratitude							
Surprise							
Guilt							
Disappointment							
love							
No emotion							

5. After your birthday you can do multiple things with the gift (the book). Below we have enlisted a number of possible things that you can do with the book. Presuming that _____ would not know, to what degree would you...

5.1 Use the gift.

1(I would never do this)	2	3	4	5	6	7 (I would definitely do this)

5.2 Keep the gift but never use it.

1(I would never do this)	2	3	4	5	6	7 (I would definitely do this)

5.3 Return the gift to the shop.

1(I would never do this)	2	3	4	5	6	7 (I would definitely do this)

5.4 Throw the gift away.

1(I would never do this)	2	3	4	5	6	7 (I would definitely do this)

5.5 Regift the gift (give it to somebody else).

1(I would never do this)	2	3	4	5	6	7 (I would definitely do this)
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6. What is your age?

7. What is your gender?

- Male
- Female

8. What is your nationality?

9. Additionally, there are some statements that measures a variety of feelings and behaviours in various situations.

Read each one as if it referred to you and select the number that best matches your agreement or disagreement.

9.1 I'd rather say "No" directly, than risk being misunderstood.

1(Strongly disagree)	2	3	4	5	6	7 (Strongly agree)
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9.2 I often have the feeling that my relationships with others are more important than my own accomplishments.

1(Strongly disagree)	2	3	4	5	6	7 (Strongly agree)
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9.3 I prefer to be direct and forthright when dealing with people I've just met.

1(Strongly disagree)	2	3	4	5	6	7 (Strongly agree)
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9.4 My happiness depends on the happiness of those around me.

1(Strongly disagree)	2	3	4	5	6	7 (Strongly agree)
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disagree)						agree)
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9.5 I act the same way no matter who I am with.

1(Strongly disagree)	2	3	4	5	6	7 (Strongly agree)
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9.6 It is important for me to maintain harmony within my group.

1(Strongly disagree)	2	3	4	5	6	7 (Strongly agree)
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9.7 I try to do what is best for me, regardless of how that might affect others.

1(Strongly disagree)	2	3	4	5	6	7 (Strongly agree)
-----------------------------	----------	----------	----------	----------	----------	---------------------------

9.8 I usually go along with what others want to do, even when I would rather do something different.

1(Strongly disagree)	2	3	4	5	6	7 (Strongly agree)
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Thank you for completing our survey!

Appendix B. Singelis Self-Construal Scale

1. I enjoy being unique and different from others in many respects.
2. I can talk openly with a person who I meet for the first time, even when this person is much older than I am.
3. Even when I strongly disagree with group members, I avoid an argument.
4. I have respect for the authority figures with whom I interact.
5. I do my own thing, regardless of what others think.
6. I respect people who are modest about themselves.
7. I feel it is important for me to act as an independent person.
8. I will sacrifice my self interest for the benefit of the group I am in.
9. I'd rather say "No" directly, than risk being misunderstood.
10. Having a lively imagination is important to me.
11. I should take into consideration my parents' advice when making education/career plans.
12. I feel my fate is intertwined with the fate of those around me.
13. I prefer to be direct and forthright when dealing with people I've just met.
14. I feel good when I cooperate with others.

15. I am comfortable with being singled out for praise or rewards.
16. If my brother or sister fails, I feel responsible.
17. I often have the feeling that my relationships with others are more important than my own accomplishments.
18. Speaking up during a class (or a meeting) is not a problem for me.
19. I would offer my seat in a bus to my professor (or my boss).
20. I act the same way no matter who I am with.
21. My happiness depends on the happiness of those around me.
22. I value being in good health above everything.
23. I will stay in a group if they need me, even when I am not happy with the group.
24. I try to do what is best for me, regardless of how that might affect others.
25. Being able to take care of myself is a primary concern for me.
26. It is important to me to respect decisions made by the group.
27. My personal identity, independent of others, is very important to me.
28. It is important for me to maintain harmony within my group.
29. I act the same way at home that I do at school (or work).
30. I usually go along with what others want to do, even when I would rather do something different.