



Universidade de Aveiro  
2022

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**ECO-EFFICIENT KIDS. UM ESTUDO  
TRANSCULTURAL EXPLORÁTORIO DE HÁBITOS DE  
CONSUMIDOR SUSTENTÁVEIS**

**ECO-EFFICIENT KIDS. AN EXPLORATORY CROSS  
CULTURAL STUDY OF SUSTAINABLE CONSUMER  
HABITS**



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Dissertação apresentada à Universidade de Aveiro para cumprimento dos requisitos necessários à obtenção do grau de Mestre em Gestão, realizada sob a orientação científica do Prof. Doutor Manuel Luís Au-Yong Oliveira, Professor auxiliar com agregação do Departamento de Economia, Gestão, Engenharia Industrial e Turismo da Universidade de Aveiro

For Hannah and Lucy

And they danced and they jumped, and they sang.  
— Julia Donaldson, *The Paper Dolls*, 2012

“I am sure that if the mothers of various nations could meet, there would be no more wars.”

— E.M. Forster, *Howards End*, 1910

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## palavras-chave

sustentabilidade, brinquedos, decisões de compra do consumidor, comportamento do consumidor, economia circular, segunda mão, meio ambiente, estratégia de marketing, palavra de boca em boca

## resumo

O mercado global de brinquedos sustentáveis deverá ser avaliado em 59,64 mil milhões de dólares até 2030, crescendo a uma taxa de crescimento anual composta de 12,5% a partir de 2020, quando valia 18,93 mil milhões de dólares. À medida que os consumidores procuram cada vez mais adquirir artigos em segunda mão e as empresas se tornam cada vez mais conscientes da necessidade de apelar a esta base de clientes, as empresas que operam na indústria dos brinquedos têm de enfrentar os desafios de mudar os hábitos de compra dos consumidores e adaptar a sua oferta para responder a estas mudanças. Este estudo investiga as tendências relativas aos consumidores que adquirem brinquedos de um ponto de vista sustentável. O estudo foi realizado com o objetivo proposto de fornecer informações a nível comercial para o desenvolvimento de estratégias de marketing sustentáveis e a nível científico para estudar o comportamento do consumidor e as tendências relacionadas com a sustentabilidade. Este estudo transversal envolveu investigação quantitativa e qualitativa utilizando uma abordagem de método misto e os resultados mostraram que a cultura, o nível de educação e o word-of-mouth afetavam as decisões dos consumidores de comprar brinquedos em segunda mão. A investigação qualitativa assumiu a forma de um focus group com três mães de nacionalidade britânica que revelou uma consciência de decisões de compra sustentáveis, bem como influências financeiras e educativas. A investigação quantitativa ocorreu entre o 31 de maio e 12 de agosto de 2022, numa altura em que em vários países europeus os efeitos económicos da guerra na Ucrânia estavam a tornar-se mais evidentes. Os resultados quantitativos têm como base um inquérito que obteve 167 respostas de indivíduos que compram brinquedos, dos quais uma amostra de conveniência de 127 respondentes do México, de Portugal e o Reino Unido foi sujeita a uma análise mais profunda. Os dados foram analisados utilizando SPSS versão 28 e o  $\rho$  de Spearman foi calculado, bem como as análises Qui-Quadrado realizadas. Os resultados das análises Qui-Quadrado demonstraram resultados estatisticamente significativos à 0.1% de nível de significância e que a cultura, o nível de educação e a palavra de boca em boca afetam as decisões de compra do consumidor. Num ambiente em rápida mudança, que foi testemunhado em 2022, este estudo é relevante à medida que os consumidores se adaptam a tempos financeiros difíceis e a tensões acrescidas nos seus estilos de vida, ao mesmo tempo que ainda desejam dar aos seus filhos o melhor começo de vida.

**keywords**

sustainability, toys, consumer purchase decisions, consumer behaviour, circular economy, second hand, environment, marketing strategy, word of mouth

**abstract**

The global sustainable toys market is expected to be valued at \$59.64 billion by 2030, growing by a compound annual growth rate of 12.5% from 2020 when it was worth \$18.93 billion. As consumers increasingly seek to purchase second hand or preloved items and businesses become increasingly aware of the need to appeal to this customer base, companies operating within the toy industry must face the challenges of changing consumer buying habits and adapt their offering to meet these changes. This study investigates trends pertaining to consumers who purchase toys from a sustainable point of view.

The study was undertaken with the proposed purpose of providing information on a commercial level to provide insights for sustainable marketing strategy development and on a scientific level to study consumer behaviour and sustainability related consumer trends. This cross-sectional study involved both quantitative and qualitative research using a mixed-method approach and the results showed that culture, educational attainment, and word of mouth affected consumers' decisions to purchase second hand toys. The qualitative research was in the form of a Focus Group with three British mothers which revealed an awareness of sustainable purchase decisions as well as financial and educational influences.

The quantitative element of the study took place between the 31st of May and 12th of August 2022, at a point when the economic effects of the war in Ukraine were starting to be felt at a consumer level. The quantitative results were based on an initial survey result of 167 responses from those who purchased toys, of which, a convenience sample of 127 respondents from Mexico, Portugal and the United Kingdom were analysed in more depth.

Data were analysed using SPSS version 28 and Spearman's rho was calculated as well as Chi-Square analyses undertaken. The Chi-Square analysis showed for statistically significant results at 0.1% level of significance and showed that culture, educational attainment and word of mouth affect consumer decision making. In a rapidly changing environment, such as that which was witnessed in 2022, this study is relevant as consumers adapt to difficult financial times and increased strains on their lifestyles, whilst still wishing to give their children the best start in life.



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## **List of Abbreviations**

*AMA – American Marketing Association*

*CnSR – Consumer Social Responsibility*

*CSR - Corporate Social Responsibility*

*COVID -19 - Coronavirus disease 2019*

*EWOM – Electronic Word of Mouth*

*GLOBE - Global Leadership and Organizational Effectiveness Programme*

*IBM SPSS - International Business Machines Statistical Package for the Social Sciences*

*i.e. – in example that is*

*NCT - National Childbirth Trust*

*PD – Power Distance*

*UA – Uncertainty Avoidance*

*WOM – Word of Mouth*

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# **CHAPTER 1. INTRODUCTION**

## **1.1. Challenging economic times**

Global events prior to and during 2022 are having an impact on consumer decision making as the year draws to a close (Casselmann, 2022; Partridge, 2022). The aftereffects of the COVID-19 pandemic are still being felt (Partington, 2022; Elliott, 2022) coupled with the economic and societal impacts of the Russian invasion of Ukraine in February 2022. For many countries, this latter event has had an effect on consumer spending power with cost of living increases (Hickey, 2022), inflation (Lawson & Mason, 2022, Partington, 2022., Elliott, 2022), increases seen in demand for housing and subsequent increases in rent as demand outstrips supply, as Europe heads into autumn and winter, the impact of gas and electric cost increases, particularly in countries like the United Kingdom, are leading consumers to question their spending priorities. These factors all have an impact on a consumer's spending power and consequently on their purchasing decisions. Coupled with the growing global sustainable product market and consumer awareness, this begs the question of whether this is an opportunity for established toy companies to drive brand loyalty through proactive point of sale initiatives which meet consumers' growing financial and ethical awareness and needs.

This study aims to understand the influencing factors related to how consumers make purchasing decisions for toys and whether sustainability is part of the consumer's criteria when purchasing for those who do not have the financial or environmental awareness to make their own purchase decision.

## **1.2. The global sustainable product market**

The global sustainable product market and consumer awareness of this phenomena is on the increase offering opportunities for companies to gain a competitive advantage over their rivals. Research indicates that consumers are increasingly aware of the impact of their purchases on the environment and people who produce goods. Responsible sourcing, is of increased interest, spurred on by COVID-19, which, it is suggested, forced consumers to shop more locally and consider their purchases, due to the constraints placed upon them by government measures (Deloitte, 2022). Consumer's desire to "consume more responsibility across a range of consumption decisions" (Yoeli, 2022) stands out as the most important consumer trend in the last ten years. Consumers are increasingly aware of the impact of fast fashion, for example, both at source and once in use, an impact reported post COVID-19 (Seares, 2020). With this increased traction, it could be suggested that the next consumer market to be targeted for sustainable strategies

and ethical purchasing policies is that of toys, given the increased environmental awareness of consumers nowadays (Mastercard, 2021) and the predicted recession expected in 2023 (Taylor, 2022).

### **1.3. The global sustainable toy market**

In 2021, it was noted that both parents and children identified the environment as one of their main considerations when purchasing toys (Toy Association, 2021). It was recognised that consumers are increasingly aware of the environment when purchasing toys and children aged between three and nine have reported their concern related to the environment, an increase of 158% (Toy Association, 2021).

The global sustainable toys market is expected to be valued at \$59.64 billion by 2030 (Allied Research, 2021), growing by a compound annual growth rate of 12.5% from 2020 when it was worth \$18.93 billion. As consumers increasingly seek to purchase second hand or preloved items (Wightman Stone, 2020; Briggs, 2021) and businesses become increasingly aware of the need to appeal to this customer base (Botting, 2021), companies operating within the toy industry must face the challenges of changing consumer buying habits and adapt their offering to meet these changes. International companies, such as IKEA, for example, have approached this as part of their marketing strategy (Stigland, 2021), creating and implementing a buy back scheme for their product range, including toys and furnishings, as part of their aims for 2030 (Stigland, 2021). However, whilst research pertaining to clothes and furniture appears to be a subject that has already been broached, toys, a market that has existed for many years as a commercial concept, presents gaps in the literature and thus in management and marketing strategy.

### **1.4. The second hand market**

The growth and acceptance of second-hand or, preloved or second-chance goods (Butler, 2021), has changed the way that consumers look at second hand products, yet the question remains, as to how this applies to toys which form the basis of preparing children for their adult lives (Richards et al., 2020), and whether cultural influences affect this.

Nowadays, children are increasingly exposed to online media with its targetted advertising, and as a result of greater disposable income and investments in their education, children increasingly receive more material goods than previous generations did (Austin & Reed, 1999). Whilst figures relating directly to the value of the second-hand toy market appear difficult to ascertain, one estimate shows that families in the United Kingdom can save between £100 to £300 on toys by buying second hand (Smith, 2021).



Furthermore, French toy store chain, King Jouez, announced the permanent implementation of second-hand toys within its stores as of June 2022, retailing on shelf next to new toys, following a test period in Valencia which saw an increase in store traffic of 20%, counteracted with a lower basket value, which the company addresses by offering vouchers for toys brought back for resale, in vouchers valid in store (Prudhomme, 2022).

### **1.5. Research justification**

As consumers are faced with a cost-of-living crisis, they have to make tough decisions of how to ensure children are adequately provided for, in terms of education, entertainment and all the while, making decisions which protect the environment.

Society has seen continued growth in messages relating to sustainability, environmental awareness, the circular economy and the continued reduction and destruction of the earth's resources. Consumers are increasingly encouraged to give back where they can whilst charitable organisations continue to be a source of altruistic feelings for those who donate/buy from them with a view to helping others/believing in their missions and purpose as opposed to those who need to source help from them.

For years, the second hand and hand me down market has simply been acknowledged by parents as their child grew out of one toy (Waight, 2019), it would be passed on to another child or in the case of the United Kingdom, to charity shops whose business model thrives on second-hand goods (Fleming, 2020).

Sustainable purchasing includes buying sustainable, environmentally friendly and Fairtrade products (De Pelsmacker et al., 2005). Sustainable consumption responds to the consumer's basic needs and delivering a better quality of life through both services and products, "whilst minimising the use of natural resources, toxic materials and emissions of waste and pollutants over the life cycle, so as not to jeopardise the needs of future generations" (Ofstad, Westly & Bratelli, 1994). Consequently, consumers' moves towards sustainable purchasing is of growing importance to toy manufacturers in determining not only the sourcing, country of origin and materials used in their products but also in their marketing message, as consumers' purchasing habits are influenced by their environment, societal norms and FairTrade concerns, amongst other influencing factors.

Coupled with the increased awareness for sustainable purchase decisions, it is important to note that the EU is the second largest toy exporting region in the world and as a result of its notably high incomes in certain regions, there is an argument for improved competitiveness within the industry (ECSIP, 2013)

As such, this study was undertaken to identify how consumers perceive sustainable toys and how they perceive second hand toys with a view to determining how consumers approach these two differing purchasing opportunities. The study identifies factors which influence the decision-making process with regards to purchases for children with the proposed purpose of providing information on a commercial level pertaining to sustainable toys and also second hand toys, thus providing insights for marketing strategy development and implementation. A wide-ranging criterion of consumers making purchasing decisions were chosen as the consumer for this study given that whilst parents are more likely to purchase or research toys for their children, it is acknowledged that other family members or friends may also be responsible for purchasing these goods (Business Insider, 2018).

### **1.6. The Research gap, Research question and Research objectives**

From a marketing point of view, toy manufacturing is big business, worth \$18.93 billion per annum in 2020 (Allied Research, 2021), yet, as previously mentioned, it receives far less attention in extant literature.

New and used toys require different marketing strategies, from route to market, to advertising and cross-cultural considerations. Within the new toy marketplace, it is important to understand occasions, reason for purchase and the role brand new sustainable toys can play in this. For marketers working within the second-hand toy industry in different countries, identifying the cultural and societal norms related to a consumer's purchase decision is important because it provides valuable insight for marketing, product placement and advertising strategies for a product which has already been used. By understanding the reasons why consumers would purchase a second-hand toy instead of a new one, business and marketing strategies can be developed around this product benefit to the consumer.

Companies whose selling point is second hand toys at a price that keeps both the consumer and the seller happy need to understand both the seller and the purchasing party's profile to improve their communications, marketing and targeting strategies. This research thus aims to provide consumer purchase insights which may then be used to determine and guide the marketing and advertising strategies of companies such as eBay, OLX, Facebook Marketplace or Shpock, which promote the sale of second hand or pre-loved toys, with a view to providing relevant data to ensure relevant content and ease of site use for consumers.

This study focuses on factors which influence the purchase of second hand toys in particular and as such, study's research questions are as follows:

- 1. Does culture affect the approach to and purchase of second-hand toys?**

2. Does educational attainment influence the purchase of second-hand toys?
3. Do other peoples' opinions influence the purchase decision making process for second-hand toys?
4. Are other people's opinions seen as an honest form of product recommendation?

This research will aim to gain insight into how the toy industry in the first instance, can capture and maintain consumers' interests and ultimately drive them to purchase, as both second hand and sustainable become the norm, and in the second instance, provide insight for consumer goods in other categories which can be manufactured, marketed and sold based on sustainable credentials.

### **1.7. Study Structure**

This study is composed of six sections, namely this Introduction which is followed by a Literature Review to identify current studies in this field. The third section details the hypotheses and the study's methodology, the fourth section details the results of the study, and the discussion is found in the fifth section, finally in the sixth section the conclusion and suggestions for future investigation are found.

## **CHAPTER 2. LITERATURE REVIEW**

### **2.1. Marketing: Key concepts**

#### **2.1.1. Marketing Strategy**

A company's marketing strategy is driven by an organisation's resources and the environment within which it operates and is intrinsically linked to a company's organisational strategy (Baines & Fill, 2014; Porter, 1996). An organisation's strategy involves various elements of the company's makeup, including IT, Marketing, Finance, Sales, operations. Logistics, Human Resources (Baines & Fill, 2014). Competitive advantage is created by deriving value for consumers which exceeds the cost to the company of creating it (Porter, 1985). Thus, this is summarised by Kotler and Keller (2012. p. 275) as:

*"All marketing strategy is built on segmentation, targeting, and positioning (STP). A company discovers different needs and groups in the marketplace, targets those it can satisfy in a superior way, and then positions its offerings so the target market recognizes the company's distinctive offerings and images."*

In this way, organisational goals are achieved through the strategic implementation of an effective marketing strategy.

### **2.1.2 Target market & Marketing segmentation**

Customer segmentation is two-fold. It is the “division of a market into different groups of customers with distinctly similar needs and proposition requirements” (Baines & Fill, 2014, p. 203) or alternatively it is the “division of a mass market into identifiable and distinct groups or segments, each of which have common characteristics and needs, and display similar responses to marketing actions” (Baines & Fill, 2014, p. 203), also recognised as “Dividing a market into smaller segments with distinct needs, characteristics, or behaviour that might require separate marketing strategies or mixes” (Kotler & Armstrong, 2012, p. 190). These segmentation techniques are known as Breakdown and build up, respectively. In the first, the Breakdown method, customers are broken down and identified by their differences, whereas in the build up method, the customer base is constructed based on customer similarities (Baines & Fill, 2014). Segmentation is based on consumer data, and typically involves profile criteria which analyses demographic, life stage and geographic traits, psychological data which determines relevant lifestyle information and the benefits sought from a purchase/service and also behavioural information, including purchase and transaction information, the usage of the product and the media channels the consumer uses

As part of the segmentation and product development process a company must determine its target market and create an offering which is relevant and “represents the right kinds of things in the minds of the target market. (Kotler & Keller, 2012, p. 275). Identifying the target market is important because it helps determine the most appropriate brand associations and brand structures to create a brand proposition relevant to the target market (Keller et al., 2012). After evaluating different segments, the company must decide which and how many segments it will target. A target market consists of a set of buyers who share common needs or characteristics that the company decides to serve. Market targeting can be carried out at several different levels in line with the company’s ability to service that market and the company’s strategic or long-term vision. An organisation can choose a number of criteria upon which it identifies its target market, including taking an undifferentiated or mass market (common needs) approach, a differentiated approach where several segments may be approached via one or adapted strategies and campaigns, as well as a concentrated marketing or niche marketing approach, where a company will look to have a larger share in a smaller segment (luxury goods, for example). Figure 1 details key factors which marketers need to bear in mind when determining market segmentation.

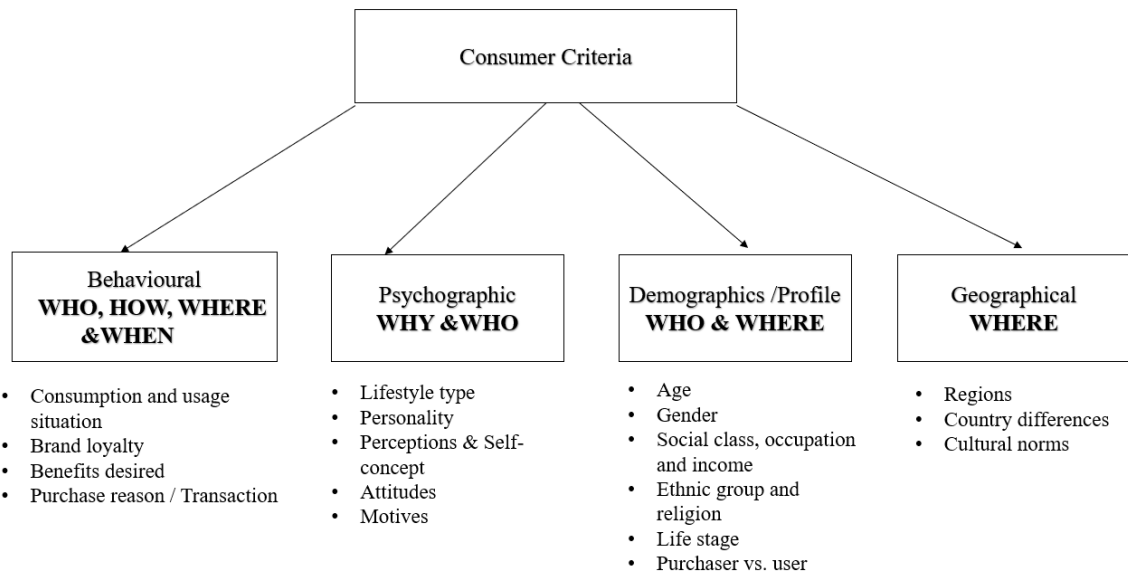


Figure 1. Customer market segmentation criteria. Source: adapted from Solomon, M., et al., (2016)

### 2.1.3 Positioning

Positioning within marketing refers to the value proposition encompassed within both a product and a brand name as well as factors such as pricing structures and availability for the consumer, be that in store, online and the choice of distribution channel to meet the target market (luxury, high end, entry level, mid-market, for example). Positioning determines how a targetted market segment should be approached and how value creation and differentiation should be created in order for a brand to gain a place within those target segments in the face of the competition. Kotler and Armstrong note that, “Products are made in factories, but brands happen in the minds of consumers” (Kotler & Armstrong, 2012, p. 207) and thus it is key to identify and understand how a product or service’s attributes are seen by the consumer and the place that it occupies in the consumer’s mind in comparison to rival brands.

### 2.1.4 The evolution of marketing from 1.0 to 4.0

Marketing has developed as a concept and a business tool over time, and in academic terms, there is a clear, well recognised evolution of marketing as a scientific field.

It is important to consider the role of marketing and its impact on businesses as part of academic research over the last thirty years. Marketing as an academic concept has moved from Marketing 1.0 to Marketing 4.0 and is now moving into Marketing 5.0. Each stage has a defined strategy, an objective related to this strategy, a particular delivery

channel and a definable communication type. This is detailed further in Table 1. Each of these stages is focused around five key elements, namely, production, the product, sales, the market, and social aspects (Kotler, 1997) and was initially focused on transactions, namely production, product and sales, before moving towards more social and market-driven interaction (Webster, 1992).

1936 and 1940 were key years for marketing in terms of recognition in the United States, with the establishment of the Journal of Marketing in 1936 and the American Marketing Association in 1940, whilst in the United Kingdom, The Marketing Society was established in 1959 (Marketing Society, n.d), and was predated by the Chartered Institute of Marketing which dates back over a century to 1911 (Chartered Institute of Marketing, n.d). The very definition of marketing recognised by the American Marketing Association (AMA) is that of “Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large” (American Marketing Association, 2022). Kotler and Keller (2012) recognised that marketing is about identifying and meeting human and social needs and doing so profitably. Marketing management is “the art and science of choosing target markets and getting, keeping, and growing customers through creating, delivering, and communicating superior customer value. (Kotler & Armstrong., 2012, p. 8).

An accepted model of the marketing process is that of Kotler and Keller (2012) which contemplates a five-stage process, based on an organisations ability to recognise a marketing opportunity, assess it and develop the strategies, programmes and organisational implementation to meet the needs.

This is a five stage process which considers:

1. Analysis of market opportunities and benefits to the target market;
2. Analysis of the target markets, how to find them and how to reach them cost effectively, via the appropriate (trade) channels;
3. Determine whether the company has the critical capabilities and resources required to deliver the benefits to the consumer, via appropriate marketing strategies;
4. The threat from competitors and can the company develop appropriate marketing programmes to win over the target market
5. Ensuring the financial rate of return meets or exceeds break even and that the marketing programme organisation, implementation, control, monitoring and adaptation, continue to meet these financial needs learnings

This process is summarised in Figure 2.



Figure 2. The marketing opportunity process. Adapted from Kotler & Keller (2012)

This concept of marketing is defined as “a social and managerial process by which individuals and organizations obtain what they need and want through creating and exchanging value with others”, (Kotler & Armstrong, 2012. p. 5). It is important to note that this exchange of value may be monetary or financial, or information based. Whilst marketing has moved from the old understanding of sales as “tell and sell” (Kotler & Armstrong, 2012. p. 5), i.e., tell the story and make the sale, it has evolved over time, both as an academic and consumer concept, which is explained in the journey from Marketing 1.0 to Marketing 4.0 which is summarised to follow.

Marketing 1.0 was initially focused on the product as they key element and the key messages used mass media such as TV, press and the radio to reach consumers, from which we have the now famous soap operas which have withstood the test of time. The message was delivered in a unidirectional way, or one way, direct to the consumer with functionality at the heart of the value proposition to the consumer.

Marketing 2.0 was focused on the consumer; with customer satisfaction and retention the key aims of a business. Information technology and the recognition of consumers as intelligent customers driven by reason and emotions was key to successful marketing at this stage, with a focus on one-to-one relationships and a functional and emotional value proposition, this moving on from Marketing 1.0 which focused on a functional value proposition.

Marketing 3.0 was focused on people in terms of and making the world a better place through positive values. Like 2.0, Information Technology was a driving force for the move towards Marketing 3.0 was driven by new technologies and customers were seen as having a reason or motivation for purchase along with heart and soul. The value proposition was functional, emotional, and spiritual, as opposed to functional and emotional as seen in Marketing 2.0. Relationships and cooperation from many to many is key in the interaction between businesses and consumers.

Marketing 4.0 recognises commitment and trust and focuses on the consumer’s journey and their experience with the brand and product as well as throughout the whole shopping experience. The digital economy has helped to drive Marketing 4.0 and to encourage the interlinked consumers to co-create content and products. To this end, Marketing 4.0 focuses on the “Netizen” man - a citizen of a network, who shares their experiences and at the same time business recognises that their relationships with the consumer are based on networks and networking, driven by a massive generation of consumers.

Table 1. From Marketing 1.0 to Marketing 4.0. Source: Adapted from Kotler et al (2010; 2017) in (Wereda & Woźniak, 2019)

	<b>Concept</b>			
<b>Feature</b>	<b>Marketing 1.0</b>	<b>Marketing 2.0</b>	<b>Marketing 3.0</b>	<b>Marketing 4.0</b>
<b>Marketing focus type</b>	Product-oriented	Consumer oriented marketing	Marketing oriented towards people	Human-centred marketing which is enhanced by the consumer's "journey" through the purchase and shopping process
<b>Aim</b>	Product sales	Customer satisfaction & retention	Making the world a better place and providing positive values	Inspiring the client and driving them to co-create content and products
<b>Driving forces which enabled the emergence of the concept</b>	Industrial revolution	Information technology	A new wave of technologies	The digital economy
<b>Companies' perception of the market</b>	Mass customers with material needs	Intelligent customers driven by reason and emotions	A customer with reason, heart and soul	"Netizen" man - a citizen of a network
<b>Key marketing concepts</b>	Product development	Differentiation	Providing higher values	Anthropomorphism of brands
<b>Marketing guidelines</b>	Product specifications	Positioning the company and the product	Mission, vision, and company values	Promoting content and creating brands
<b>Value proposition</b>	Functional	Functional and emotional	Functional, emotional, and spiritual	Commitment and trust
<b>Interaction with consumers</b>	Collective approach - from one organisation to many (people)	Individual approach: focused on one-to-one relationships	Relationships and cooperation from many to many	Relationships based on networks and networking. A massive generation of consumers



## **2.2 Corporate Social Responsibility and cause-related Marketing**

### **2.2.1 Corporate Social Responsibility**

Socially responsible marketing “calls for making a three-pronged attack that relies on proper legal, ethical, and social responsibility behavior” (Kotler, & Keller, 2012, p. 630), ensuring that companies and employees act within the law, meet consumer and societal ethical expectations and practice social responsibility in terms of social and environmental interactions with both customers and stakeholders (Kotler & Keller, 2012, p. 630) . Within the literature, it ultimately dates back to Adam Smith’s seminal work, *An Inquiry into the Nature and Causes of the Wealth of Nations*, more commonly known as *The Wealth of Nations* (Smith, 1776), which recognised that whilst a business exists to make a profit and generate this profit efficiently, it also is ultimately benefits the common good in that it serves its own interest and society’s, through employment, increased wealth and opportunities, interests and those of society at best (Lantos, 2001).

Social responsibility has grown as a key part of the marketing strategy of companies over time. The 1950s onwards saw increased interest in Corporate Social Responsibility , with various terminologies applied to the concept since then (Maignan, Ferrell & Ferrell, 2005). Companies adopt values and norms to minimise their impact on key stakeholder concerns such as the environment, and these are in turn implemented within the company’s organisational processes (Maignan et al, 2005).

In 1953, the shareholder model concept was first questioned by academics, when Bowen identified the social responsibilities of those in business within a wider sphere than that of the traditional business outlook - looking outward rather than inwards, towards the community, shareholders and not simply the bottom line. The 1960s and 1970s saw further research pertaining to the topic and the emergence of Corporate Social Responsibility models and the implications for management were consequently brought to the fore. Table 2 summarises the evolution of this in academic literature whilst Table 3 shows this in relation to the key authors.

Table 2 - The evolution of Corporate Social Responsibility within academic research. Source: adapted from Kakabadse et al., (2005)

<b>ERA</b>				
	1950s	1960s and 1970s	1980s	1990s and 2000s
<b>Key traits</b>	*Shareholder model *Social responsibilities of business people	*Academic research develops on CSR - models and managerial implications emerge	*Stakeholder theory debated *Research on Corporate Social Responsibility performance *Development of Research on stakeholder management models	*Research develops in relation to corporate governance, business in society *Corporate Social Responsibility is identified as the base concept for border concepts *Corporate Social Responsibility debated as a management field or as integrated within existing management theories
<b>Key events</b>		Consumerism	Corporate scandals	

With regards to key definitions of corporate social responsibility, the 1953 definition by Bowen is somewhat pinnacle (Kakabadse et al, 2005) in its foresight and can be seen as the first definition of corporate social responsibility in which it becomes the duty or obligation of a business to carry out its business transactions and processes in a way which meets society's values and joined objectives.

Moving forward, and as definitions developed in line with business changes and increased globalisation, other key works have identified the importance of bearing in mind elements such as ethics (Carroll, 1979), the interwovenness of society and business (Wood, 1991), and the voluntary notion of this integration (The European Commission, 2001), leading to Corporate Social Responsibility seen as a process for managers and stakeholders in a business as part of a discussion and relationship that benefits the common good yet is dependent upon the managers openness to implementing such processes (Basu & Palazzo, 2008).

*Table 3. The evolution of Corporate Social responsibility in academic literature - key authors  
Adapted from: Kakabadse et al., (2005)*

<b>Author</b>	<b>Year</b>	<b>Definition</b>
Bowen	1953	CSR refers to the obligations of businessmen to pursue those policies, to make those decisions, or to follow those lines of action which are desirable in terms of the objectives and values of our society.
Sethi	1975	Social responsibility implies bringing corporate behaviour up to a level where it is congruent with the prevailing social norms, values, and expectations of performance.
Carroll	1979	The social responsibility of business encompasses the economic, legal, ethical, and discretionary expectations that society has of organisations at a given point in time.
Jones	1980	Corporate social responsibility is the notion that corporations have an obligation to constituent groups in society other than stockholders and beyond that prescribed by law and union contract.
Wood	1991	The basic idea of corporate social responsibility is that business and society are interwoven rather than distinct entities
European Commission	2001	CSR is the concept through which organisations integrate social and environmental concerns into their business operations and interact with stakeholders on a voluntary basis)
Baker	2003	CSR is about how companies manage the business processes to produce an overall positive impact on society.
Basu & Palazzo	2008	The process by which managers within an organisation think about and discuss relationships with stakeholders as well as their roles in relation to the common good, along with their behavioural disposition with regard to the fulfilment and achievement of these roles and relationships

### **2.2.2 Cause-related marketing**

In order to build a positive brand image, many companies have taken the decision to associate themselves with a worthwhile cause (Kotler & Armstrong, 2012). This phenomenon is known as cause-related marketing and works in a variety of ways, from the purchase of a particular product with all profit going to a particular charity, or a percentage of sales, or a fixed amount of a purchase, being part of a programme which a company, in partnership with the charity or non-profit organisation, works with. Marketing campaigns and merchandising around these are increasingly a part of a consumer's visit to a store, an influence on their purchasing decision, and indeed may influence workplace activities and charity fundraising. Examples such as the shoe company TOMS, which gives a pair of

shoes to people in need for every purchase, is driven by, and indeed founded on, cause-related marketing, having never invested in marketing activities, and instead gaining traction and sales from customer word of mouth (Kotler & Armstrong, 2012).

### **2.3 Consumer social responsibility**

Consumer social responsibility (CnSR) has grown in terms of importance over recent years, with consumers increasingly aware of their purchasing choices and the impacts these have on others and the environment. An accepted definition of consumer social responsibility is that of “one who purchases products and services perceived to have a positive (or less negative) influence on the environment or who patronizes businesses that attempt to effect related positive social change” (Roberts, 1996, p. 140). Consumer social responsibility is “socially responsible consumption is a multifaceted construct involving a variety of consumer behaviors” (Webb et al., 2008) whilst Mohr et al., (2001, p 47) recognise socially responsible consumer behaviour as “a person basing his or her acquisition, usage, and disposition of products on a desire to minimize or eliminate any harmful effects and maximize the long-run beneficial impact on society”. At the heart of consumer social responsibility are three factors, according to Webb et al., (2008). These are Altruism (Straughan and Roberts, 1999, cited in Webb et al., 2008), environmental concern (Roberts, 1995, 1996; Straughan and Roberts, 1999, cited in Webb et al., 2008) and social concern (Webb et al., 2008).

### **2.4 Consumer Behaviour**

For a marketer, understanding how a consumer behaves and comes to a purchase decision is essential for product development and marketing strategy development and implementation. Consumer behaviour is relevant for sustainable and second-hand toys because they form a category which is becoming more and more relevant as consumer awareness of sustainability grows. Consumers are overloaded with information at every turn and make buying decisions constantly throughout their day, thus the final decision to purchase or not is the key focus of the marketer’s effort (Kotler & Armstrong, 2012), as such, understanding consumer behaviour is key for this.

#### **2.4.1 Consumer behaviour and the purchase making decision process**

The purchase decision making process is made up of three key stages, from the consumer’s perspective and thus the marketer’s perspective (Solomon et al., 2016) as shown in Figure 3. The first stage is that of Pre-purchase issues, the moment in which a consumer identifies a need for a product and carries out an information search for a product which fulfils this need, with the relevant product attributes which meet intrinsic and extrinsic needs, further discussed in 2.4.2, Product Attributes, to follow. Whilst this is happening, a marketer must identify how consumers’ attitudes are formed and/or changed and the cues consumers use to identify superiority and thus choose above others. The second stage is that of Purchase

Issues, at which point, the consumer evaluates their purchase or product acquisition, i.e., they assess how stressful or pleasant the experience is (in line with the product type). It is at this stage that a marketer assesses what may have affected the consumer’s decision, including in store POS, time, stress, and promotional offerings. Finally, stage three is that of post-purchase issues, in which the consumer assesses the product's attributes in terms of meeting the initial need for which it was purchased and looks at how to dispose of the product (where relevant). At this stage, a marketer should look at whether a repeat purchase (particularly relevant for FMCG, for example) is made, and whether consumers talk about their product and experience with others, thus denoting opportunities for Word of Mouth.

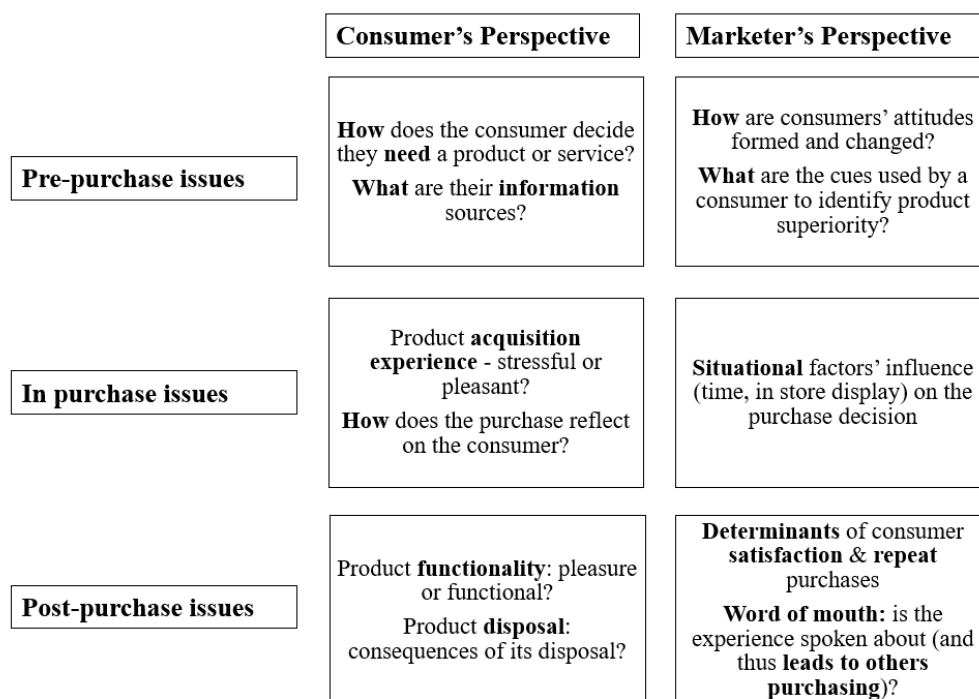


Figure 3: Stages of the consumption process from a consumer and marketer’s perspective. Source: adapted from Solomon et al., 2016)

### 2.4.2 Product attributes

Product attributes can be defined as “the ingredients necessary for performing the product function sought by consumers” (Keller, 1993), and as such, these attributes are acknowledged as influencing the motivations which drive a consumer to make a purchase (Olson & Jacoby, 1972). These can be assigned to one of two key categories, namely, intrinsic, and extrinsic attributes. Intrinsic attributes relate to a product’s physical characteristics, including style, colour and size whilst extrinsic attributes are those that do not constitute a physical element of a product and are a concept in the consumer’s mind,

for example, price and brand (Olson & Jacoby, 1972), both relevant in the case of sustainable and second-hand toys.

### **2.4.3 Influencing factors for consumer purchase**

In addition to the consumer purchase-decision making process, one should be aware of the ways in which a consumer's decision-making process is influenced by the cultural, social, personal, and psychological environment in which they live, and this should be borne in mind by a marketer when preparing a marketing strategy.

Cultural factors reflect on behaviour, which is learnt from factors around a consumer, including the society which they grow up in, values, perceptions, wants, and behaviours learnt from family and influencing institutions, such as school (Solomon et al., 2016). Cultural influences differ from one country to another and thus these affect buyer behaviour. Added to cultural influences between countries, society influences also affect a buyer's decision, such as imported cultural norms and subcultures (e.g., Hispanic societies and African Americans within the US) compared to the pre-existing norms in the US. As a result, companies can target different segments of society within different cultures, based on pre-existing data (Solomon et al., 2016).

Social factors refer to social class structures and their associated influences, with shared values, interests, education, wealth, occupation, and behaviours, all of which influence decisions in relation to housing, home furnishings, education choices, cars, clothing, holidays, and home furnishings. Social factors are influenced by groups and social networks who act as reference points as well as the growing impact of Social Media which leads to information sharing across different social spheres.

Personal factors influence a consumer's decision in relation to a consumer's situation at a given moment in time. Life-cycle stage is a key influencer alongside a consumer's occupation and thus economic situation as well as a consumer's lifestyle and concept of self.

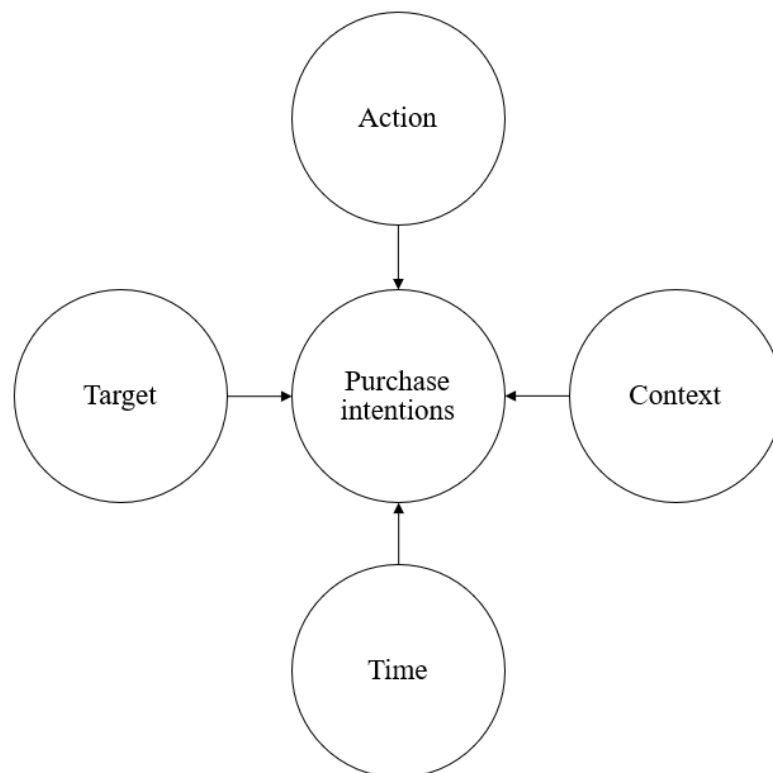
Finally, psychological factors are related to a consumer's purchasing decisions based on four key psychological influencers, namely, motivation, perception, learning, and beliefs and attitudes. Maslow's Hierarchy of Needs, recognised as "an influential approach to motivation" (Solomon et al., 2006, p 98), identifies five levels of needs for a human being, from the most basic being Physiological needs to the most advanced being self-actualisation needs. This hierarchy is, however, like Hofstede's Cultural Dimensions, discussed to follow in 2.6.5, subject to debate (Soloviov, 2022).

### **2.4.4 Willingness to pay more and Purchase intention**

A consumer's propensity to pay more is key for any marketing decision, whether it is in terms of product positioning, packaging design, product location (e.g., store typology or the store brand or placement within the store), marketing budget and ad

spends. The concept of willingness to pay more is well noted in existing literature, particularly in relation to luxury goods (Kotler & Armstrong, 2012; Kotler & Keller, 2012). Despite existing research into the willingness to pay more for a sustainable or green product or service (Wang et al., 2022), Medeiros (2016) notes that “many unknowns remain, particularly regarding consumers' willingness to pay premium prices for products with ecological appeal”, and this in turn presents the question of whether consumers who purchase second hand toys, are really willing to pay more for a product with ecological appeal.

Purchase intention is also key to understand when analysing why a consumer purchases one product over another one. As discussed previously, it is important to understand the motivations for purchasing a toy. A purchase intention is the most likely and most predictable outcome of several corresponding and determining factors, namely an action, a target, the context and time restraints, as shown in Figure 4.



*Figure 4. Consumer purchase decisions, predictive of actual purchase decisions. Image: Author's own. Adapted from Keller et al., 2012)*

The consumer purchase decision process is further analysed by Stankevich (2017) where Decision-making models in existing literature are analysed across time, charting their evolution, number of stages, perspectives and the changes that outside influences such as the Internet have on the models in question, ultimately summarising that, "For many products and services, purchase decisions are the result of a long, detailed process that may include a broad information search, brands comparison, and evaluation". Stankevich (2017) further identifies that understanding this is the key to success for marketers.

#### **2.4.5 Consumers as opinion leaders - Traditional Word of Mouth**

Consumers obtain information before making a purchase from a variety of sources. In seeking information prior to purchase, a consumer will source their information from the place or person that they feel has the most appropriate information in line with their needs, and as a result, the individual providing the information is known as an opinion leader, who by choice or default, becomes a person with social power and the power of influence (Solomon et al., 2016).

Opinion leaders typically present key characteristics, namely, technical competence, an unbiased way of pre-screening, assessing, and presenting product information, they are socially active within their communities and are often members of clubs or associations, they have similar values and beliefs to the consumer seeking information and are typically the first to purchase a product (Solomon et al., 2016).

#### **2.4.6 Digital word of mouth and connected consumers**

As consumers act in an ever-increasingly and always-on world, online or electronic communications have increased in importance for marketers. Social media, viral marketing, and influencers, both professional and the everyday consumer, all play a part in the online communities which are now part of everyday life for many around the world (Solomon et al., 2016). Sharing content, communicating, having a presence, collective interests and democracy are just some of the elements which draw consumers into the interactive platforms which the internet offers (Solomon et al., 2016). Amidst this shared content, increased communication and interactivity, the importance of online customer reviews, a 24 hour, seven days a week, 365 days a year phenomenon has grown, which is discussed in 2.4.6.

#### **2.4.7 Electronic Word of Mouth and the increased importance of online customer reviews**

Word of mouth communication is important in terms of consumer decision making at the point of purchase (Litvin et al., 2008).



With access to the internet more widely available, online customer reviews, a form of Electronic World of Mouth (eWoM), are of increased importance for companies as they offer a customer the opportunity to exchange information about a product that extends beyond geographic or time related limitations (Chen et al., 2011; Dellarocas et al., 2010). With these online reviews, a new concept of word of mouth has developed (Trenz, M et al, 2013), given that these reviews exert an incredibly important influence on the consumer's decision, thus adding increased weight to the concept of Word of Mouth. In this instance, a widely accepted definition of an online review is "as any positive or negative statement made by potential, actual, or former customers about a product or company, which is made available to a multitude of people and institutions via the Internet." (Hennig-Thurau et al., 2004) and it offers a unique proposition: that of the first-person perspective addressing an audience the person undertaking the review is unable to quantify. (Dellarocas et al., 2010).

#### **2.4.8 The role of the online influencer**

The influencer phenomenon is of increasing importance within the field of marketing, and thus it cannot be ignored in terms of consumer goods, whether new or second hand. An influencer is defined as "independent third-party endorsers who shape audience attitudes through blogs, posts, tweets, and the use of other social media" (Michaelson & Collini, 2022). Indeed, Influencer marketing can be considered an additional form of Word of Mouth (WOM) in that they seek to positively influence a consumer to act or make a purchase, based upon two criteria being met:

"(i) editorial content from sponsoring brands having a dominant control with a pre-suggested message script, scenario or speech for the influencer before its publication, and; (ii) a compensation for the marketing communication shared by the influencer, which can take different forms, from formal contractual agreements defining monetary payments to a mere provision of free goods or other reciprocal commitments for the benefit of the influencer" (Michaelson et al., 2022).

Influencer advertising is the result of a brand collaborating, or working together with an influencer, to promote a brand or a product via social media (Evans, 2017), using the power of the influencer's social media presence, and thus communicating with the influencers' followers, on a seemingly more personal basis than a mass media advertisement. Influencer marketing has increased exponentially as an advertising method in marketing, with spend expected to reach \$15 billion in 2022 (Insider Intelligence, 2021).

Indeed, within the toy industry, the increasingly important role of influencers has been recognised (Verdon, 2021). In previous decades, TV product features, in addition to commercials, were highly important for toy companies, particularly in the run up to Christmas, as their most important time of the year. However, major international toy companies now turn to influencers to generate profit, with three main reasons identified:

1. To enter a new platform (e.g., TikTok, Roblox, for example),

2. To access the audience of an influencer with the follower demographic a company wishes to reach
3. To extend storytelling, i.e., via influencers who use the toys in content specially created for the brand, targeted at the influencer's followers and thus a demographic which the brand has previously identified as relevant

In line with the above reasons, it is important to note that an influencer must be seen to be trustworthy otherwise the brand collaborating with it risks affecting its credibility (Gerardo, 2017). Research pertaining to influencers and trust varies. Grisby (2020) noted that influencer advertising can be seen by consumers as manipulative, whereas other research suggested that influencers have been used to convey a message because they are more trusted (Schouten, et al., 2020). Added to this, other research suggested that compared to the traditional celebrities and actors that consumers are used to seeing in major advertising campaigns, influencers have more expertise in the area or products which they endorse (Ki & Kim, 2019; Trivedi & Sama 2020)

## **2.5 The Marketing Mix**

Well acknowledged in extant literature, is the traditional role of the marketing mix as proposed by Kotler & Armstrong (2012). Consisting of the 4Ps of marketing, namely, product, price, place and promotion, the marketing mix is defined as “The set of tactical marketing tools— product, price, place, and promotion— that the firm blends to produce the response it wants in the target market”, (Kotler & Armstrong, 2012, p 51). The marketing mix should be integrated into a company's marketing plan/programme to deliver value to their customers (Kotler & Armstrong. 2012).

The Four Ps can be categorised as follows, product, price, place, and promotion (Kotler & Armstrong 2012), as shown in Figure 5. Firstly, product which is “means the goods-and-services combination the company offers to the target market”, followed by price, which is “is the amount of money customers must pay to obtain the product”, then place, which refers to “company activities that make the product available to target consumers.” and promotion, defined as “activities that communicate the merits of the product and persuade target customers to buy it” (Kotler & Armstrong, 2012. p. 52).

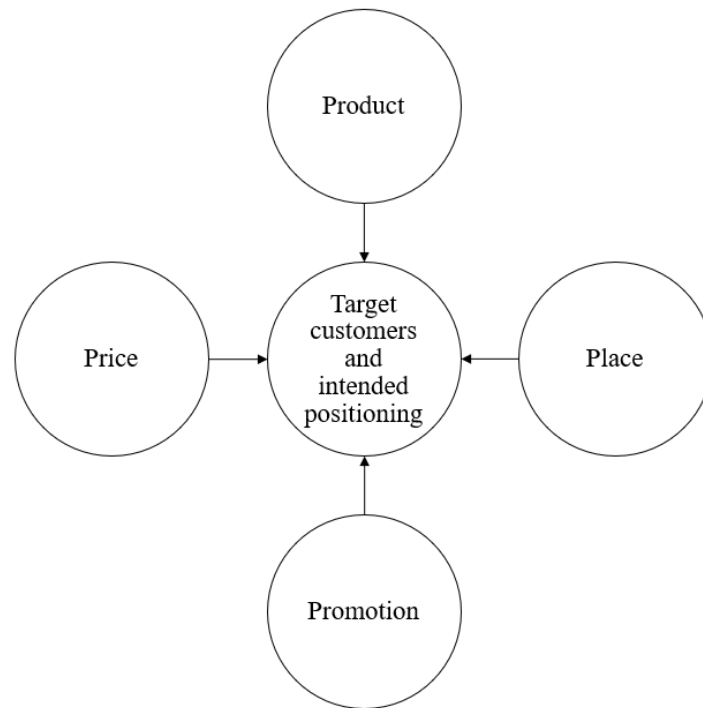


Figure 5. The Four Ps of the Marketing Mix. Adapted from Kotler & Armstrong (2012)

Ultimately, the Four Ps drive a business or organisation to identify their target customers and identify a way to meet their needs through product consumption which in turn leads to consumption across production, marketing, and after-sales networks.

In light of sustainability and second-hand goods, these characteristics, or indeed the marketing mix as a whole, can be viewed as negative by existing or potential customers, who choose a company which focuses on its sustainable message because it does exactly the opposite, i.e., reduces unnecessary production, reduces unnecessary marketing and reduces the carbon footprint of an after-sales team, and often aims to drive conscious consumption rather than consumption for consumption's sake (Prokopets, 2022).

This brings into question how the marketing mix in its traditional sense should be considered as part of a brand's sustainability marketing plans, focusing on reusable consumption rather than new consumption. How companies adapt the traditional marketing mix to an increasingly sustainability-driven world, is key for business growth, as consumers demand more sustainable products and services.

### **2.5.1 Adapting the Marketing Mix to sustainability**

With sustainability and marketing comes a quandary; how to drive sales and increase profit, the reason for which a business exists (Porter, 1980), whilst also maintaining a sustainable product offering. A company which is focused on sustainability recognises that its customers value this as part of the benefits its products bring to them, and as such there should be transparency at all points within the traditional marketing mix

A company with sustainable oriented marketing is one in which the rule of transparency covers an area of all marketing tools, namely product, price, distribution, and promotion, yet Rudawska et al. (2016) also identify the importance of personnel as a valuable organisational asset, reflected in the post COVID-19 great resignation” (Cook, 2021).

Added to this, is the relevance of Word of Mouth, or Sustainable Word of Mouth, via customer communication. In sustainable marketing, it is essential to recognise the role of the consumer as a key stakeholder in promoting a brand (WOM), and as such word of mouth or electronic word of mouth (EWOM) must be taken into account when making marketing decisions. (Rudawska et al., 2016).

Equally, it is recognised that when consumers buy into a sustainable product, they also rank this on a different basis to that of everyday products. As such, sustainable products enter the luxury category, given the price points achieved by sustainable products in comparison to everyday products. However, it is important to note that consumers purchasing sustainable products do so for the positive environmental and societal benefits associated with the product, thus denoting responsible and conscious behaviours on the part of the consumer, rather than the luxury element of the product. This is reinforced by the World Business Council for Sustainable Development (WBCSD, n.d) which notes that consumers make a decision based on eco-efficient choices in relation to products and services, rather than on their luxury appeal. (Rudawska et al., 2016).

## **2.6 Cultural and Societal Considerations**

### **2.6.1 The role of the mother in influencing children and children as consumers**

The role of women in the workplace has changed over time, developing from homemaker to entering the job market, increasing their earning (and thus spending power), marketing relating to goods for children has traditionally been targeted towards and

continues to be targeted principally towards mothers who are viewed as co-consumers (Cook, 2008), i.e., someone who takes responsibility both for her own wants as well as that of her children. As a result of this, it is important for goods manufacturers and their marketing teams to understand the role of a mother as a decision maker and the drivers which influence why a mother purchases certain products, and in this instance, why they choose one toy or one brand over another one. Waight (2019) discusses previous research on the changing role of women and how they have adapted over the years to improve family finances around childcare responsibilities. Waight (2019) notes that in addition to well-known businesses such as Avon or Ann Summers, mothers are moving towards the "mumpreneur model", with the advent of social media increasing their potential target audience. Added to this, mothers are often a target for MLM companies, which have been subject to several criticisms (Williams, 2020) and they are encouraged to actively publish on social media regarding both their private lives and the products they are selling. Mothers are also making a conscious decision for resale post purchase, based on sustainable and ethical factors as well as the resale value of a toy (Waight, 2019). It is noted that a mother that is not primarily driven by the cost of a product is driven by the ethical nature of a product, predominantly in reference to environmental issues (Waight, 2013).

### **2.6.2 Mother's education levels**

Previous studies suggest that the level of education of the person purchasing a toy affects their purchase decision. Mothers are often identified as the main purchaser, and thus, looking at the level of education of mothers in extant studies, we can see that mothers with a higher education level are more likely to purchase a toy which has a good resale value (Waight, 2019) as well as education value, although Waight (2019) does indicate that those who took part in the study did not "need" to purchase second hand toys and that the study did not include mothers with lower spending power.

Additionally, previous analyses showed that parents with higher education levels were more likely to choose gender neutral/gender equal toys, revealing that parents with higher educational levels reported more egalitarian gender role attitudes, which is in line with previous research (Kollmayer et al. 2018; Apparala et al. 2003; Harris and Firestone 1998; Kulik 2002). Thus, it is of note that a more highly educated mother would also consider the gender neutrality of a toy as well as its used/new status when purchasing it.

### **2.6.3 Children as consumers**

Children as decision makers or consumers in training, are increasingly being recognised as an important market for companies and their marketers (Solomon et al., 2006). When considering children as consumers the concept of Parental Yielding is important to bear in mind. This is when the primary decision maker is influenced by a child's demands and subsequently yields to it (Solomon et al., 2006), also known as pester power. It is recognised that children as consumers exist because they have been brought up in such a way, known as Consumer socialisation. Consumer socialisation is the process by which "young people acquire skills, knowledge, and attitudes relevant to their functioning in the marketplace" (Ward, 1974). Consumer socialisation of children begins in infancy when babies and young children are taken to the shops with their parents and exposed to marketing stimuli (Solomon et al. 2006). As they grow, this develops into children requesting things they see, that they can reach or that they can grab. By the age of five they can help with purchases with the aid of a parent or other responsible adult and by the age of eight, they can make decisions themselves. Added to the societal influence of role models such as parents or grandparents, we must also consider electronic forms of influence which make children into consumers, such as television and in more recent years, the internet, and electronic devices. Through these, children are constantly "bombarded" with information and imagery (Solomon et al., 2006. p 417) and in most countries, TV programmes are also made specifically for children, which may also have advertising features during advert breaks with products aimed at children. However, with all of this in mind, it is of course, difficult to measure children as consumers through long-established market research methods, for many reasons, including those related to consent and the reliance of children to report back on what they want or to recall what has happened of what they have seen when it is not on a whim, or from one moment to another.

### **2.6.4 Consumer knowledge of the benefits of toys**

Literature related to purchase decisions with reference specifically to toys is scarce (Al Kurdi, 2017), however, it is recognised that research related to toys within social science has existed for many years. In 1933, Kawin's research focused on why and how children play. In 1984, Chase identified key performance areas for the US toy industry, with the top five including (1) balls, (2) dolls, (3) stuffed toys, (4) construction toys and (5) let's pretend toys. More recent research has focused on studies which examine the influence of gender on the toy selected when parents and children select toys (not necessarily purchasing them), and how this is reflected in children's' behaviour and bedrooms/toy collections (Martin et al., 1995; Fallon & Harris, 2001; Freeman, 2007) and on the commercial aspects of toys from a business point of view related to competitiveness within the industry (ECSIP, 2013), yet few exist related to consumer knowledge and the

influence this has on purchasing decision. The act of purchasing a toy is seen as a simple process, yet it involves several factors amidst an ever-evolving industry (Al Kurdi, 2017). Research that has studied factors relating to toy purchases presents the following factors, as shown in Table 4.

Table 4. Factors determined by previous authors related to toy purchases. Source: Adapted from Al Kurdi (2017) and Chandrasekaran & Thiruvankadam (2021)

<b>Author and year</b>	<b>Factors</b>
Al Kurdi (2017)	<ol style="list-style-type: none"> <li>1. Purpose-of-using (<i>sic.</i> use) related</li> <li>2. Emotional-related</li> <li>3. Educational-related</li> <li>4. Cost-related factors</li> <li>5. Child demographic-related</li> <li>6. Parent demographic-related</li> </ol>
Chandrasekaran & Thiruvankadam (2021)	<ol style="list-style-type: none"> <li>1. Need recognition</li> <li>2. Outlet decision</li> <li>3. Website</li> <li>4. Promotion</li> <li>5. Influencer</li> <li>6. Influential</li> <li>7. Toy decision</li> <li>8. Purchase decision</li> <li>9. Purchase satisfaction</li> </ol>

The summary in Table 4 shows that the factors can be categorised into similar categories based on purpose of use or need recognition, both parent and child demographics, influencing factors or persons, purchase satisfaction and cost, amongst others. Whilst the studies were published within four years of each other, the influence of internet purchases is clearly more evident in Chandrasekaran and Thiruvankadam (2021), possibly due to external factors such as the impact of COVID-19 on buying habits.

### **2.6.5 Cultural Dimensions**

Studies have analysed cultural dimensions and their impact and influence on behaviour, and amongst these, two are acknowledged in literature that have been selected for this Literature Review.

Hofstede defined culture as “The programming of the human mind by which one group of people distinguishes itself from another group” (Hofstede Insights, 2020) Geert Hofstede’s original study analysed cultural differences between countries, ultimately categorising these into a framework which involved four dimensions, namely Individualism versus collectivism, High versus low power distance, Masculine versus feminine and uncertainty avoidance. Two additional dimensions were later added as the result of further research namely Long term orientation and Indulgence. Each of these dimensions are described to follow, based on Hofstede and Kotler and Armstrong’s analysis (Hofstede Insights, 2022e; Kotler & Armstrong, 2012). It is important to note that despite its application in Social Sciences, Hofstede’s work has been subject to criticism (Soloviov, 2022).

Power Distance (PD) refers to the how power is distributed – whether a society is seen to be egalitarian or hierarchical, with countries with high power distance having bigger differences between classes and people within a business environment. In Nordic countries, for example, there is low power distance, in Portugal there is high power distance.

Collectivism vs. Individualism refers to collectivist societies and individualistic societies and looks at the level of interdependence on those around them of an individual. In collectivist societies, the social system gives value to an individual over their own individual achievements, whereas in individualistic societies, the “I” is more important than the “we”. In the USA for example, individualism is more important than the collective, which reigns in China.

Masculinity vs Femininity refers to the approach to competition, achievement and success. Masculinity is characterised by competition. In cultures which are identified as more masculine, the search for success and personal realisation are more important than quality of life and attention to others (femininity). The USA is an example of a masculine society, which values success whilst Portugal is seen as more of a feminine society where competitiveness has less value than reaching a consensus.

Uncertainty Avoidance (UA) refers to a culture’s approach to avoiding uncertainties, or their level of risk aversion. Cultures which avoid uncertainty are often guided by rules, laws, and behaviour codes.

Indulgence versus restraint refers to a society’s control of its people’s wish to engage with others and enjoy life. In indulgent societies people engage with one another at their own will, whereas in societies which are more restrained, rules and norms apply. .



Long-term Orientation refers to a culture's approach to planning for the future. People from poorer countries tend to have shorter long-term orientation and live more for the moment, whereas those from countries which focus on the long-term look at prosperity as a measurement for and of success.

The GLOBE research project, also known as Global Leadership and Organizational Behavior Effectiveness Research Program (2004) encompassed 62 countries and measured practices and values, at industry, organisation and society level (House et al., 2004), with a view to asking "How is culture related to societal, organizational, and leadership effectiveness? (House et al., 2004, p. XV). The GLOBE project covered 62 countries with the aim of encompassing several regions of the world and was divided in three phases with a total of 170 investigators working on the project, thus demonstrating its scale. The GLOBE project resulted in nine cultural dimensions, some encompassing Hofstede's work. These are: assertiveness, future orientation, Gender Egalitarianism, humane orientation, institutional collectivism, in-group collectivism, performance orientation, power distance, and uncertainty avoidance.

Assertiveness refers to the "degree to which individuals, organisations and societies are assertive, confrontational and aggressive within societal relationships" (House, et al., p2004, p. 12). Future orientation looks at the future-oriented behaviours and how these are invested in. Gender egalitarianism examines how gender role differences are approached and how differences in gender are minimised. Humane orientation examines the "degree to which individuals in organizations or societies encourage and reward individuals for being fair, altruistic, friendly, generous and kind toward others" (House, et al., 2004, p. 13), whilst institutional collectivism is the analysis of the rewards given in organisational and societal institutions. In group collectivism is the expression of loyalty and cohesiveness of individuals within their family or organisations. Performance orientation examines how performance improvement is measured and rewarded whilst power distance related to how power is distributed within an organisation or government. Finally, uncertainty avoidance examines how uncertainty is avoided through norms, rituals and existing practices. (House et al., 2004, pp 12-13).

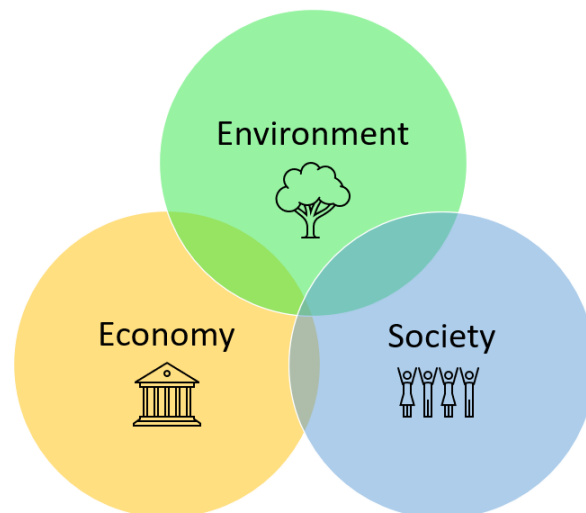
## **2.7. Sustainability within society**

### **2.7.1 The concept of sustainability**

There is a plethora of existing research relating to sustainability in many areas including Energy, Engineering, Environmental Science, and Business, Management, and Accounting which has grown exponentially over the last ten years (Cano & Londoño-

Pineda, 2020). The concept of sustainability and the use of the word sustainable is interchangeable in existing literature (Amran & Haniffa, 2011; Carey & Cervellon, 2014) and is difficult to define (Costanza & Patten, 1995). For the purposes of the proposed study, the Brundtland Commission's (1987) three pillars will act as a guide for defining Sustainability as maximising the positive and minimising the negative environmental, social, and economic impact of consumer purchases.

Sustainable development can be defined as, “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”, (Brundtland, 1987). The Brundtland Commission's definition (1987) defines three pillars upon which sustainability is measured, each intersecting one with another. These are: 1. Environment; 2. Economy, 3. Society, as shown in Figure 6.



*Figure 6. The three pillars of sustainability. Image: author's own. Source: Brundtland (1987)*

These three pillars constitute The Environmental pillar which refers to the earth's environmental balance of natural resources consumed by humans at a rate at which it can be replenished. Economic sustainability refers to human communities being able to maintain their independence and access resources required to do so, including food and financial means. Social Sustainability relates to universal human rights to live safely and free from discrimination with personal, labour, and cultural rights acknowledge and respected by others.

In relation to enterprises, green marketing refers to the marketing mix of activities, including the price, the marketing plan, marketing and sales processes, goods production and the subsequent promotion of said goods targeted at consumers (Zhang & Dong, 2020). In relation to Consumer Behaviour, sustainable buying behaviours refer to consumers who consider these three sustainable aspects during the research, decision making and shopping process.

### **2.7.2. The growing importance and role of sustainability in society**

Sustainability has increasingly become both societal and political concerns since the 1970s when academics, business and society began to challenge the “existing notions of ‘progress’, ‘growth’ and ‘development’ (Pisani, 2006).

As the effects of climate change are increasingly seen, with abnormal weather patterns (for the seasons), coastal erosion and water and air pollution amongst other environmental concerns so too has the move towards, and indeed the debate surrounding sustainability, intensified. The European Union’s outlook with regards to sustainability looks to implement the United Nations (UN) 17 Sustainable Development Goals (SDGs) and 169 targets by 2030 with a view to eradicating poverty and achieving a sustainable world by the same date (European Commission, 2022). The UN’s SDGs cover five key areas, namely, People, Planet, Prosperity, Peace and Partnership (United Nations, 2015). Within the Planet section the UN notes the importance of protecting “the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations”, whilst in relation to Peace it notes that there “can be no sustainable development without peace and no peace without sustainable development” (United Nations, 2015). The UN notes that its SDGs are each linked to one another, each one reliant on the other in order to achieve the goals and targets established in 2015, and as such, the EU, like many other blocks or countries, has set out plans to work towards these goals and targets, included within these, promoting sustainability, focusing on its relevance and importance and educating and implementing programmes which are relevant in member countries.

### **2.7.3 The Circular economy and circular business models**

#### **2.7.3.1 Definition of Second-hand goods**

Second-hand goods are items which were bought by the first (or more) user(s) and then passed on, donated, or sold on after their initial intended usage expired. Terms which have become more popular in recent years to describe second hand include pre-loved and pre-used as well as second cycle and, in the case of the United States, thrift, where thrift

stores exist with a similar purpose to that of charity shops in the United Kingdom – to enable people to donate goods they no longer need to charity, thus the sale of said goods benefits the charity and its stakeholders, and also to enable those with less purchasing power to buy clothing, household items, and books, amongst others goods, at an affordable price. The term thrift is widely used in the United States with reference to second-hand goods (Bardhi & Arnould, 2005, Waight, 2019) and as a sector it is in growth. In the United States alone, shops which identify as second hand/thrift are valued at \$10.8bn and expect to grow by 2.4% in 2022 (IBIS world, 2022).

### **2.7.3.2 Attitude towards second hand goods**

For hundreds of years, exchanging, offering, or buying and selling second hand goods has formed a part of society that has simply just existed and acknowledged as part of everyday life, which has not been of interest for academic research. (Damme & Vermoesen, 2009 in Borusiak et al, 2021) Those who purchased or used second hand goods have traditionally been thought of as poorer or a result of societal and political conditions, such as socialist countries (Rulikowa, 2019) However, with the increase in globalisation, purchasing power and more consumer-directed marketing as well as increased awareness for environmental concerns and consequences, wealthier countries have started to move more positively towards the reuse of goods, forming a positive attitude towards second hand goods (Guiot & Roux, 2010), a phenomena which has, in turn, created opportunities for business growth within the second-hand arena and with this, new marketing opportunities.

### **2.7.3.4 The Circular economy**

The circular economy is expected to be valued at \$4.5 trillion by 2030 (World Economic Forum, n.d) and it is a key development priority for the European Union and the EU's industrial strategy for the future (Mazur-Wierzbicka, 2021).

There are several definitions regarding the Circular Economy, which identify that minimising resource demand and optimising resource recirculation are key for sustainable development whilst also being subject to the pressures and influences driven by innovation and public opinion within society (Monteiro Gomes et al., 2021). The circular economy aims to reduce the depletion of resources by changing how humans relate with nature (Prieto-Sandoval et al., 2018) and by moving to a cyclical process which promotes a four-step lifecycle, that of durability, facilitated reuse, modular design and refurbish, repair, remanufacture and recondition. To achieve this, it is necessary to change the consumer's approach to goods and at the same time change their behaviour. (Monteiro Gomes et al., 2021). Businesses which operate on this basis follow a circular business model and consumers are key stakeholders in promoting and accepting this business model (Monteiro Gomes et al., 2021).

#### **2.7.4 Theory of consumption values**

Given that this study aimed to identify the antecedents of consumer behaviour in relation to sustainable decision making, it is important to consider consumption value theory. Consumption values are classified into five categories, namely functional, social, emotional, conditional, and epistemic (Sheth et al., 1991). Within the hypotheses presented for the study, the functional value of the product is expected to be considered as the most important factor in the decision-making process for the consumer making the purchase (Sheth et al., 1991, Lin & Huang, 2012; Rahman & Koszewska, 2020) with sustainable factors also expected to influence the decision-making process. This study and its resulting theory have been used to explain many pro-environmental behaviours (Monteiro Gomes et al., 2021, Carfora et al., 2021). With a focus on Personal and Pro-Environmental Motives relating to the purchase of sustainable fashion, Carfora et al (2021) provides a suitable starting point for the development of questions for this study's survey. Carfora et al (2021) noted that despite consumers being increasingly aware of the impact of clothing production on the environment, there remains a low level of sustainable purchase intentions amongst the general public, in this instance related specifically to Italian women and their attitudes. The lack of definition of exactly what constitutes sustainable fashion was recognised by Carfora et al (2021) as a barrier to consumer purchase and the 2021 study also acknowledged differing socio-cultural contexts as influencers on consumer purchases and consumer behaviour with regards to sustainable choices.

#### **2.7.5 Consumer knowledge of Sustainability**

Consumer knowledge of sustainability has been the subject of academic research for many years, however, Davis (1993) recognised that consumer responses to green marketing efforts has not, to date, met the expectations of marketers. Key research includes that of Kardash (1974) who noted that all consumers have the potential to be considered as green consumers given that if two products were perceived as identical in every way, yet one was more environmentally friendly, the majority of consumers would purchase the environmentally friendly one. The degree of compromise and degree of confidence affecting a green decision (Peattie, 1999) is also recognised in extant literature, more formally expressed by Peattie's matrix (1999) shown in Figure 7 which demonstrates that the higher the degree of confidence in a purchase, the higher the feelgood element and on the contrary, the lower the degree of compromise, citing the example of a necessity such as petrol, the lower the feelgood factor and the lower the degree of confidence to purchase there is. This widely accepted matrix was later examined and developed further by McDonald and Oates (2006).

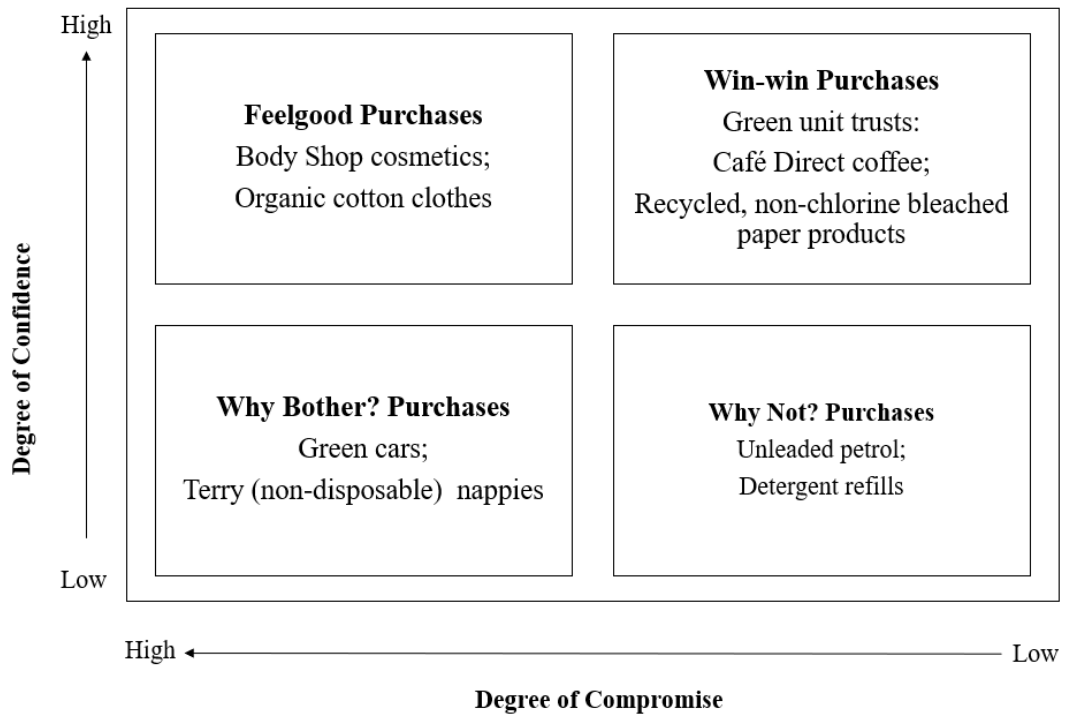


Figure 7. The Green Purchase Perception Matrix. Adapted from Peattie (1999)

## 2.8 The toy industry: Current Investigation

Research pertaining to the psychology of toys and their importance for children’s personal development dates back decades, examining why children play, how they play, gender-related toys and the impact of the number of toys on play, amongst other research foci (Kawin, 1933; Martin et al., 1995; Dauch et al., 2018).

There is a wide range of research relating to sustainability in various scientific areas such as engineering and social sciences where research focuses, for example on topics such as green decision making with regards to fast fashion, research regarding sustainability with particular reference to toys as well as that relating to purchase decisions for sustainable or second-hand toys appears scarce. This is discussed in further detail to follow.

## CHAPTER 3. RESEARCH METHOD

### 3.1. Research hypotheses

In order to test significant relationships, hypotheses are established. A hypothesis is “a specific type of research question. It is an informed speculation, which is set up to be tested, about the possible relationship between two variables” (Bryman & Bell, 2007, p. 88.)

In order to test hypotheses, statistical analyses may be carried out, based upon which conclusions are sought or reached.

Two hypothesis testing is often used to test an idea, namely that of the null hypothesis and the alternative hypothesis, which, in the case of this study, is the chosen route for testing the hypotheses.

A null hypothesis is defined as no relationship between two variables (Bryman & Bell, 2007) and thus an alternative hypothesis is stated, being that there is a relationship between two variables.

The research hypotheses correspond to topics brought to light during the Literature Review and will aim to verify these during the study, recognising that they are predictable assumptions to be verified by the research (Creswell, 2014). This study will be undertaken with four research questions founded upon the literature analysed in Chapter 2 which will directly influence the research design and all the steps required to undertake the same.

The hypotheses presented in this study are as follows:

- The null hypothesis Ho: Buying second-hand toys is independent of culture.
- The alternative hypothesis H1: Buying second-hand toys is not independent of culture.

Culture influences choices at various levels because it is a manifestation of invisible and hidden values (Solomon & Schell, 2009). Visible culture includes dress, food, customs, architecture, ways of speaking and behaviour, whilst hidden culture, that of values, beliefs and philosophy are hidden in communication, attitudes towards time and religious concepts (Solomon & Schell, 2009) and as such, buying second hand toys, or indeed second-hand goods, is dependent upon cultural values and norms. In some societies purchasing second-hand goods is seen as for those of a poorer class, living on a limited income (Xu et al., 2014, Rulikowa, 2019), whereas at some levels of society, in some cultures, it is seen as increasingly the norm, a positive action and is increasingly accepted (LaBreque & Gould, 2014).

- The null hypothesis Ho: Buying second-hand toys is independent of educational attainment.
- The alternative hypothesis H2: Buying second-hand toys is not independent of educational attainment.

Social status and educational attainment are often tied to hierarchies within society, and this social status is linked, by consumers at least, to educational attainment, even if scientists have established that such a straightforward relationship between income and social class is not so easily observed (Solomon et al., 2016). Purchases can be symbolic and status-driven, and this is affected by whether the society is hierarchical or egalitarian. Purchasing second hand goods within an egalitarian society such as the UK or Germany which have Hofstede Power Distance scores of 35, (Hofstede, 2022d) is seen as the norm (Steffen, 2015) whereas in hierarchical societies, class distinctions affect people's rights, how they dress, the cars they drive and the products they buy (Solomon & Schell, 2009), often being that second hand goods are all that they can afford if they are from a lower social class and thus earn less.

- The null hypothesis Ho: Buying second-hand toys is independent of other people's opinions.
- The alternative hypothesis H3: Buying second-hand toys is not independent of other people's opinions.

Purchasing second-hand toys or other second-hand goods has seen an increase in interest over recent years. Consumers are aware of the environmental benefits of purchasing second-hand items and more importantly the financial benefits of doing so (Brooksbank, 2021). Whilst the purchase of second-hand goods may be down to chance and availability in different regions (e.g., charity shops or car boot sales are dependent on what people donate or select for sale), research has long shown that consumers are willing to talk between them about the things they purchase, and word of mouth accounts for an important influencing factor for consumer purchase decisions (Solomon et al., 2016.).

- The null hypothesis Ho: Honest product recommendations are independent of other people's opinions.
- The alternative hypothesis H4: Honest product recommendations are not independent of other people's opinions.

Consumers obtain information and product recommendations before making a purchase and this information is obtained from a variety of sources (Solomon et al., 2016).



In the case of sourcing information from others, whether in person, online or via other recommendation channels, this information sourcing is known as word of mouth. As discussed in 2.4, Consumer Behaviour, in the Literature Review, there are several forms of Word of Mouth, and a consumer will source their information from the place or person that they feel has the most appropriate information in line with their needs at that time. (Solomon et al., 2016).

The hypotheses relating to this study are presented in Table 5:

*Table 5. Summary of Hypotheses and values. Source: Author's own*

<b>Hypothesis</b>	<b>Description</b>	<b>Value</b>
H1+	Culture is linked to second hand purchases	Culture
H2+	Educational attainment is linked to second hand purchases	Educational attainment
H3+	Word of mouth has an influence on the consumer decision making process (friend/family/reviews online) when purchasing second hand toys	Word of mouth
H4+	The perception that an opinion from another is honest has an influence on the consumer decision making process (friend/family/reviews online)	Word of mouth

### **3.2. Methodological approach**

Research methodology is defined as “the general approach the researcher takes in carrying out the research project”, (Leedy & Ormrod, 2001. p. 14). Research begins with the identification and formulation of at least one Research Question relating to the phenomena/phenomenon to be examined and based on this a research approach is determined, be it quantitative, qualitative or a mixed methodology (Williams, 2007).

In the case of this study, to determine the research questions, a literature review was first carried out. Searches were undertaken in credible academic databases, including SCOPUS, which is recognised as giving approximately 20% more coverage than Web of Science and being more consistent than Google Scholar in terms of accuracy (Falagas

et al., 2008). Appropriate search terms were determined, and the searches based around those. Abstracts were read from the articles returned by the search to determine whether further reading was appropriate, and once this group of articles had been identified, it was read for the purpose of this study.

Research studies are classed as either longitudinal or cross-sectional in relation to time. Longitudinal studies “are concerned with how a situation changes over time” (Bryman & Bell, 2007. p. 64), whilst cross-sectional studies collect data “at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables, which are then examined to detect patterns of association”, (Bryman & Bell., 2007. p. 55). This study is cross sectional because it was undertaken on just one occasion in 2022, rather than over a series of occasions.

The philosophical dimensions of social sciences are addressed through the application of research paradigms (Wahyuni, 2012), of which several exist, according to Sobh & Perry (2006). These are Positivism, Interpretivism (also known as Constructivism), Critical Theory and Realism. The Positivism paradigm relates to research wherein what appears to be real is known as Reality and is capable of being understood. The Interpretivism/Constructivism paradigm examines “constructed” realities, i.e., that people have already built their own realities based on information available to them which then affects how they perceive the world around them. Critical theory paradigms are a virtual reality which is shaped by the social, economic, ethnic, and cultural as well as gender values which have formed over time. Realism paradigm is a growing body of research wherein reality exists independent of that which is in the researcher’s mind, i.e., an external reality (Bhaskar, 1978; Harre & Madden, 1975; Sobh & Perry, 2006). Added to these we can also consider Wayunhi’s (2012) description of Post-Positivism which is an objective and critical realist approach which is independent of the influences of human thoughts and experience, whilst Pragmatism which is a multiple approach which takes the research question as central in importance and as such the research method(s) is/are chosen in accordance with this. Table 6 details these paradigms within the fundamental beliefs of research, namely Ontology, Epistemology and Axiology and the differentiating characteristics of each paradigm.

Table 6. A comparison of research paradigms. Source: Sobh & Perry (2006) and Wahyuni (2012).  
Elaboration: Author's own.

<b>Research Paradigms</b>				
<b>Fundamental Beliefs</b>	<b>Positivism (Naïve realism)</b>	<b>Post-positivism (Critical Realism)</b>	<b>Interpretivism/ Constructivism</b>	<b>Pragmatism</b>
<b>Ontology: The position of the research in relation to reality</b>	External and objective. It is independent of the influences of social actors.	Objective. Independent of human thoughts and beliefs or knowledge of their existence. Interpreted through social conditioning (critical realist).	Socially constructed. It is subjective and susceptible to or may change.	External to the research in question. Multiple approach. The research question is central to the view chosen to answer it.
<b>Epistemology: the sources and view of what constitutes acceptable knowledge</b>	An objective research point of view. Data is drawn from observable phenomena thus obtaining credibility. The focus is on the causality of information.	An objective research point of view based on observable phenomena. Data and results obtained are credible and considered fact. The focus is on explaining within a context or contexts	A subjective research point of view. Social phenomena are examined. The focus is on the situation and the reality behind them.	Observable or subjective, or both phenomena are the focus of the research. The focus is on detailing practical and applied/applicable knowledge. Different points of view are required in order to interpret the results.

Table 6. cont., A comparison of research paradigms. Source: Sobh & Perry (2006) and Wahyuni (2012). Elaboration: Author's own.

<b>Axiology: the researcher's stance and the role of values in research</b>	Research is free of and undertaken in a way in which the researcher's values are not imposed. The researcher is independent and maintains an objective stance towards the research.	The researcher applies their values and learnings to the research, including cultural, world views, life experiences and the way in which they have grown up.	The research holds a link to the research and as such the research is subjective as the researcher bonds with it.	Values are important for interpreting that data obtained. The researcher analyses the results from both an objective and subjective point of view.
<b>Research methodology: the type of research approach used to undertake the research</b>	Quantitative	Quantitative or Qualitative	Qualitative	Quantitative and Qualitative: mixed or multi-method research

This study aimed to determine the motivations relating to toy purchases and the extent to which sustainability influences purchasing decisions, as well as gaining an overview of the conceptual understanding of sustainability with regards to toys. The main objective was to respond appropriately to the research questions established as a result of the Literature Review in Chapter 2. Thus, the study investigated the phenomena through a mixed method Pragmatism approach.

The Pragmatism approach is appropriate for this research for several reasons. In the first instance, this research was based on both a quantitative and qualitative approach, thus it is a mixed-method, and as recognised by Wahyuni (2012) thus forms part of a Pragmatism research method. Secondly, the research was undertaken with the aim of detailing practical approaches in answer to the research question and thus obtaining knowledge that can be applied or is applicable for managerial implementation. Finally, the research is observable and requires more than one approach to interpret the data gained.

### 3.3. Research Design

Research Design is a framework by which the collection and analysis of data takes place and the research methodology chosen reflects the priorities the researchers have identified for their study (Bryman & Bell, 2007). Research design includes a number of factors to consider (Saunders et al., 2012). A research design aims to understand behaviour and its meanings in social contexts, identify social phenomena over time and link cause and consequence, or antecedents and consequences, between variables (Bryman & Bell, 2007).

Within a Research Design it is important to define the data collection and analysis methods in line with the Research Question to ensure that the Research Question is answered to the greatest extent as possible within the limitations of the data collected during the study. Time horizons are key to consider and present two types as discussed in Section 3.1, namely, Cross Sectional or Longitudinal.

This study is cross sectional in nature and uses a mixed methodology, combining both qualitative and quantitative data collection methods (Bryman & Bell., 2007). The use of a mixed methodology is subject to debate (Bryman & Bell, 2007), however, it is noted that mixed methodology research can “allow the various strengths to be capitalised upon, and the weaknesses offset somewhat”, (Bryman & Bell, 2007, p. 642) in order to better understand the data, contexts and subjects at hand.

Whilst one particular research type may prevail within a study, in this case, quantitative research, by triangulating the data obtained from more than one research type, more than one information set is used, and thus conclusions can be drawn by cross checking the data between themselves, thus presenting confidence in the findings (Bryman & Bell., 2007).

This study is of an exploratory nature and first turned to qualitative research before a quantitative method was used (Bryman & Bell. 2007, Malhotra & Birks., 2007). Figure 9 shows the research design used for this exploratory study. This study is of a Pragmatic paradigm nature given that the study has a multiple methodology approach and that the research questions are central to the view chosen to answer it. The qualitative data collection enables the collection of an observed reality whilst the quantitative data collection enables the collection of objective data, both of which are traits of a Pragmatic paradigm (Sobh & Perry, 2006, Wahyuni, 2012)

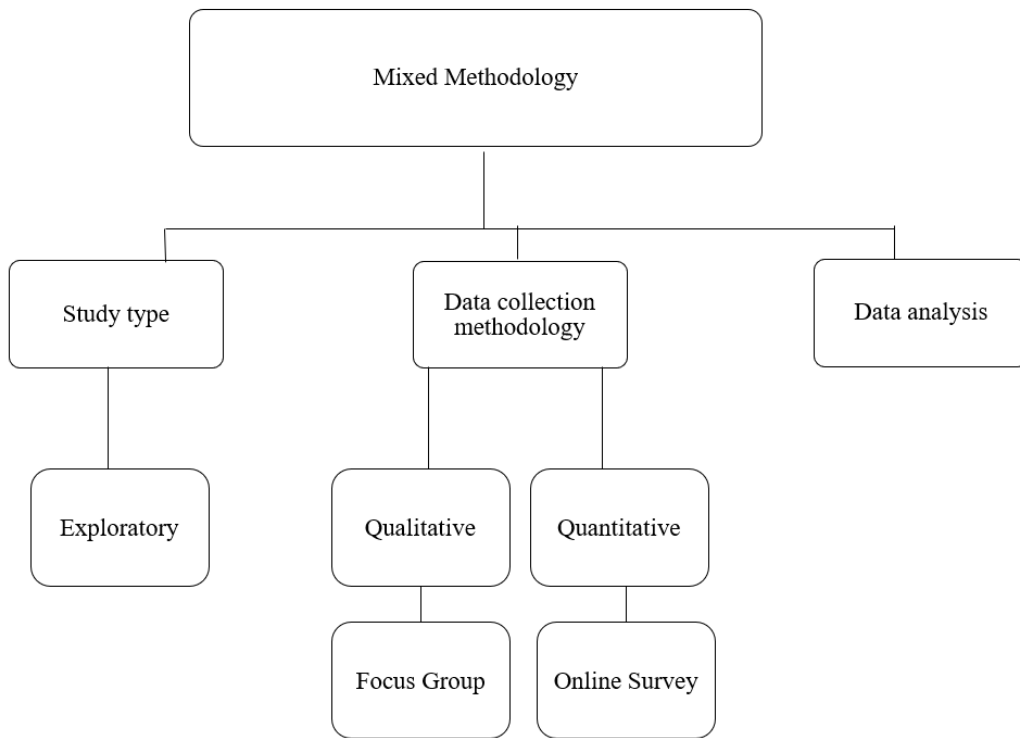


Figure 8. Research design - for an investigation project. Source: author's own.

Research can be Inductive or Deductive. Inductive research is research upon which the “data collected form the basis from which generalizable differences are drawn” (Bryman & Bell, 2007. p. 581) i.e., where theory is built between data and theory. Deductive Research takes into account theoretical considerations in relation to a field of study then deduces a hypothesis that must then be scrutinised empirically (Bryman & Bell, 2007). This study followed a Deductive approach because it first examined existing research then developed hypotheses for testing via data collection. This data was then analysed, and hypotheses were confirmed or rejected, and theory was then further developed. Figure 9 summarises this process.

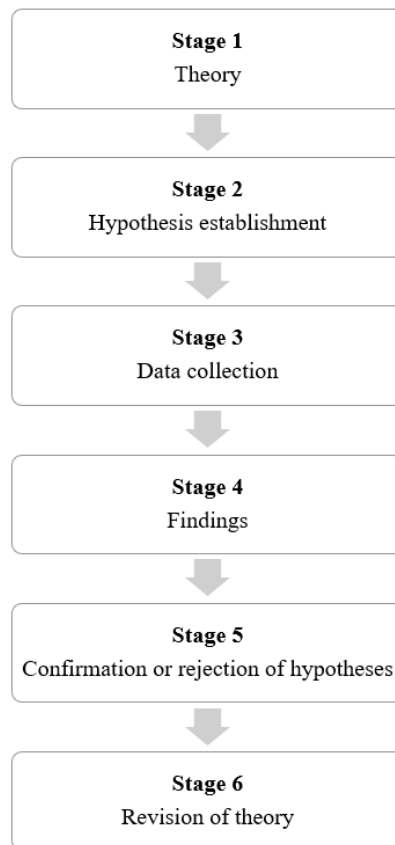


Figure 9. The process of deduction. Source: Adapted from: Bryman and Bell (2007)

It is recognised that in order to guarantee the reliability and validity of the data obtained from research, the study must be well-designed and a systematic approach to collecting data should be applied in order to obtain knowledge. Bearing this in mind, should the data collection process or the use of inappropriate samples actually be the case at the time of data collection, then this will affect the internal validity of the data and may affect the final outcome of the research, affecting its external validity and replicability (Bryman & Bell, 2007).

According to Wahyuni (2012) “research methodology and research method are distinctive concepts”. A methodology is a model by which research is undertaken in accordance with a chosen paradigm and implies that a researcher’s beliefs are guided by the selection of the appropriate research method for their study (Wahyuni (2012). Separate from this research methodology, Wahyuni (2012) acknowledges that a research method collects and analyses data using a particular set of tools, procedures, and techniques. Finally, research design connects the chosen research methodology with the chosen research method with a view to answering the research question(s) and determining the

validity of the hypotheses that the researcher has set out for his or her study (Wahyuni (2012).

### **3.4 Population and sample**

Once the research methodology is defined, the population to be studied should also be characterised. This is carried out by establishing the study's criteria and parameters (Malhotra & Birks, 2007, Bryman & Bell, 2007). A study's target population is defined as "the aggregate of all the elements, sharing one common set of characteristics, that comprise the universe for the purpose of the marketing research problem, of elements or objects that possess the information sought by the researcher and about which inferences are to be made" (Malhotra & Birks, 2007, p. 405) or as "the universe of units from which the sample is to be selected (Bryman & Bell, 2007. p 182).

For this study, the target population are individuals who purchase toys, regardless of age and country of residence, gender, ethnicity, nationality, and educational attainment. The total sample had 21 nationalities, five pre-described educational attainment levels, seven pre-described age ranges. The convenience sample which was later analysed for this study involved three nationalities, five pre-described educational attainment levels, seven pre-described age ranges and was considered relevant for the purposes of carrying out the Chi-Square test, given that a minimum number of responses of five were needed per nationality, for further analysis. The sampling technique used was a non-probabilistic self-selection sampling process, recognised as being "a sample that has not been selected using a random selection method" and that "some units in the population are more likely to be selected than others" (Bryman & Bell, 2007, p 182). The sampling technique was chosen for convenience purposes, for its ease of use and access and to reach as many people and thus respondents as possible, within a limited timescale determined by the Masters' study programme. Convenience samples are recognised in Business and Management as being "very common" (Bryman & Bell, 2007, p 198) and are an excellent way of piloting research before undertaking a wider investigation (Bryman & Bell, 2007). As such, this study is therefore exploratory in nature.

### **3.5. Data Collection Methodology**

Data collection takes place in the form of primary and secondary data (Wahyuni, 2012). Primary data is data that is collected by the researcher and secondary data is data that already exists but was gathered as a result of other research and can be drawn upon from other sources (Ibert et al., (2001). Collecting data from multiple sources which is then analysed is known as data triangulation (Yin, 1994; Patton, 2002), which enables a researcher to compare and contrast the information they have gathered with existing empirical studies as well as ensuring that the researcher gathers information relevant to their investigation (Wahyuni, 2012). Thus, in the case of this study, extant data is obtained



from previous studies and is presented in the literature review whilst the study aims to collect new primary data.

The study involved a mixed-method approach, namely an online survey using Google Surveys to collect quantitative data, and a focus group to collect qualitative data. Multiple collection methods are essential for developing a “holistic understanding” of the data collected and how this relates to the overall research being undertaken. Upon collecting, analysing and summarising data from more than one source, can we truly gain a good insight and understanding of the phenomena we wish to study, (Boyer & Swink, 2008).

Once this information was gathered, the questionnaire shown in Appendix 1 was prepared and pre-tested before being made available online using Google Forms as the data collection platform.

### **3.6. Data Collection Method - Focus Group**

#### **3.6.1 Qualitative Data collection**

Qualitative data is defined as “an unstructured primarily exploratory design based on small samples, intended to provide insight and understanding”, (Malhotra & Birks, 2007. p. 152). Qualitative data focuses on words and as a research strategy it is inductivist, constructivist and interpretivist, according to Bryman and Bell (2007).

##### **3.6.1.1 Carrying out the Focus Group**

Following the Literature Review, a series of questions were prepared for discussion in an online focus group. A total of 13 questions were prepared as a guide for the focus group, with a recognition by the author of the study that this was to act as a guide and that the participants would guide further questions via their responses and discussion between themselves.

Focus groups, also known as focus interviews, were chosen with the aim of making sense of the phenomena of sustainable toys and the purchase of second-hand toys (Bryman & Bell, 2007) in order to determine the most relevant wording for the questionnaire. Focus groups were chosen because a focus group helps to understand how a certain issue is discussed by a group rather than individuals, i.e., different levels of information extraction and an understanding of why people feel a certain way about a topic

or product. Whilst it is recognised that Focus Groups have their limitations (Bryman & Bell, 2007), this method is expected to offer another level of information, above and beyond that of the questionnaire.

A focus group is “a discussion conducted by a trained moderator in a non-structured and natural manner with a small group of participants” (Malhotra & Birks, 2007. p. 182). Focus groups enable data to be collected in a relaxed environment in which participants can “portray their feelings and behaviour, at their own pace and using their language and logic” (Malhotra & Birks, 2007. p. 182). According to Malhotra and Birks (2007), focus groups are particularly relevant and used extensively for new product development, advertising, and image studies, thus for the purposes of the proposed study, they represent a relevant method.

The Focus Group was undertaken via Zoom to speak to relevant parties who could give feedback on their purchasing decisions, experiences and provide insight which would be relevant for the creation of an online questionnaire.

An initial questionnaire was prepared in Excel (for subsequent transfer to Google Forms) before the focus group was undertaken, in light of the Literature Review found in Section 2 of this study. Before the Focus Group was carried out, there were 66 proposed items to be analysed via the questionnaire. The questionnaire was revised a further three times, following the focus group and a series of pre-tests, after the focus group, as detailed in section 4.6.3, Pre- Test.

### **3.6.1.2 Focus Group Structure**

The Focus Group had four participants (three interviewees and one moderator) and took place via Zoom on the 7th of April 2022. The focus group involved three British mothers with children of varying ages and genders, as detailed in Table 7, who were interviewed to determine appropriate questions for the questionnaire and to better understand how consumers who purchase either sustainable toys or second hand toys, or both approach their purchases. British participants were chosen because they were known to purchase second hand toys on a regular basis and to have sustainable and second hand toy purchasing habits.

The Focus Group was undertaken via Zoom and lasted for approximately 35 minutes. The transcript is found in Appendix 2.

Table 7. Focus Group demographics. Source: author's own

	<b>Mother's age range</b>	<b>Employment status</b>	<b>Highest Level of Education completed</b>	<b>Location</b>	<b>Number of children</b>	<b>Gender and age of children</b>
<b>Interviewee 1</b>	30-39	Stay at home parent	Bachelor's degree	Leeds, UK	2	Female - 3 years Male - 1 year
<b>Interviewee 2</b>	30-39	Employed full time	Bachelor's degree	Leeds, UK	2	Male - 7 years Female - 4 years
<b>Interviewee 3</b>	40-49	Employed part time	Bachelor's degree	London, UK	3	Male - 9 years Female - 3 years Female - 1 year

### 3.6.1.3 Data Saturation during the Focus Group

In a qualitative study, data saturation is important because it determines the point at which no new data can be obtained from the sampling group (Glaser & Strauss, 1967, p61).

The concept of data saturation dates back to 1967 when Glaser and Strauss defined saturation as, "The criterion for judging when to stop sampling the different groups pertinent to a category is the category's theoretical saturation. Saturation means that no additional data are being found whereby the sociologist can develop properties of the category". (Glaser & Straus, 1967, p. 61, cited in Saunders et al., 2018).

With particular reference to interviews, and thus used as a guideline for the focus group relevant to this study, given that they are also named focus interviews (Bryman &

Bell, 2007) data saturation is defined as “When the researcher begins to hear the same comments again and again, data saturation is being reached... It is then time to stop collecting information and to start analysing what has been collected”, (Grady, 1998, p. 26)

In this study, data saturation during the Focus Group was deemed reached when the same topics and concepts related to sustainable toy purchases, second hand toy purchases and the theme of recycling and sustainability were systematically repeated by the group participants, without further prompting or probing from the study author and focus group leader.

### **3.7 Data Collection Method - Survey by Questionnaire**

#### **3.7.1 Quantitative methods**

Quantitative data is defined as “Research techniques that seek to quantify data, and typically, apply some form of statistical analysis” (Malhotra & Birks, 2007. p. 152). Quantitative research is principally focused on four areas: Measurement, Causality, Generalisation and Replication (Bryman & Bell, 2007). An online survey enables data to be efficiently collected from the point of view of access to unique populations and reduces time spent and financial costs (Wright, 2005). Similarly, in addition to the aforementioned reduction in costs, a survey is non-invasive and can be used to “target specific factors or attributes which may not be directly observable” (Boyer et al., 2008).

An online survey or web-based questionnaire also prevents interviewer bias as the interviewer is not present at the time of completion.

#### **3.7.2 Questionnaire Construction**

A questionnaire is “a formalised set of questions for obtaining information from respondents (Malhotra & Birks, 2007, p 371). A questionnaire has three main and specific aims, namely translating the information into questions respondents are able to and willing to answer, secondly it should uplift, motivate and encourage the respondent to engage, cooperate and complete the questionnaire so that data can be collected for subsequent analysis. Thirdly, a questionnaire should minimise response error, thus meeting the main objective of the research design (Malhotra & Birks, 2007).

For this study, the questionnaire was chosen to collect data for analysis and survey the sample population. The questionnaire was created using the Google forms platform as this platform allows the creation of surveys to collect data, edit questions, download the data in recognised file formats (Excel, for example) and also provides its own survey summary reporting, including percentage response breakdowns to the

questions within the survey, and, because it is part of a Google offering, it is easily used by both the researcher and respondents who are accustomed to Google's product offering. The first part of the questionnaire includes an introduction to the questionnaire's aims and contents. The second part of the questionnaire includes the collection of demographic data before moving onto the third section which covers the survey questions. The questions were developed based on the existing literature and the language and format used was aimed to be as clear as possible for ease of response.

### 3.7.3. Pre-Test

A series of pre-tests was carried out to evaluate the appropriateness of questions and ease of use of the questionnaire, based on the initial 66 questions.

Following feedback from the Focus Group and a word frequency analysis of the Focus group transcript, eight questions were added related to toy materials and word of mouth, educational benefits of toys and financial considerations.

The resulting survey was then subjected to testing via three users (plus the author) and one question was removed. The survey was then tested again by two users (plus the author) and following a further literature review, questions relating to word of mouth were added to the survey and questions related to the environment were removed, bringing the final total to 54 questions, plus seven questions to collect demographic data. The time to undertake the survey was also measured and reduced from an initial eight minutes to a maximum of six minutes. This is summarised in Table 8.

*Table 8. Questionnaire development stages. Source: Author's own*

	<b>Number of test users</b>	<b>Initial number of questions</b>	<b>Subsequent number of questions</b>	<b>Final number of questions</b>
<b>Stage 1</b>	N/A	66		66
<b>Stage 2 (post Focus Group)</b>	3 + author	66	65	65
<b>Stage 3</b>	2 + author	65	54	54
		<b>Final number of questions</b>		<b>54</b>

### 3.7.4 Questionnaire Structure

The questionnaire was divided into two key sections - firstly relating to sustainable toy purchases and secondly relating to second hand toy purchases. Respondents

answering that they purchase second hand toys responded to a total of 61 questions, whilst those that replied that they didn't, responded to a total of 32 questions and then were taken to a page indicating that they could submit the survey.

Regardless of the sections completed (all or partial), the questionnaire's structure was composed of 61 closed questions.

The questionnaire had a total of 61 questions or statements to be answered, of these seven related statements were included for response in relation to demographic data. The survey was divided into ten sections, as shown in Table 9. Each section was coded according to the hypothesis it sought to test and this pre-coding was applied to each question of the survey by way of a two-letter code for the section, followed by a question number within that section, for example, Word of Mouth was coded as WM and the first question in this section was WM1. Each question was also numbered as part of the survey overall, and this was denoted in brackets following the aforementioned pre-coded reference number.

The first section related to demographic data, the second section related to Word of Mouth, the third section questioned respondents on the purchases of toys which are marketed as sustainable, the fourth section relates to approval sought (or not) when purchasing sustainable toys, the fifth section questioned respondents on sustainable purchase values including toy material types, the sixth section was related to attitudes towards the purchase of second hand or used toys, the seventh section questioned respondents on approval (sought or not) for those who purchase second hand toys, the eighth section relates to purchases values including toy material types for second hand toys, the ninth section focused on financial values and finally the tenth section was developed to focus on to pro-environmental beliefs. The original authors upon which certain questions were based and adapted from are also detailed. This breakdown is given in Table 9.

Respondents were advised of the ethical nature of the questionnaire at the start of the questionnaire and that all information gathered would only be used for the purposes of the proposed study. The questionnaire was administered in English, Portuguese, and Spanish, to reach a wider audience and gather data from several countries to allow for better data analysis and include those who cannot speak/read English.

Table 9. Questionnaire breakdown. Source: Author's own

Section	Number of questions	Running total (questions)	Questions related to	Code used	Scale	Author and year
1	7	7	Demographic data	PD	Multiple choice Complete nationality & country of residence	Author's own
2	9	16	Word of mouth	WM	5 point Likert scale	Author's own
3	7	23	Attitude towards sustainable toys	SA	5 point Likert scale	Carfora et al. (2021)
4	4	27	Approval perception of sustainable toy purchases	SP	5 point Likert scale	Carfora et al. (2021)
5	4	31	Sustainable purchase values	SV	5 point Likert scale	Author's own
6	8	39	Attitude towards used / Second hand toy purchases	UA	5 point Likert scale	Author's own
7	4	43	Approval perception of second-hand toy purchases	UP	5 point Likert scale	Carfora et al. (2021)
8	8	51	Used pro-environmental & altruistic values	UE	5 point Likert scale	Carfora et al. (2021)
9	3	54	Financial values	FV	5 point Likert scale	Author's own
10	7	61	Environmental beliefs	EB	5 point Likert scale	Carfora et al. (2021)
<b>TOTAL</b>		<b>61</b>				

A five-point Likert scale was used for the survey response section and varied scales relating to strongly disagree to strongly disagree and never (purchase) and always (purchase). A five-point Likert scale was chosen because it is a scale with which the vast majority of respondents are familiar and as such, they already understand how to reply to questions using the scale (Malhotra & Birks, 2007; Angot & Josserand, 2001).

### **3.7.5 Statistical data verification and analysis**

Once the data was collected from the questionnaire, it was downloaded as an Excel file and then uploaded to IBM SPSS (Statistical Package for the Social Sciences) Version 28 and saved as an SPSS .sav file. SPSS was chosen because it enables quantitative data analysis and is recognised as “the most widely used computer package for analyzing quantitative data” (Foster, 1998)

The data set in the .sav file was coded to reflect the data set and the analyses which were identified to test the hypotheses and to facilitate ease of use, i.e., viewing the questions by the codes the questions were identified by in the online questionnaire, rather than the full question.

The data was analysed for validity as discussed in 4.7 (Validity and reliability) and all of the 167 responses were deemed valid.

### **3.8 Validity and reliability**

Validity is important in research because it examines whether or not an indicator (or set thereof) that is devised to measure a concept actually does measure said concept and the integrity of the conclusions reached from the research (Bryman & Bell, 2007). There are several types of validity, namely, face validity, concurrent validity, predictive validity, construct validity and convergent validity, which can be applied to research as deemed relevant and necessary by the researcher.

Internal validity is also known as logical validity (Cook & Campbell, 1979; Yin, 1994) and examines the causal relationships between variables and the results. In this case, the researcher must put forward a valid argument based upon logic and thus defend their research conclusions. Internal validity is found at the data analysis stage of research (Yin, 1994). Construct validity is relevant at the data collection phase and focuses on the quality and relevance of the concept to be examined. Thus, construct validity verifies whether the study is actually investigating what it set out to examine in order to gain an accurate perception of what is and what is not reality. External validity is the ability to generalise the theory gained from the data in the original setting and apply this in other settings.



The validity of a scale refers “to the extent to which differences in observed scale scores reflect true differences among objects on the characteristics” which form part of the study, thus systematic or random error are avoided (Malhotra & Birks, 2007. p. 358).

Reliability is based on transparency and replication of the study at a later date if all of the steps are followed given that there should be an “absence of random error” to prevent this (Gibbert et al, 2008). Reliability is important in research because it addresses issues such as consistency and the stability of the results (Bryman & Bell, 2007). Reliability focuses on three principal factors in terms of determining whether one can rely on the measurement used, namely, Stability, Internal reliability, and Inter-observer consistency. Stability questions whether a measure is stable and reliable over time so that should the investigation be undertaken in the exact same conditions again, the result would show little variation (Bryman & Bell, 2007). Internal reliability examines the consistency and reliability of the indicators that have been chosen for the scale with which the investigation examines the data gathered and determines the inter-reliability of the data between indicators (Bryman & Bell, 2007). Finally, inter-observer consistency refers to research which requires observation or observers, who may have different subjective judgement approaches and as such there may be a lack of consistency between the interpreted results or classification of subjects’ behaviour (Bryman & Bell, 2007).

## **CHAPTER 4. RESULTS**

### **4.1 Consumer behaviour analysis**

In this section the results of both the qualitative data and quantitative data analysis are undertaken. These are discussed in relation to consumer behaviour with regard to second hand toy purchases bearing in mind cultural and social influences, educational attainment and word of mouth in terms of second-hand toys and word of mouth with regard to influencers.

#### **4.1.1 Qualitative Results**

Qualitative data were collected via the focus group which took place on Zoom over a period of 35 minutes. This data is hereby analysed in light of the key topics which the focus group discussed in detail.

#### **4.1.2 Sustainability**

When asked to define a sustainable toy, the respondents answered that it was something made of wood and if plastic, the strength of the plastic was a key factor that was

taken into consideration, rather than a toy which would occupy space and break, despite the respondents recognising that their children liked these lower quality plastic toys. Financial factors were also considered, in this instance, however, this was in relation to value for money and product longevity, for current users as well as future generations, rather than cost-saving factors.

Educational considerations were also discussed in relation to sustainable toys, with Interviewee 3 indicating that she believed that sustainable toys are often also marketed as educational and that “these two points go hand in hand”. This interviewee also remarked that she believed that “if the consumer is aware of sustainability, they are probably going to be thinking about whether things are educational as well.

#### **4.1.3 Environmental**

Environmental concerns were briefly touched upon in relation to education. One interviewee commented that their child’s teacher had been instrumental in promoting pro-environmental choices and as a result their child was extremely conscious of their purchase decisions, ultimately promoting second hand choices over new, even within their family.

#### **4.1.4 Financial**

Respondents were asked whether cost was a main determinant factor in relation to purchasing second hand toys and why this may be. All three responded that this was a factor they considered, particularly in relation to sustainable toys, which are often more expensive from the outset and “out of budget”. However, it was noted that these toys are built to last, and this is thus reflected in the price tag. Respondents stated that despite wooden toys, for example, being more expensive, their durability was better and as such they represent better value Respondent 2 remarked that for her value for money was also something she wished to teach her children from an early age and so has brought them up with the option of a new toy, or with a toy or various toys from a charity shop or Facebook marketplace, whereby they are allowed more than one for the same price of a new toy, and they now prefer to buy toys this way, encouraging their father to do so as well.

#### **4.1.5 The shopping experience**

With regards to the shopping experience, experiences varied. Interviewee 3 stated that because there are no toy shops near where she lives, she tends to buy toys online, usually via online sites such as eBay, and prior to the COVID-19 pandemic, at NCT (National Childbirth Trust) sales, however, it was recognised that since COVID-19, these have taken place less and less. With reference to eBay, both new and used toys were discussed, with the determining factor for the purchase decision being that of being able to clean the toys before use.

Interviewee 2 remarked that part of their shopping experience involved taking the children to a toy shop and letting them play with the toys before deciding which to purchase, acknowledging that children were influenced by what they see on television, but as parents they wanted to physically check the quality of the material used in the toys and check whether the toy was also age appropriate.

Interviewee 1 commented that going to the bricks and mortar store was important for selecting smaller toys and that this was also initially undertaken with the child present, however, to undertake the purchase transaction, this would be done at a later date, without the child in situ. For bigger ticket items, the in-store shopping experience was also important to find out about new brands and their overall product ranges.

#### **4.1.6 Societal expectations**

Interviewees were asked to discuss society's expectations to encourage parents to buy toys in a sustainable way and whether society places pressures on consumers to do so. Interviewees responded that they thought that sustainability was a trend they were increasingly aware of and that has been driven by sustainable clothing, including major retailers such as John Lewis who encourage consumers to reuse their clothing by including the statement buy it, love it, pass it on, which it was suggested will eventually be transferred to toy labelling and packaging. The "humble brag" was also mentioned as a societal influence in that consumers now mention that they purchased an item second hand and insinuating they are therefore helping the planet making second hand purchases a positive way to shop and a "bragging right".

It was pointed out, however, that whilst this sustainable message is being increasingly driven to consumers, this is balanced out by the "plastic tat" on the front of magazines in supermarket such as the CBeebies magazine, which ties in with the UK BBC children's TV channel, which indirectly encourages parents to purchase throwaway products for their children with toys attached to the front of them which are ultimately going to end up in landfill, much like the magazines which will be put in paper recycling bins after very little use.

Interviewees noted that they believed selling and donating second hand toys was encouraged by society, yet that there was no pressure to do so, it is simply encouraged and mentioned in shops, but not forced on the consumer, with examples of donate your old clothes in stores such as TK Maxx, H&M and M&S, in exchange for vouchers mentioned by all three interviewees.

#### **4.1.7 Brand trust**

Interviewees related specific brands and their perceived quality to the brand's name, remarking that brands such as Lego, Playmobil and Melissa & Doug, IKEA,

Happyland and Fisher Price were brands they sought out, both new, and used, and that in the case of second hand purchases, being able to clean the items was a key purchase driver.

#### **4.1.8 Provenance**

The growing awareness and importance of product provenance was also indicated as an important factor for toy purchases, with local sourcing noted as key, particularly for those customers who attend local craft markets and local events. The importance of a toy not being designed for a mass-market and being unique was remarked upon in reference to provenance.

#### **4.2 Word Frequency**

A word frequency query was undertaken to determine the most frequently mentioned words during the Focus Group, with a view to identifying relevant content and words mentioned by the participants in terms of what they viewed as important in regard to toys, educational aspects of toys, the environment and attitudes towards second hand and sustainable toys. This is presented in Table 10.

Table 10. Word frequency analysis. Source: author's own.

	<b>Search term</b>	<b>Frequency</b>
1	Second-hand	15
2	Sustainable	14
3	Stuff	10
4	Price	9
5	Wooden	9
6	Plastic	8
7	More	8
8	Expensive	8
9	eBay	8
10	Tat	5
11	Charity	5
12	Money	5
13	Environment	3
14	Cost	3
15	Educational	2
16	Sustainability	2



Groups as well as private messages on social media. A link to the survey and a brief overview of the time it took was included on the social media posts.

A total of 167 overall responses were obtained, with 102 of those relating to respondents who do purchase second hand toys and thus 65 of the 167 who did not complete the full questionnaire. This gives an overall result of 61.1% of respondents who do purchase second hand toys and 38.9% who do not.

The responses deemed as valid totalled 167, after an analysis of validity using IBM SPSS (Statistical Package for the Social Sciences) version 28.

Malhotra and Birks (2007. p. 408) note that “sample size refers to the number of elements to be included in the study” and that “the sample size required should be adjusted for the incidence of eligible respondents and the completion rate... guided by a consideration of the resource constraints” (Malhotra & Birks, 2007, p 409).

In terms of gender, a total of 137 responses (82%) were from those who identified as female, 29 responses (17.4%) who identified as male, and one response who indicated that they preferred not to say (0.6%). Details of this are found in Table 11.

*Table 11. Gender distribution. Source: Author's own*

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Female	137	82	82	82
	Male	29	17.4	17.4	9.4
	Prefer not to say	1	0.6	0.6	100
	Total	167	100	100	100

With reference to age distribution, two main age groups were identified, namely 40-49 (38.3%) and 30-39 (35.3%), followed by 50-59 (10.2%), which reflects on a consumer base which one would expect to be making decisions to purchase toys. This data is shown in Table 12.

Table 12. Age distribution. Source: Author's own

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	8	4.8	4.8	4.8
	30-39	29	35.3	35.3	40.1
	40-49	64	38.3	38.3	78.4
	50-59	17	10.2	10.2	88.6
	60-69	6	3.6	3.6	92.2
	70+	13	7.8	7.8	100
<b>TOTAL</b>		<b>167</b>	<b>100</b>	<b>100</b>	<b>100</b>

#### 4.4 Study sample

The author identified that three nationalities provided a sufficient response rate for further analysis in line with SPSS guidelines. These were British, Mexican and Portuguese respondents and thus the analysis undertaken using SPSS version 28 analyses this data set. This data set and responses consisted as shown in Table 13 and is the basis for the subsequent analysis, with a total sample size of 127 respondents.

Table 13. Nationality and second-hand purchase distribution. Source: SPSS v. 28

Nationality	Purchase second hand toys		Total number of respondents in sample	Percentage YES/NO by nationality		Running total
	NO	YES		NO	YES	
British	7	55	62	11.3	88.7	62
Mexican	12	10	22	54.55	45.45	84
Portuguese	29	14	43	67.44	32.56	127
	<b>TOTAL</b>		<b>127</b>	<b>TOTAL</b>		127



#### 4.5 Reliability analysis

Cronbach's alpha is a measure of internal consistency which determines how closely related a set of items is as part of a group. Cronbach's alpha has a scale between 0 and 1 whereby a correlation result closer to 1 shows reliability within the response data and a correlation result closer to 0 shows less reliability of the data (Bryman & Bell, 2007). Cronbach's alpha thus determines the uniformity of data. When the result is at 0.80 or above the data is considered as having an acceptable level of internal reliability (Bryman & Bell, 2007) whilst Malhotra and Birks (2007, p. 358) recognise that "a value of 0.6 or less generally indicates unsatisfactory internal consistency reliability"

Cronbach's alpha was used to determine the correlation between the items within the questionnaire for the overall sample of 167 responses, the majority of which have an acceptable level of internal reliability in accordance with Malhotra and Birks (2007). The results can be found in Table 14.

Table 14. Cronbach's Alpha analysis. Source: SPSS Version 28

Section	No of items	Coded	Cronbach's Alpha
Word of mouth (WM)	9	WM	0.838
Approval Perception (SP)	4	SP	0.799
Sustainable Purchase Values (SV)	4	SV	0.528
User Perception (UP)	4	UP	0.773
Environmental Values (UE)	8	UE	0.738
Financial Values (FV)	3	FV	0.715
Pro-environmental beliefs (EB)	7	EB	0.915

#### 4.6 Spearman's Rho Correlation

The Spearman's rho correlation is correlation measure which is used for two non-metric variables which require rankings to determine the correlation. It tests the strength and direction of association between two non-metric variables to verify the existing relationships (Malhotra & Birks, 2007; Bryman & Bell, 2007).

Whilst it is generally recognised that the Spearman's rho test is used with ordinal variables, it can also be used for a combination of ordinal variables tested with an interval or ratio variable (Bryman & Bell, 2007).

In terms of values indicated by the Spearman’s rho correlation, when  $r=1$ , we have a perfect positive correlation, however, the value scale actually runs between  $r=+1$  and  $r=-1$ , thus being capable of being both a negative and a positive correlation. When the value is higher, i.e, towards  $+1$ , the relationship between the variables is stronger, and when it is lower, or negative, i.e., towards  $-1$ , the relationship between the variables is weaker. (Bryman & Bell, 2007). A summary of the coefficient values and their association is shown in Table 15.

*Table 15. Spearman’s Rho values. Adapted from Saunders et al (2019)*

<b>Coefficient value</b>	<b>Association between the variables examined</b>
Between 0 and 0.2	No association
Between 0.2 and 0.35	Weak association
Between 0.35 and 0.6	Moderate association
Between 0.6 and 0.8	Strong association
Between 0.8 and 0.9	Very strong association
At 1	Perfect association

The data obtained from the Spearman’s Rho analysis in relation to Word of Mouth, examines the correlation coefficients between the items found in Section 2 of the questionnaire and can be found in Appendix 3.

In terms of Word of mouth, which was analysed via questions WM 1 to WM5, in Significant results from the Spearman’s rho analysis, the correlation between asking others for their recommendations for buying toys (WM1) and I can rely on other people’s opinions to help me decide whether to buy a toy (WM3), has a value of 0.687, thus showing a strong association between the variables.

With regards to Word of mouth and the purchase decision making process, the statement, I have purchased toys recommended by others (WM5) and I can rely on other people’s opinions to help me decide whether to buy a toy (WM3), the correlation value is 0.714, thus there is a strong association.

With regards to following toy influencers on social media (WM6) and their credibility (WM7), the correlation between the two shows a result of 0.622 which is a strong association, thus demonstrating that consumers who follow toy influencers on social media believe that the toy influencers they follow are credible.

In terms of following toy influencers on social media (WM6) and the honesty of their reviews (WM8), the correlation value is 0.604, which, similarly to the above, is a result of a strong association, thus demonstrating that following toy influencers on social media is associated with relying on them for product recommendations.

Finally, in reference to following toy influencers on social media (WM6) and making a purchase (WM9), the correlation value is 0.659, thus demonstrating a strong association between those who follow influencers on social media and subsequently purchase products recommended by them.

With reference to the above, it can therefore be concluded that there is a strong association between those who purchase toys based on influencers on social media, but only when consumers follow them and believe that they are credible, thus suggesting that influencers must have engagement with their audience in order for them to purchase, compared to traditional word of mouth which does not require this online engagement.

This data shows that marketers working within the toy industry should carefully consider their marketing strategy and determine the value of whether engaging with influencers over consumers and promoting their company or products via word of mouth and online reviews is more valuable for their brand in the long term, given that the associations between influencers and word of mouth gave results which showed no association or weak association.

#### **4.7 Chi-Square Test**

The chi-square statistic ( $\chi^2$ ) is an analysis which is used to test statistical significance of the observed association in a cross tabulation (Malhotra & Birks, 2007, Bryman et al., 2007). The chi-square test assists in determining whether there is a systematic association between two variables (Malhotra & Birks, 2007) and determining whether the null hypothesis or the alternate hypothesis should be accepted or rejected (Malhotra & Birks, 2007).

In order to identify whether there was an association between nationality and purchases of second-hand goods, a chi-square test was carried out. A chi-square test results are considered significant if the p-value (or phi-coefficient) is less than 0.05 (Malhotra & Birks, 2007).

The analysis undertaken shows that the chi-square result is 37.23 and the p-value is <0.001. In this case, the result is significant because it is below the p-value of 0.05, previously mentioned. In this case, the p-value is lower than the 0.05 significance level, so the alternative hypothesis is confirmed because the two variables (nationality and purchasing second hand toys) are dependent on each other and one influences the other, therefore demonstrating that there is a significant association at a 0.01 significance level between nationality and second-hand toy purchases. This is shown in Table 16.

Table 16. Chi-square test results - Nationality and second-hand toy purchases. Source: SPSS version 28

Nationality	UA1		$\chi^2$	<i>p</i>	V
	No	Yes			
British	7	55	37.23***	< 0.001	0.541***
Mexican	12	10			
Portuguese	29	14			

Note. \*\*\*  $p < 0.001$

With regards to educational attainment and the purchase of second hand toys, in order to identify whether there was an association between educational attainment and purchases of second hand goods, a chi-square test was also carried out, with the results shown in Table 17.

The analysis undertaken shows that the chi-square result is 6.887 and the p-value is <0.001. In this case, the result is significant because below is at the aforementioned p-value of 0.05. In this case, the p-value is at the 0.01 significance level, so the alternative hypothesis is confirmed because the two variables (educational attainment and purchasing second hand toys) are not independent of each other and so the two variables are dependent is confirmed, therefore demonstrating that there is a significant association at a 0.05 significance level between educational attainment and second-hand toy purchases. In this instance, because two groups were analysed, the chi-square result is obtained from the Yates' Continuity Correction value.

Table 17. Chi-square test results - Educational attainment and second hand toy purchases. Source: SPSS version 28

Educational Attainment	UA1		$\chi^2$	<i>P</i>	V
	No	Yes			
Group 1*	27	63	6.887***	< 0.001	0.372***
Group 2**	21	16			

Notes. \*\*\*  $p < 0.001$ .  $\chi^2$  Value given is from Continuity Correction due to the existence of two groups that were analysed.

\*Where Group 1 is defined as having the highest level of educational attainment of and including: Finished secondary education/high school (at 16) or finished secondary education/ high school (at 18) or holds a Bachelor's degree

\*\*Where Group 2 is defined as: Holds a Master's degree and/or has a PhD.

With regards to nationalities and relying on other people's opinions to decide whether to buy a toy, in order to identify whether there was an association between

different nationalities and the purchases of second-hand goods, a chi-square test was also carried out. The results are shown in Table 18.

The analysis undertaken shows that the chi-square result is 13.29 and the p-value is 0.001. In this case, the result is significant because it is at a p-value of 0.001. In this case, the p-value is at the 0.001 significance level, so the alternative hypothesis is confirmed because the two variables (nationality and relying on others as word of mouth for purchasing second hand toys) are not independent of each other and so the two variables are dependent is confirmed, therefore demonstrating that there is a significant association at a 0.05 significance level between nationality and relying on others in the form of word of mouth leading to second hand purchases.

*Table 18. Chi-square test results - Nationality, word of mouth - rely on other people's opinions for second hand toy purchases. Source: SPSS version 28*

Nationality	WOM3		$\chi^2$	P	V
	No	Yes			
British	14	48			
Mexican	11	11	13.29***	0.001	0.324***
Portuguese	24	19			

Note. \*\*\*  $p < 0.001$

In terms of nationalities and relying on other people's opinions for honest product recommendations with regard to second hand toy purchases, in order to identify whether there was an association between different nationalities and the purchases of second hand toys based on the perceived value of other's opinions, a chi-square test was undertaken. The results are shown in Table 19.

The analysis shows that the chi-square result is 17.575 and the p-value is <0.001. In this case, the result is significant because it is below the p-value of 0.05, previously mentioned. In this case, the p-value is lower than the 0.05 significance level, so the alternative hypothesis is confirmed because the two variables (nationality and relying on other people's opinions for honest product recommendations in relation to second hand toys) are dependent on each other therefore demonstrating that there is a significant association at a 0.01 significance level between nationality, reliance on others and second hand toy purchases.

Table 19. Chi-square test results - Nationality, word of mouth - honest product recommendations for second hand toy purchases. Source: SPSS version 28

Nationality	WOM4		$\chi^2$	P	V
	No	Yes			
British	7	55	17.58***	< 0.001	0.372***
Mexican	9	13			
Portuguese	20	23			

Note. \*\*\*  $p < 0.001$

## CHAPTER 5. DISCUSSION

This exploratory study aims to investigate the potential role second hand toys can play in the future of toy sales, as sustainability, second hand goods and increased financial pressures continue to affect consumers' purchase decisions, given that sustainability is seen to be increasingly important across the globe (United Nations, 2015).

Research pertaining to toys as sustainable and second hand goods is scarce, however, some authors have delved into the decisions consumers, particularly parents take, when purchasing toys (Waight, 2019).

In this section the results of the analysis are discussed in light of consumer behaviour with regard to second hand toy purchases in relation to cultural and social influences, educational attainment and word of mouth in terms of second hand toys and word of mouth with regard to influencers, as demonstrated by the results of the field work and the subsequent analyses using IBM SPSS Statistics software (version 28) in light of the hypotheses previously stated.

The first hypothesis relates to whether buying second hand toys is dependent upon or independent of culture. In this instance, the null hypothesis ( $H_0$ ) states that Buying second-hand toys is independent of culture, whilst the alternative hypothesis, ( $H_1$ ) is Buying second-hand toys is not independent of culture. The chi-square test of association (Table 16) revealed that there exists an apparent association between national culture and buying second-hand toys. Buying second-hand toys is dependent on culture. The alternative hypothesis  $H_1$  is confirmed. The British buy second-hand toys much more than the Portuguese or the Mexicans. Looking at the p-value of 0.541 the association is quite strong. The result is statistically significant. Asymptotic significance is less than 0.001 (lower than 0.05 or 5%).

According to North (2005, pp.163-164), "understanding the cultural heritage of a society is a necessary condition for making "doable" change. We must have not only a

clear understanding of the belief structure underlying the existing institutions but also margins at which the belief system may be amenable to changes that will make possible the implementation of more productive institutions. “Thus, any organisation or business operating within a society must understand the cultural norms within the society in which it acts, in order to achieve business success. Furthermore, “while the sources of productivity growth are well known, the process of economic growth is going to vary with every society, reflecting the diverse cultural heritages.” (North, 2005, p.165).

The results of this study, therefore, show that attitudes towards a more sustainable world, based on sustainable purchase decisions (in this study’s case, the purchase of second-hand toys) is not independent of culture. To change this, for example bringing Mexicans and the Portuguese closer to the British, it is important to understand the underlying cultural heritages.

The British are, according to Hofstede Insights, a low Power Distance (PD) culture. The United Kingdom has a Power distance score of 35, situating it, therefore in the lower rankings of Hofstede’s Power Distance Index. It is therefore a society which believes that inequalities amongst people should be minimised and actively seeks to achieve this. Interestingly, research shows that “the PD index is lower amongst the higher class in Britain than amongst the working classes.” (Hofstede Insights, 2022c) . It is also noted, however, that consumerism is on the rise in the United Kingdom, and that “me” culture, that of Hofstede’s individualism score, ranking the United Kingdom at 89, is on the increase, in that consumers are increasingly driven by their wants, and less by the collective “we”.

Hence buying and giving second-hand toys is not frowned upon as the United Kingdom is seen as an equal society where status is not a significant issue. This is not the case in Portugal and Mexico, which both have high Power Distance cultures.

Portugal is a high Power Distance culture with a score of 63. This high score “reflects that hierarchical distance is accepted and those holding the most powerful positions are admitted to have privileges for their position.”(Hofstede Insights, 2022b). Solomon and Schell (2009,) note that in this hierarchical society structure subordinates are not expected to join meetings and when they do, they are not required to participate, nor are they involved in decision making processes, given that final decisions rest with the boss. Hence buying second-hand toys is frowned upon in Portugal, a country where privileges are expected and hierarchical structures (Solomon & Schell., 2009) affect how people are seen and treated.

Hofstede's study also identified Mexico as a high Power Distance culture, and even more so than Portugal, given that it has a score of 81. Like Portugal, Mexico is a hierarchical society. This means that people accept a hierarchical order in which everybody has a place, and which needs no further justification. Hierarchy in an organisation is seen as reflecting inherent inequalities, centralization is popular, subordinates expect to be told what to do and the ideal boss is a benevolent autocrat". (Hofstede Insights, 2022a). Solomon and Schell (2009) notes that languages have several words for you which indicate familiarity levels and levels between people are assumed to exist and this is acknowledged within society.

Thus, buying second hand toys in Mexico would not be expected of the middle class in Mexico. It would be seen as recognising a lesser place in the hierarchy and a sign of less wealth. Money is a significant cue, via cars, jewellery and clothes, all status symbols, which denote rank within society (Solomon & Schell, 2009).

With regards to educational attainment and the purchase of second hand toys, the null hypothesis (Ho) which states "Buying second-hand toys is independent of educational attainment" whilst the alternative hypothesis, H2 is "Buying second-hand toys is not independent of educational attainment". The chi-square test of association (Table 17) revealed that there exists an apparent association between educational attainment and buying second-hand toys. Buying second-hand toys is not independent of educational attainment. The alternative hypothesis H2 is confirmed. Those with lower education levels (in this instance high school (16), high school (18) and Bachelor's degrees) buy second-hand toys much more than those with a Master's degree or a PhD. Looking at the p-value of  $>0.001$  the association is very strong. The result is statistically significant. Asymptotic significance is less than 0.001 (lower than 0.05 or 5%).

Researchers have previously noted that social status and educational attainment is often tied to hierarchies within society and within this access to education is often hardest for those on lower incomes. Lower levels of wealth create barriers which prevent people from accessing education in many ways, including hunger and ill-health (National Education Union, 2021), and those with high school (16 and 18) plus Bachelor's degrees surveyed were amongst the respondents who responded that they purchased second hand toys more so than those with a Master's degree or a PhD. It is important to note that purchases can be symbolic and status-driven, and those with a Master's or PhD are often seen as having a higher status and higher earning potential within society and the workplace.

Extant studies identified mothers as the main toy purchaser and it was noted that the level of the mother's educational attainment affected her decision to purchase a toy,



particularly in relation to its resale value as a second-hand toy (Waight, 2019). Interestingly, the educational value of the toy itself was also considered relevant, perhaps reflected on the women surveyed in extant studies, and their educational attainment level (Waight, 2019), as reflected by the comments of those interviewed in the Focus Group, with educational aspects of toys also being an important factor for purchase.

In relation to Hypothesis 3, which analyses responses to the statement I can rely on other people's opinions to help me decide whether to buy a toy, The null hypothesis (Ho) is Buying second-hand toys is independent of people's opinions whilst the alternative hypothesis (H3) is that Buying second-hand toys is not independent of other people's opinions. The chi-square test of association (Table 18) revealed that there exists an apparent association between listening to others' opinions, culture and buying second-hand toys. Buying second-hand toys is not independent of other people's opinions. The alternative hypothesis H3 is confirmed. The British buy second-hand toys much more than the Portuguese or the Mexicans. Looking at the p-value of 0.001 the association is very strong. The result is statistically significant. Asymptotic significance is 0.001 (lower than 0.05 or 5%).

Indeed, between the cultures represented in the sample, the British lead the way in buying second-hand toys based on other people's opinions whilst the Mexicans are split on a 50/50 basis, whilst the Portuguese demonstrate a greater skew towards not buying toys based on other opinions compared to buying them based on others' opinions.

Hofstede (1980) noted that culture is "the collective programming of the mind, which distinguishes the members of one human group from another", whilst Solomon et al., (2016) note that cultural factors reflect on behaviour which is learnt from factors around a consumer, including the society in which they grow up in, values, perceptions, wants, and behaviours learnt from family and influencing institutions and this is reflected in the analysis in this study. Cultural influences differ from one country to another and thus these affect a buyer's behaviour (Solomon et al., 2016, Hofstede, 1980, Solomon et al., 2009), as shown in this study, when comparing the United Kingdom with Portugal whereby Portugal showed a greater skew towards not buying second hand toys, the Mexican result gave a 50/50 result meaning an equal percentage said they bought, or did not buy based on other's opinions, versus the British who showed a greater likelihood of buying second hand toys.

Within the context of Hofstede and the skew towards not purchasing second hand products, it is important to bear in mind Hofstede's Uncertainty Avoidance (UA) scale. Uncertainty avoidance is "The extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid

these” (Hofstede Insights, 2022), thus demonstrating a preference to avoid the unknown, i.e., the unknown in terms of whether they can trust other people’s opinions for the quality and reassurance that a product is of a high quality when bought used compared to new, and thus, we see this reflected in all three nationalities, as follows.

The Portuguese level of Uncertainty Avoidance is well noted as being the highest amongst the surveyed countries in Hofstede’s study (1980), with a score of 99, thus denoting an absolute preference for avoiding uncertainty and noting that innovation may be resisted. In this case, innovation is the move towards sustainability versus existing product usage and also second hand toys, which have traditionally been seen as a thing of the poorer classes. The Mexican score is 82, again, ranking highly in terms of avoiding uncertainty, and finally, the United Kingdom has a score of 35, thus a low score, denoting that avoiding uncertainty is not within the British psyche, and that innovation in the form of second hand toys being an accepted norm, is welcomed.

With regards to Hypothesis 4, which analyses reliability on other people’s opinions for honest product recommendations, the null hypothesis (Ho) states: Honest product recommendations are independent of other people’s opinions, whilst the alternative hypothesis (H4) is “Honest product recommendations are not independent of other people’s opinions”. The chi-square test of association (Table 19) revealed that there exists an apparent association between listening to others’ opinions, culture and buying second hand toys. Buying second hand products is not independent of other people’s opinions. The alternative hypothesis H4 is confirmed. The British buy products based on other’s opinions much more than the Portuguese or the Mexicans. Looking at the p-value of  $>0.001$  the association is very strong. The result is statistically significant. Asymptotic significance is  $> 0.001$  (lower than 0.05 or 5%).

Indeed, between the cultures, the British lead the way in buying products based on other people’s opinions (11.3% said no, versus 88.7% who said yes) whilst the Mexicans surveyed are represented on a 40.91% said no versus 59.09% who said yes basis, and the Portuguese demonstrate skew towards yes, they buy second hand toys (46.51% said no versus 53.49% who said yes) in terms of buying products based on other people’s opinions.

As the previous hypothesis, the cultures which leaned towards Hofstede’s Uncertainty Avoidance, also demonstrated that they do not believe that they can rely on other people’s opinions for honest product recommendations, and as such, we can again refer to Solomon (2016) and the reflection of societal norms determining that a consumer will source their information from the place or person that they feel has the most appropriate information in line with their needs (Solomon et al.,2016), and in the case of Portuguese and Mexican cultures, because hierarchies exist, opinions are not sought because those in power hold the cards for making the final decision which will not be

questioned and status symbols (i.e new goods) are a sign of wealth. (Solomon & Schell, 2009).

In this case, the GLOBE study sheds light on the proximity of Mexican and Portuguese cultures compared to that of the British. The GLOBE study’s meta configuration of GLOBE Societal Cultures (House et al., 2004, p. 201) places Mexico (Latin America) within the same quadrant as Portugal (Latin Europe) on its north-south, east-west axis, namely Quadrant 2. The United Kingdom is found in Quadrant 3, with Germanic Europe and Nordic Europe. In Quadrant 2, key characteristics of the population include avoiding uncertainty, thus reinforcing Hofstede’s work (1980) and the study notes that in terms of the Latin American cluster “there is a fairly low level of trust of those who are not part of their family or close friends”, (House et al., 2004, p 184) reflected in this exploratory study’s results of not purchasing based on other people’s opinions. In the case of the United Kingdom, the GLOBE study notes that the population have a high goal orientation and merit takes precedence over family bonds, reflected in this exploratory study in terms of wanting to own/have consumer goods but not being influenced by the potential negative opinions of others for purchasing items in used condition.

In summary, all four of the proposed hypotheses were accepted. As previously detailed in this study. The acceptance of these four hypotheses was based on the quantitative study data, totalling 127 responses from a total of 167, which were identified as relevant for the study based on the number of responses (>5) per nationality, enabling analysis in SPSS version 28. This is shown in Table 20

*Table 20. Null or Alternative hypothesis confirmation. Source: author’s own*

<b>Hypothesis</b>	<b>Value</b>	<b>Sustainable or Second hand toys</b>	<b>Null hypothesis or alternative hypotheses confirmed</b>
H1	Culture	Second hand	Alternative
H2	Educational attainment	Second hand	Alternative
H3	Word of mouth	Second hand	Alternative
H4	Word of mouth	Second hand	Alternative

The validation of these four hypotheses provides valuable insights for managers and marketers working not only within the toy industry but also within the second-hand goods market, resulting in greater insight in different cultures and markets to create, adapt and implement marketing strategies which match with the differing consumer profiles of each country, enabling businesses operating within this growing sector to thrive, adapt and flourish.

## **CHAPTER 6. FINAL CONSIDERATIONS**

### **6.1 Context and conclusions**

Whilst this study and related dissertation were being developed, the global economy changed for the first time in many years, heading into a recession, following the invasion of Ukraine by Russia on Thursday the 24th of February 2022. The study initially set out to look at sustainable toy purchases yet as it developed, and as global economies took a hit, it became clear that sustainable choices were of increased importance to consumers, not only in terms of energy supplies, yet also in terms of purchases, as financial factors came to the fore for the everyday consumer, who ordinarily would have purchased new goods, including toys.

Data were collected using a mixed methodology with the qualitative data collected via Focus Group in April 2022, at the outset of the invasion, and the questionnaires were completed between the 31st of May 2022 to the 12th of August 2022, as the effects of the invasion were starting to be reported in the media in economic terms for the everyday man, from inflation to cost of living crises and gas and electricity cost prices rising at a phenomenal rate, threatening to push many into fuel poverty. A total of 167 responses were obtained from the questionnaire which was based on the literature review within this study and the Focus Group carried out for this study. A convenience sample of 127 responses, made up of three nationalities, was selected for further analysis, and form the data set upon which the hypotheses were tested. The quantitative data collected were processed using IBM SPSS (Statistical Package for the Social Sciences) version 28 and the qualitative data were analysed by the author to examine topics within a predetermined structure.

The conclusions to the hypotheses were that all of the alternative hypotheses were confirmed. The results show that cultural aspects, educational attainment, and word of mouth are of importance for consumers.

### **6.2 Contributions:**

#### **6.2.1 Theoretical implications**

In terms of contribution to science, this study reflects on the role of sustainable and second hand purchase decisions for consumers. Given the changing economic

environment, sustainable choices are being driven by the media, and as consumers tighten their purse strings, second hand purchases are increasingly considered the norm, whether through financial need or through choice. The study demonstrates the importance of cultural influences on sustainable purchase decisions, educational attainment and the role word of mouth plays in influencing consumer choices.

The study highlighted the gap in existing research which focuses on second hand toys, as opposed to other second hand goods, such as fashion, which are well documented in existing literature. This suggests that further research could be undertaken in this area, to aid the development of sustainable product development and marketing strategies which purposefully seek to resell second hand toys as part of a company or brand's portfolio and strategy.

### **6.2.2 Managerial implications**

The results of this study can help marketers to better develop their strategy and marketing plans in terms of both their sustainable message and the relevance of developing a second hand product range, as is the case of King Jouez in France (Prudhomme, 2022). This investigation can help marketers understand how to better implement sustainability programmes and create advertising that takes into account consumer trends.

The study also highlights the need to ponder whether the marketing mix in its traditional sense should be reconsidered and re-evaluated with the increased focus on sustainability within the business world, with a view to ascertaining how a brand can implement sustainability marketing plans, whilst also driving business growth and considering reusable consumption rather than new consumption, where possible.

This study presents an opportunity for marketers in three countries to ascertain the most appropriate marketing strategies for their countries in response to the growing importance of sustainability which consumers seek. It also provides an opportunity for businesses operating within countries with similar cultural identities to learn from the study and to adapt their marketing in line with similar cultures, as identified in previous studies such as Hofstede (1980) and GLOBE (2004). Ideally, for a company operating in all three countries, finding a marketing strategy which could be applied across all three countries in order to maintain brand consistency, would be ideal, however, given the established differences between each culture, it is highly likely that this would prove difficult, and as such, more localised marketing would probably be needed in some of the countries.

### **6.3 Limitations and future investigation**

Whilst COVID-19 brought about many changes to the way the people work, communicate, shop and interact with one another, the invasion of Ukraine has increased consumer awareness of the subject of sustainability, linked in part to the financial implications the invasion is having within Europe, and this continues to rise in importance across the globe. As such this study is pertinent to marketers aiming to maintain current

consumers and drive new consumers to change loyalties in the face of the current economic crisis.

Whilst existing studies have analysed sustainability practices within the world of fashion, literature was scarce in relation to toys and as such this study is exploratory in nature.

With regards to future investigations, this study analysed three nationalities, as a result of the data collected in the questionnaire, however, to further understand how to create marketing strategies which can be applied across a number of cultures, the study should be expanded within other markets to obtain a greater insight into cultures from which learnings could be made and marketing strategies developed and applied, for example, strategies which work in Portugal could also be successfully implemented in Spain, given the cultural similarities, whilst those which work in the United States of America could also be successfully implemented in the United Kingdom.

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# Appendix 1 - Questionnaire



## Sustainable and second hand toys / Brinquedos sustentáveis e em segunda mão / Juguetes de segunda mano

This survey is being undertaken as part of an investigation into sustainable and second hand toy purchases.

In the first half you will be asked some general questions related to toy purchases, reasons for purchase and the types of new toys you buy. In the second half you will be asked questions about second hand toy purchases (where relevant).

Responses are anonymous and confidential and will be analysed for the purposes of a research project at the University of Aveiro in Portugal.

The survey will take approximately six minutes to complete.

Thank you in advance for your time.

Este questionário é realizado no âmbito de uma investigação que está a procurar informações sobre as compras de brinquedos sustentáveis e brinquedos em segunda mão.

Na primeira parte as perguntas são relacionadas com compras gerais de brinquedos, as razões para a compra e o tipo de brinquedos novos que compra. Na segunda parte as perguntas são relacionadas com as compras de brinquedos em segunda mão (onde relevante).

As respostas são anónimas e confidenciais e serão analisadas, exclusivamente, para efeitos de um trabalho de investigação na Universidade de Aveiro.

Demorará aproximadamente seis minutos para preencher.

Obrigada, desde já, pela sua disponibilidade.

Este sondeo realiza-se como parte de una investigación que está focada en las compras de juguetes sustentables y de segunda mano.

En la primera parte las preguntas están relacionadas con compras generales de juguetes, y las razones por las cuales se compra y el tipo de juguetes nuevos que se compra. En la segunda parte, las preguntas están relacionadas con compras de juguetes en segunda mano (donde relevante).

Las respuestas son anónimas y confidenciales y solamente serían analizadas para fines de un proyecto de investigación en la Universidad de Aveiro, Portugal.

El sondeo demoraría aproximadamente seis minutos.

¡Gracias por tu participación!

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## Sustainable and second hand toys / Brinquedos sustentáveis e em segunda mão / Juguetes de segunda mano

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\*Required

### About you / Informações Pessoais / Sobre ti

#### PD1 (1.) Gender / Género \*

- Female / Feminino
- Male / Masculino
- Prefer not to say / Prefiro não indicar / Prefiero no indicar

#### PD2 (2.) Age / Idade / Edad \*

- <20
- 20-29
- 30-39
- 40-49
- 50-59
- 60-69
- 70+

#### PD3 (3.) Work status / Condição Laboral / Estatus laboral \*

- Employed - Full time / Empregado a tempo inteiro / Empleado de tiempo completo
- Employed - Part time / Empregado a tempo parcial / Empleado de medio tiempo
- Self-employed / Trabalhador por conta própria / Auto empleado
- Student /Estudante / Estudiante
- Stay at home parent / Pai ou Mãe em funções domésticas / Labores domésticas
- Unemployed / Desempregado / Desempleado
- Retired / Reformado / Jubilado

#### PD4 (4.) Nationality / Nacionalidade / Nacionalidad \*

Your answer \_\_\_\_\_

#### PD5 (5.) Country of residence / Pais de residência / País de residencia \*

Your answer \_\_\_\_\_

#### PD6 (6.) Highest level of education you have completed / Nivel de escolaridade / \* Nivel de escolaridad

- High School/GCSE or equivalent (Age 16) / Ensino Secundário - 9.º ano / Secundária
- High School/A Level or equivalent (Age 18) / Ensino Secundário - 12.º ano /  
Preparatoria
- Bachelor's Degree / Licenciatura
- Master's Degree / Mestrado / Maestría
- PhD / Doutoramento/ Doctorado

#### PD7 (7.) Who do you normally buy toys for? Para quem costuma comprar brinquedos? Para quién costumbras comprar juguetes? \*

- My own child/children / Os meus filhos / Mis niños
- Grandchildren / Netos / Nietos
- Nieces/nephews / Sobrinos/as
- Friends' children / Os filhos dos meus amigos / Los hijos de mis amigos
- Neighbour's children / Os filhos dos meus vizinhos / Los hijos de mis vecinos
- Other / Outro / Otro

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## Sustainable and second hand toys / Brinquedos sustentáveis e em segunda mão / Juguetes de segunda mano

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### Toy purchases

In this section you will be asked to respond to questions about how you decide whether to purchase a toy.

Answers are given on the following scale:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly agree

Nesta secção, as perguntas correspondem às decisões para fazer uma compra e como se decide se comprar um brinquedo ou não.

A escala para as respostas é o seguinte:

- 1 = Discordo completamente
- 2 = Discordo
- 3 = Nem concordo nem discordo
- 4 = Concordo
- 5 = Concordo completamente

En esta sección, las preguntas se refieren a las decisiones de compra y como se decide comprar un juguete o no.

La escala para las respuestas es la siguiente:

- 1 = No estoy nada de acuerdo
- 2 = No estoy de acuerdo
- 3 = Ni estoy ni de acuerdo o no de acuerdo
- 4 = Estoy de acuerdo
- 5 = Estoy completamente de acuerdo

WM1 (8) | I ask others for their recommendations for buying toys / Pido recomendações aos outros para comprar brinquedos / Pido recomendaciones a otras personas para comprar juguetes

1 2 3 4 5  
Strongly disagree      Strongly agree

WM2 (9) | I read reviews online before buying toys / Lido as avaliações online antes de comprar brinquedos / Leo los comentarios de otros usuarios en la red antes de comprar juguetes

1 2 3 4 5  
Strongly disagree      Strongly agree

WM3 (10) | I can rely on other people's opinions to help me decide whether to buy a toy / Posso confiar nas opiniões de outras pessoas no momento de decidir comprar um brinquedo / Puedo confiar en las opiniones de otras personas para ayudarme a decidir comprar un juguete

1 2 3 4 5  
Strongly disagree      Strongly agree

WM4 (11) | I can rely on other people's opinions for honest product recommendations / Posso confiar nas opiniões de outras pessoas para recomendações honestas de produtos / Puedo confiar en las opiniones de otras personas para recomendaciones genuinas de productos

1 2 3 4 5  
Strongly disagree      Strongly agree

WM5 (12) | I have purchased toys recommended by others / Já comprei brinquedos recomendados por outras pessoas / He comprado juguetes recomendados por otras personas

1 2 3 4 5  
Strongly disagree      Strongly agree

WM6 (13) | I follow toy influencers on social media / Sigo influenciadores de brinquedos em redes sociais / Sigo personas influyentes o líderes de opinión sobre juguetes en redes sociales

1 2 3 4 5  
Strongly disagree      Strongly agree

WM7 (14) | I believe that toy influencers are credible / Acredito que os influenciadores de brinquedos são credíveis / Creo que las personas influyentes o líderes de opinión sobre juguetes en redes sociales son confiables

1 2 3 4 5  
Strongly disagree      Strongly agree

WM8 (15) | I can rely on toy influencers for honest product recommendations / Posso confiar nos influenciadores de brinquedos para recomendações honestas de produtos / Puedo confiar en las personas influyentes o líderes de opinión sobre juguetes para obtener recomendaciones genuinas y objetivas

1 2 3 4 5  
Strongly disagree      Strongly agree

WM9 (16) | I have purchased products recommended by toy influencers / Já comprei brinquedos recomendados por influenciadores de brinquedos / He comprado juguetes recomendados por personas influyentes o líderes de opinión sobre juguetes en redes sociales

1 2 3 4 5  
Strongly disagree      Strongly agree

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## Sustainable and second hand toys / Brinquedos sustentáveis e em segunda mão / Juguetes de segunda mano

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### Sustainable toy purchases / As compras de brinquedos sustentáveis / Compras de juguetes sustentables

Sustainable toys are NEW toys which are made from renewable, natural materials and/or recycled materials. The manufacturing process is one that does not create environmental pollution. A sustainable toy is also biodegradable once it can no longer be played with.

Os brinquedos sustentáveis são brinquedos NOVOS que se fabricam-se a partir de matérias renováveis, de matérias naturais/ou reciclados. O processo de fabricação não gera contaminação ambiental. Um brinquedo sustentável é também biodegradável, uma vez que já não se pode brincar com ele.

Los juguetes sustentables son juguetes NUEVOS que se fabrican a partir de materiales renovables, de materiales naturales/ou reciclados. El proceso de fabricación no genera contaminación ambiental. Un juguete sustentable también es biodegradable, una vez que ya no se pueda jugar con él.

SA1 (17). Where do you usually buy new toys? Onde costuma comprar brinquedos novos? Donde acostumbras comprar juguetes nuevos?

- Toy shops / Lojas de brinquedos / Tiendas de juguetes
- Supermarket / Supermercado
- Online shops & marketplaces (e.g. eBay, Facebook Marketplace) / Lojas online por exemplo, OLX, eBay, Facebook Marketplace / Tiendas online (por ejemplo, Facebook Marketplace, Mercado Libre, eBay)
- Shopping centres / Centros comerciais / Centros comerciales

SA2 (18.) Do you normally try new brands? / Costuma comprar marcas novas? Tiene la tendencia de comprar marcas nuevas?

- Yes / Sim / Sí
- No / Não / No

SA3 (19.) Do you read the packaging on toys before you buy them? / Lê o rótulo nos brinquedos antes de comprá-los? Lee la etiqueta antes de comprar juguetes?

- Yes / Sim / Sí
- Sometimes / Às vezes / A veces
- No / Não / No

SA4 (20.) Purchasing sustainable toys is/would be: / Considera que comprar brinquedos sustentáveis seria: / Comprar juguetes sustentables es/sería:

- Not at all beneficial / Nada vantajoso / Sin ninguna ventaja
- Not beneficial / Não vantajoso / Sin ventajas
- Don't know / Não sei / No sé
- Beneficial / Vantajoso / Con ventajas
- Very beneficial / Muito vantajoso / Con muchas ventajas

SA5 (21.) Sustainable toys are made from: / Os brinquedos sustentáveis são fabricados de: / Los juguetes sustentables son fabricados de:

	Yes / Sim / Sí	No / Não / No	Don't know / Não sei / No sé
Plastic / Plástico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wood / Madeira / Madera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fabric or cloth / Pano / Tela	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paper or cardboard / Papel ou cartão / Papel o cartón	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other / Outro / Otro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SA6 (22.) Sustainable toys are expensive / Os brinquedos sustentáveis são caros / Los juguetes sustentables son caros

- Yes / Sim / Sí
- No / Não / No
- Don't know / Não sei / No sé

SA7 (23.) Sustainable toys are educational / Os brinquedos sustentáveis são educativos / Los juguetes sustentables son educativos

- Yes / Sim / Sí
- No / Não / No
- Don't know / Não sei / No sé

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## Sustainable and second hand toys / Brinquedos sustentáveis e em segunda mão / Juguetes de segunda mano

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\*Required

### Opinions on sustainable toys / Opiniões sobre brinquedos sustentáveis / Opiniones sobre juguetes sustentables

In this section you will be asked to respond to questions regarding other people that you know and their opinions on sustainable toys.

Answers are given on the following scale:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Unsure
- 4 = Agree
- 5 = Strongly agree

Nesta secção apresentam-se umas perguntas sobre as opiniões de outras pessoas que conhece sobre brinquedos sustentáveis.

A escala para as respostas é o seguinte:

- 1 = Discordo completamente
- 2 = Discordo
- 3 = Nem concordo nem discordo
- 4 = Concordo
- 5 = Concordo completamente

En esta sección, las preguntas se refieren a las opiniones de otras personas que conoces sobre los juguetes sustentables.

La escala para las respuestas es lo siguiente:

- 1 = No estoy nada de acuerdo
- 2 = No estoy de acuerdo
- 3 = Ni estoy ni de acuerdo o no de acuerdo
- 4 = Estoy de acuerdo
- 5 = Estoy completamente de acuerdo

SP1 (24.) Most people think that I should buy sustainable toys / A maioria das pessoas acredita que eu deveria comprar brinquedos sustentáveis / La mayoría de las personas cree que yo debería comprar juguetes sustentables

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo

Strongly agree / Concordo completamente / Estoy completamente de acuerdo

SP2 (25.) Most people would approve if I bought sustainable toys / A maioria das pessoas aprovaria se eu comprar brinquedos sustentáveis / La mayoría de las personas aprobaria si yo comprara juguetes sustentables

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo

Strongly agree / Concordo completamente / Estoy completamente de acuerdo

SP3 (26.) Most people would prefer that I buy sustainable toys / A maioria das pessoas prefer que eu comprar brinquedos sustentáveis / La mayoría de las personas prefiere que comprara juguetes sustentables

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo

Strongly agree / Concordo completamente / Estoy completamente de acuerdo

SP4 (27.) I tell people when I buy sustainable toys / Conto a outras pessoas quando compro brinquedos sustentáveis / Cuento a otros cuando compro juguetes sustentables

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo

Strongly agree / Concordo completamente / Estoy completamente de acuerdo

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## Sustainable and second hand toys / Brinquedos sustentáveis e em segunda mão / Juguetes de segunda mano

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\*Required

### Thoughts on sustainable toys / Pensamentos sobre brinquedos sustentáveis / Pensamientos sobre los juguetes sustentables

In this section you will be asked to answer some questions regarding purchases of sustainable toys.

Answers are given on the following scale:

- 1 = Never
- 2 = Sometimes
- 3 = Unsure
- 4 = Often
- 5 = Always

Nesta secção apresentam-se perguntas sobre as compras de brinquedos sustentáveis.

A escala para as respostas é o seguinte:

- 1 = Nunca
- 2 = Às vezes
- 3 = Não sei
- 4 = Com frequência
- 5 = Sempre

En esta sección, las preguntas se refieren a compras de juguetes en segunda mano.

La escala para las respuestas es lo siguiente:

- 1 = Nunca
- 2 = A veces
- 3 = No sé
- 4 = Frecuentemente
- 5 = Siempre

SV1 (28.) Please indicate how often you purchase sustainable toys made of wood / Indique, por favor, a frequência com que compra os brinquedos sustentáveis fabricados de madeira / Indica, por favor, la frecuencia con que compra juguetes sustentables de madera

1 2 3 4 5  
Never / Nunca      Always / Sempre / Siempre

SV2 (29.) Please indicate how often you purchase sustainable toys made of plastic / Indique, por favor, a frequência com que compra os brinquedos sustentáveis fabricados de plástico / Indica, por favor, la frecuencia con que compra juguetes sustentables de plástico

1 2 3 4 5  
Never / Nunca      Always / Sempre / Siempre

SV3 (30.) Please indicate how often you purchase sustainable toys made of cloth or fabric / Indique, por favor, a frequência com que compra os brinquedos sustentáveis de pano / Indica, por favor, la frecuencia con que compra juguetes sustentables en tela

1 2 3 4 5  
Never / Nunca      Always / Sempre / Siempre

SV4 (31.) Please indicate how often you purchase sustainable toys made of paper or cardboard / Indique, por favor, a frequência com que compra os brinquedos sustentáveis fabricados de papel ou cartão / Indica, por favor, la frecuencia con que compra juguetes sustentables de papel o cartón

1 2 3 4 5  
Never / Nunca      Always / Sempre / Siempre

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## Sustainable and second hand toys / Brinquedos sustentáveis e em segunda mão / Juguetes de segunda mano

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### Second hand toys / Brinquedos em segunda mão / Juguetes de segunda mano

In this section you will be asked to answer questions relating to second hand toys.

Second hand toys are defined as a toy which is not new and has been owned and used before. Second hand toys may also be referred to as used or pre-loved.

Nesta secção apresentam se umas perguntas sobre os brinquedos em segunda-mão.

Os brinquedos em segunda mão são brinquedos que não são novos e que já foram usados. Também podem ser conhecidos como usados.

En esta sección las preguntas se refieren a juguetes en segunda mano.

Los juguetes en segunda mano son juguetes que no son nuevos y que ya fueron usados. También pueden ser conocidos como usados.

UA1 (32.) Do you buy second hand toys? / Compra brinquedos em segunda mão? Compra juguetes en segunda mano? \*

Yes / Sim / Sí

No / Não / No

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## Sustainable and second hand toys / Brinquedos sustentáveis e em segunda mão / Juguetes de segunda mano

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### Second hand toy purchases

In this section you will be asked to answer questions relating to purchases of second hand toys.

Second hand toys are defined as a toy which is not new and has been owned and used before. Second hand toys may also be referred to as used or pre-loved.

Nesta secção apresentam-se umas perguntas sobre as compras de brinquedos em segunda-mão.

Os brinquedos em segunda mão são brinquedos que não são novos e que já foram usados.

En esta sección las preguntas se refieren a las compras de juguetes de segunda mano.

Los juguetes de segunda mano son juguetes que no son nuevos y que ya fueron usados. También pueden ser conocidos como usados.

UA 2 (33) Where do you usually buy second hand toys? / Onde costuma comprar brinquedos em segunda mão? / Donde compras juguetes de segunda mano?

- Toy shops / Lojas de brinquedos / Tiendas de juguetes
- Supermarket / Supermercado
- Online shops & marketplaces (e.g. eBay, Facebook Marketplace) / Lojas online (por exemplo, OLX, eBay, Facebook Marketplace) / Tiendas online (por ejemplo, Facebook Marketplace, Mercado Libre, eBay)
- Shopping centres / Centros comerciais / Centros comerciales
- Vintage shops / Lojas vintage / Tiendas de usados
- Charity shops / Lojas de organizações não lucrativas / Tiendas de organizaciones no lucrativas

UA 3 (34) Do you try brands you haven't tried before when buying second hand toys? / Compra marcas que nunca antes provou quando compra brinquedos em segunda mão? / Compras marcas que nunca antes provaste cuando compras juguetes de segunda mano?

- Yes / Sim / Si
- No / Não / No
- Sometimes / Às vezes / A veces

UA4 (35) Do you read the packaging on second hand toys before you buy them? (where it is still available) / Lê a embalagem nos brinquedos antes de comprá-los? (onde ainda existe) / Lee la etiqueta antes de comprar juguetes? (Donde todavía existe)

- Yes / Sim / Si
- No / Não / No
- Sometimes / Às vezes / A veces

UA5 (36) Purchasing second hand toys is/would be: / Comprar brinquedos em segunda-mão é/seria: / Comprar juguetes de segunda mano es/sería:

- Not at all beneficial / Nada vantajoso / Sin ninguna ventaja
- Not beneficial / Não vantajoso / Sin ventajas
- Don't know / Não sei / No sé
- Beneficial / Vantajoso / Con ventajas
- Very beneficial / Muito vantajoso / Con muchas ventajas

UA6 (37) Second hand toys are made from: / Os brinquedos em segunda mão são fabricados de: / Los juguetes de segunda mano son fabricados de:

	Yes / Sim / Si	No / Não / No	Don't know / Não sei / No sé
Plastic / Plástico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wood / Madeira / Madera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fabric or cloth / Pano / Tela	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paper or cardboard / Papel ou cartão / Papel o cartón	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other / Outro / Otro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

UA7 (38) Second hand toys are expensive: / Os brinquedos em segunda mão são caros: / Los juguetes de segunda mano son caros:

- Yes / Sim / Si
- No / Não / No
- Às vezes / A veces

UA8 (39) Second hand toys are educational: / Os brinquedos em segunda mão são educativos: / Los juguetes de segunda mano son educativos:

- Yes / Sim / Si
- Sometimes / Às vezes / A veces
- No / Não / No

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## Sustainable and second hand toys / Brinquedos sustentáveis e em segunda mão / Juguetes de segunda mano

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### Opinions on second hand toys / Opiniões sobre brinquedos em segunda mão / Opiniones sobre juguetes de segunda mano

In this section you will be asked to respond to questions regarding other's opinions on second hand toys.

Answers are given on the following scale:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Unsure
- 4 = Agree
- 5 = Strongly agree

Nesta secção apresentam-se umas perguntas sobre as opiniões de outros sobre brinquedos em segunda mão

A escala para as respostas é o seguinte:

- 1 = Discordo completamente
- 2 = Discordo
- 3 = Nem concordo nem discordo
- 4 = Concordo
- 5 = Concordo completamente

En esta sección, las preguntas se refieren a las opiniones de otros sobre los juguetes de segunda mano.

La escala para las respuestas es lo siguiente:

- 1 = No estoy nada de acuerdo
- 2 = No estoy de acuerdo
- 3 = Ni estoy ni de acuerdo o no de acuerdo
- 4 = Estoy de acuerdo
- 5 = Estoy completamente de acuerdo

UP1 (40.) Most people think that I should buy second hand toys / A maioria das pessoas acha que eu deveria comprar brinquedos em segunda mão / La mayoría de las personas cree que yo debería comprar juguetes de segunda mano. \*

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo      Strongly agree / Concordo completamente / Estoy completamente de acuerdo

UP2 (41.) Most people would approve if I bought second hand toys / A maioria das pessoas aprovaria se eu comprar brinquedos em segunda mão / La mayoría de las personas aprobaria si yo comprara juguetes de segunda mano. \*

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo      Strongly agree / Concordo completamente / Estoy completamente de acuerdo

UP3 (42.) Most people would prefer that I buy second hand toys / A maioria das pessoas prefere que eu comprar brinquedos em segunda mão / La mayoría de las personas prefere que yo comprara juguetes de segunda mano. \*

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo      Strongly agree / Concordo completamente / Estoy completamente de acuerdo

UP4 (43.) I tell people when I buy second-hand toys / Conto a outras pessoas quando compro brinquedos em segunda mão / Cuento a otros cuando compro juguetes de segunda mano. \*

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo      Strongly agree / Concordo completamente / Estoy completamente de acuerdo

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## Sustainable and second hand toys / Brinquedos sustentáveis e em segunda mão / Juguetes de segunda mano

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### Thoughts on second hand toys / Pensamentos sobre brinquedos em segunda mão / Pensamientos sobre los juguetes de segunda mano

In this section, you will be asked about your purchasing habits with regards to second hand toys.

Answers are given on the following scale:

- 1 = Never
- 2 = Sometimes
- 3 = Unsure
- 4 = Often
- 5 = Always

Nesta secção apresentam-se perguntas sobre as compras de brinquedos em segunda mão.

A escala para as respostas é o seguinte:

- 1 = Nunca
- 2 = Às vezes
- 3 = Não sei
- 4 = Com frequência
- 5 = Sempre

En esta sección, las preguntas se refieren a compras de juguetes de segunda mano.

La escala para las respuestas es lo siguiente:

- 1 = Nunca
- 2 = A veces
- 3 = No sé
- 4 = Frecuentemente
- 5 = Siempre

UE1 (44) Please indicate how often you purchase second hand toys made of wood / Indique, por favor, a frequência com que compra os brinquedos em segunda mão fabricados de madeira / Indica, por favor, la frecuencia con que compra juguetes de segunda mano fabricados de madera

1 2 3 4 5

Never / Nunca      Always / Sempre / Siempre

UE2 (45) Please indicate how often you purchase second hand toys made of plastic / Indique, por favor, a frequência com que compra os brinquedos em segunda mão fabricados de plástico / Indica, por favor, la frecuencia con que compra juguetes de segunda mano fabricados de plástico

1 2 3 4 5

Never / Nunca      Always / Sempre / Siempre

UE3 (46) Please indicate how often you purchase second hand toys made of fabric or cloth / Indique, por favor, a frequência com que compra os brinquedos em segunda mão fabricados de pano / Indica, por favor, la frecuencia con que compra juguetes de segunda mano fabricados de tela

1 2 3 4 5

Never / Nunca      Always / Sempre / Siempre

UE4 (47) Please indicate how often you purchase second hand toys made of paper/cardboard / Indique, por favor, a frequência com que compra os brinquedos em segunda mão fabricados de papel ou cartão / Indica, por favor, la frecuencia con que compra juguetes de segunda mano fabricados de papel o cartón

1 2 3 4 5

Never / Nunca      Always / Sempre / Siempre

UE5 (48) Please indicate how often you purchase second hand books / Indique, por favor, a frequência com que compra os livros em segunda mão / Indica, por favor, la frecuencia con que compra libros de segunda mano

1 2 3 4 5

Never / Nunca      Always / Sempre / Siempre

UE6 (49) I donate toys to charity on a regular basis / Eu dou brinquedos para organizações sem fins lucrativos com bastante frequência / Dojo juguetes a organizaciones no lucrativos con bastante frecuencia

1 2 3 4 5

Never / Nunca      Always / Sempre / Siempre

UE7 (50) I buy toys from charity shops on a regular basis / Compro brinquedos em lojas de organizações não lucrativas com regularidade / Compro juguetes en tiendas de organizaciones no lucrativos con bastante frecuencia

1 2 3 4 5

Never / Nunca      Always / Sempre / Siempre

UE8 (51) I give my children's used toys to friends or family on a regular basis / Eu dou os brinquedos dos meus filhos para amigos ou outros membros da minha família com frequência / Dojo los juguetes de mis hijos a amigos o a otros miembros de mi familia con frecuencia

1 2 3 4 5

Never / Nunca      Always / Sempre / Siempre

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## Sustainable and second hand toys / Brinquedos sustentáveis e em segunda mão / Juguetes de segunda mano

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\*Required

Financial reasons for buying second hand toys / Razões financeiras para comprar brinquedos em segunda mão / Razones financieras para comprar juguetes de segunda mano

In this section you will be asked about the financial reasons for buying second hand toys.

Answers are given on the following scale:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Unsure
- 4 = Agree
- 5 = Strongly agree

Nesta secção apresentam-se perguntas sobre as decisões financeiras para compras de brinquedos em segunda mão.

A escala para as respostas é o seguinte:

- 1 = Discordo completamente
- 2 = Discordo
- 3 = Nem concordo nem discordo
- 4 = Concordo
- 5 = Concordo completamente

En esta sección, las preguntas se refieren a las decisiones financieras para compras de juguetes de segunda mano.

La escala para las respuestas es lo siguiente:

- 1 = No estoy nada de acuerdo
- 2 = No estoy de acuerdo
- 3 = Ni estoy ni de acuerdo o no de acuerdo
- 4 = Estoy de acuerdo
- 5 = Estoy completamente de acuerdo

FV1 (52.) Purchasing second hand toys is acting in line with my own financial principles / Comprar brinquedos em segunda mão é de acordo com os meus princípios financeiros / Comprar juguetes de segunda mano es actuar de acuerdo con mis propios principios financieros \*

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo

Strongly agree / Concordo completamente / Estoy completamente de acuerdo

FV2 (53.) Purchasing second hand toys saves money / Comprar brinquedos em segunda mão é uma forma de poupar dinheiro / Comprar juguetes de segunda mano es una forma de ahorrar dinero \*

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo

Strongly agree / Concordo completamente / Estoy completamente de acuerdo

FV3 (54.) Purchasing second hand toys is cost effective / Comprar brinquedos em segunda mão tem custo-benefício / Comprar juguetes de segunda mano tiene una ventaja coste-beneficio \*

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo

Strongly agree / Concordo completamente / Estoy completamente de acuerdo

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## Sustainable and second hand toys / Brinquedos sustentáveis e em segunda mão / Juguets de segunda mano

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\*Required

### Environmental reasons for buying second hand toys / Razões ambientais para comprar brinquedos em segunda mão / Razones ambientales para comprar juguets de segunda mano

In this section you will be asked about the environmental reasons for buying second hand toys.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Don't know
- 4 - Agree
- 5 - Strongly agree

Nesta secção apresentam-se perguntas sobre as razões ambientais para compras de brinquedos em segunda mão.

A escala para as respostas é o seguinte:

- 1 = Discordo completamente
- 2 = Discordo
- 3 = Nem concordo nem discordo
- 4 = Concordo
- 5 = Concordo completamente

En esta sección, las preguntas se refieren a las razones ambientales para compras de juguets de segunda mano.

La escala para las respuestas es lo siguiente:

- 1 = No estoy nada de acuerdo
- 2 = No estoy de acuerdo
- 3 = Ni estoy ni de acuerdo o no de acuerdo
- 4 = Estoy de acuerdo
- 5 = Estoy completamente de acuerdo

EB1 (55.) Respecting the earth and being in harmony with other species is important to me / Respeitar o planeta e estar em harmonia com outras espécies é importante para mim / Respetar el planeta y estar en armonia con otras especies es importante para mí

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo      Strongly agree / Concordo completamente / Estoy completamente de acuerdo

EB2 (56.) Living a lifestyle that fits in with nature is important to me / Ter um estilo de vida que está em harmonia com a natureza é importante para mim / Tener un estilo de vida que está en armonia con la naturaleza es importante para mí.

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo      Strongly agree / Concordo completamente / Estoy completamente de acuerdo

EB3 (57.) Protecting natural resources is important to me / Proteger os recursos naturais é importante para mim / Proteger los recursos naturales es importante para mí

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo      Discordo completamente / Strongly agree / Concordo completamente / Estoy completamente de acuerdo

EB4 (58.) Preventing pollution is important to me / Evitar a poluição é importante para mim / Prevenir la contaminación es importante para mí.

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo      Strongly agree / Concordo completamente / Estoy completamente de acuerdo

EB5 (59.) Human progress can only be achieved by maintaining environmental and ecological balance / Só podemos alcançar o progresso da raça humana se mantivermos um equilíbrio ambiental e ecológico / Solamente se consigue cumplir el progreso de la raza humana si mantenemos un equilibrio ambiental y ecológico

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo      Strongly agree / Concordo completamente / Estoy completamente de acuerdo

EB6 (60.) Preserving nature now garante o futuro da raça humana / Preservar la naturaleza ahora asegura el futuro para la raza humana

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo      Strongly agree / Concordo completamente / Estoy completamente de acuerdo

EB7 (61.) Human beings can progress only by conserving nature's resources / A raça humana só pode avançar se os recursos naturais do planeta forem / La raza humana solamente puede avanzar si se conservan los recursos naturales del planeta, conservados.

1 2 3 4 5

Strongly disagree / Discordo completamente / No estoy nada de acuerdo      Strongly agree / Concordo completamente / Estoy completamente de acuerdo

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## Appendix 2: Focus Group Transcript

**Note: names have been amended in line with Table 7 for anonymity and children's names have been amended to child's name.**

MODERATOR: This is a survey-focus group which is to help determine a questionnaire which will be sent out in two or three languages to be decided, to try and find out what parents think about buying sustainable toys, whether there are brands that they associate more with sustainability, and materials and packaging, and whether there is more potential for second-hand toys to be something that companies can look into or invest in.

If we start first of all with sustainable and new toys. The first question is: What do you consider to be sustainable in terms of new toys or how would you define a sustainable toy?

INTERVIEWEE 3: Something wooden or if it is plastic, at least using recycled plastic.

INTERVIEWEE 1: I would agree with the wooden. I would definitely look for wooden. If it was plastic, I would look for something that was solid, that would stand up, so maybe it hasn't been designed specifically as sustainable, but you know it will survive a few bashes and that you could pass it on to either a sibling, or a friend or whoever next.

INTERVIEWEE 2: Maybe as well clothing ones, such as clothing/cloth-made dolls.

INTERVIEWEE 3: Yes, I agree with that.

MODERATOR: Onto the next question. What are your main reasons for purchasing sustainable toys? For example, environmental, a brand you like, to save money, location/ease of ordering or anything else. Are there any other factors that you would consider, or think would be relevant?

INTERVIEWEE 3: The way it looks. I don't want loads of plastic tat, or at least I want to minimise it rather than having it around the house even though they (the children) love it.

INTERVIEWEE 1: I think I would ask whether it is a value-for-money product, so as in, not because it is cheap, but because you pay a little bit more. If you think it is going to last, and if it is expensive but you think it is still good value (2:39), then yes, I would go for that.

INTERVIEWEE 2: I agree with INTERVIEWEE 1. I think that usually when we buy something we think, can we keep this for our grandkids or maybe for other relatives, will it last one or two generations and that's when we buy it if we think it will

MODERATOR: So, even if it is more expensive it is seen as an investment rather than something that is going to last for one or two kids and that you can pass it on. So, you could sell it, or another area is whether you can sell something on afterwards.

INTERVIEWEE 3: Also, lots of toys that claim to be sustainable will also, very often, claim to be educational. (3:23). Those two points go hand in hand. You know, if the consumer is aware of sustainability, they are probably going to be thinking about whether things are educational as well.

INTERVIEWEE 1: I think as well that what is starting to come through, is provenance, as in, is it locally sourced, which is probably more if you go to a local craft market. My husband bought our child a set of little wooden cars at Christmas from a Christmas craft fair, and the lady selling them said that her husband had made them from wild trees that had fallen down at the back of their farm. So that is an extreme example but items along those lines are something people would consider.

MODERATOR: Yes, that is relevant as well because people are often willing to pay a premium because they know where an item has come from, and they feel they are supporting a smaller family rather than a big business.

INTERVIEWEE 3: Yes, it isn't a mass-market toy, it is something that is more unique.

MODERATOR: Moving onto the next question. Where do you normally buy sustainable toys from? Would it normally be online, a physical shop? And which shops and online places? Also, do you, for example, if you like a particular brand, would you look at prices online but go to a shop to look at it first and then maybe buy it online because it is cheaper or you can get a better delivery time? (5:15). Or because you are buying something else and it is more convenient than paying for parking to go into a town centre? Is this something you would do? (5:23)

INTERVIEWEE 3: I don't tend to buy toys in shops because we haven't got a toy shop nearby. I tend to buy things online. If it is something expensive, like Playmobil, I will do eBay, like I'll look on eBay, I do like NCT sales, although we haven't had them for a while (5:50) with COVID.

MODERATOR: So, eBay, is it new or is it used?

INTERVIEWEE 3: I don't mind used if I can clean it. So, something like Playmobil or Duplo that I can wash.

MODERATOR: What about you, INTERVIEWEE 2?

INTERVIEWEE 2: We usually (6:05) go to a toy store and let the kids play with the stuff and then we get to have a look because sometimes when you take them to the shop or you see something on TV they just want to buy it, and if you don't check, it is sometimes really cheap plastic stuff that can break quite easily. So, we will go to a toy store and have a look for them to see if it is any good or age appropriate as well. (6:27)

INTERVIEWEE 1: I think a lot of the things that you said, that's what we do (6:38). So, if it's a smaller toy I'll go and let (child's name) help me pick, but so child's name can have a run around, and then tell me what he/she likes, which is everything, and then I'll go away and have a look when he/she isn't there so I can actually have a look at it properly. But then for bigger things (6:58), then yes, I'd go, sort of, like he/she got a kitchen one Christmas, so I based it around a Melissa and Doug one,

MODERATOR: So that is another instance of trusting the brand.

INTERVIEWEE 1: Yes, so I like Melissa and Doug (7:26) stuff but it can be expensive as well, so you want to go and see if it is worth what you are buying. For bigger things I think



you do a bit of research and then smaller things, like a stocking filler type thing, I'll see if it catches my eye (7:45) and if child's name likes it as well.

INTERVIEWEE 2: Yes, after we have been to the store, I usually just have a look online to see if I can find it cheaper, 'cos you can easily find it cheaper online (7:55) compared to toy stores like Smiths and there is someone else...

MODERATOR: I thought Smiths were supposed to be good with offers?

INTERVIEWEE 2: I don't usually buy toys from them to be honest.

INTERVIEWEE 1: I buy quite a lot on The Entertainer and Toys r Us but we don't have that anymore because they used to do a price match and then I think you also got an extra 10 or 15%.

MODERATOR: We still have Toys r Us here and they are bringing it back in the UK. Maybe then they will do it. Toys r Us here is really expensive (8:38).

INTERVIEWEE 3: Ikea as well have nice wooden stuff and they have got a lot that has lasted us eight years.

MODERATOR: That is true. We have some kitchen toys that are made out of cloth.

INTERVIEWEE 3: Yes, we have all of those as well.

MODERATOR: Moving on now to second-hand toys (9:03), what would you consider to be sustainable in terms of second-hand and used toys. Well, we have partly discussed this already, wooden toys, plastic toys and certain brands. I think we know material is important. Are there any particular brands that you would look for? Playmobil and Duplo have already been mentioned.

INTERVIEWEE 1: I think because mine are still so little it's brands like Happyland and Fisher Price, but I can see, especially child's name when he/she gets older, he/she loves sorting things and putting things together already so I think he will definitely be a Lego child when he/she gets older but I have also seen how crazy the prices are on Lego so I think, like Interviewee 3, I'll probably have a look on eBay or Facebook (9:52) and if you can wash it, and just looking at the state of it from the photos, if it's massively used I probably wouldn't bother with it anyway even if it was a bargain (10:07).

MODERATOR: Well, if it is Lego it should last really.

INTERVIEWEE 2: We usually have a look on Facebook Local, so that way we can go and have a look and see what state it is in. We tend to get quite a lot of puzzles, books, and Lego from Facebook because it is cheaper.

INTERVIEWEE 3: Yeah, I get stuff passed down from (10:26) a friend of mine. I like that because I know that it's only been to one family.

MODERATOR: Yes, that is true as well. Onto the next question. What are your main reasons for purchasing second-hand toys? (10:41) Is it because of environmental reasons or price, or altruistic reasons? So if you buy from a charity shop, apart from the fact that you

are getting a bargain, you are also helping somebody along the way to get some support, or the Red Cross, for example, who are working in Ukraine and Yemen, for example, so you know your money is going to something that needs it (11:11) or British Heart Foundation, you know that is going to people who have heart problems. Is that something else that you would consider?

INTERVIEWEE 1: I think all of those are relevant. I think as well that one of the things with buying second-hand – so child's name loves Butterbean's Café – an American series that has been cancelled, so I have an alert now on eBay in case any toys come up because they aren't in the shops and they aren't going to be in the shops (11:39), so it's also about finding a rarer product and you can find that. I'm watching some books for him/her now which are all second-hand because they won't be released again.

INTERVIEWEE 3: There are certain things that I have just remembered over lockdown. We got a wooden slide that we ordered from Etsy but it was someone that had hand made it (12:09), so that is a nice feeling because you know it is going directly to the person who has hand made it.

MODERATOR: Yes, that is a good point. I have bought jewellery from Etsy before and one of the reasons is because it was from a proper craftsperson/silversmith and she reused old silver, because I was paying a person and not a corporation.

INTERVIEWEE 3: It goes the other way, as well. So, when I want to give stuff away, I find it quite hard. I'd rather give it to a baby bank, which is quite hard to find around us, or I put them on Freecycle, so I know they are going to someone that needs them. I don't know, I've had a bad feeling a few times (13:05) when I have put expensive stuff on Freecycle, that it isn't worth my while doing eBay for, and then somebody has turned up and you think, they're not really going to use it, they are going to try and sell it on,

MODERATOR: Yes, I am the same with my children's things. I want it to go to someone that needs it rather than someone who will resell it. For example, with baby clothes, I am always careful or try to read between the lines a little bit when people ask for things. I am the same. You want it to go to someone who needs it rather than somebody who is going to profit from it (13:45). Because I could profit from it if I wanted to.

INTERVIEWEE 2: I think that I am quite lucky that we know quite a few people who need the stuff, so, my mum's neighbours for example. They have their grandkids living with them, so we give it to them, or we give it to the Autism charity (14:04) because that is something we care about because of child's name being diagnosed and that

MODERATOR: Yes, because it is relevant.

INTERVIEWEE 2: We usually buy used as well, not just because of the price, but also because I know they don't play with toys that much. They'd rather use their imagination. So, there is no point spending £40 on a toy when I could get it a lot cheaper when they are only going to play with it once or twice (14:29).

MODERATOR: Yes, and they play with the same items over and over again. My two play with dolls over and over, whereas some of the new things we have bought get used once or

twice and then they get shoved in a box. They eventually get rediscovered but the dolls are a big repeat toy.

INTERVIEWEE 1: I think that the cost does come in because it is relevant in terms of use. I am watching a Fisher Price toy on eBay that I know child's name will love, but she will love it this year but next year she probably won't bother with it. And then I think child's name will like it but, it's a short window and it's about £90 brand new – so that's £90 on a bit of plastic. You don't really want to take the risk so if you can get I second-hand, it's obviously better (15:25)

MODERATOR: And then would you sell it on afterwards for a similar price. Onto the next question. Where do you normally buy second-hand toys from? So, we have already mentioned eBay and Facebook Marketplace, NCT sales as well. What about car boot sales?

INTERVIEWEE 2: We tried a few in Leeds but there wasn't that much. I think everybody is just using Facebook now.

INTERVIEWEE 1: There is one at Wetherby that my sister in law goes to when she comes up from Bournemouth and when she comes up to see my mother in law she always, always goes to that one in Wetherby (16:20) because it is supposed to be a good one and a friend of mine has sold at a car boot sale there, so I think it is still going but I think they (car boot sales) are still getting going again after COVID, but it does require some effort.

MODERATOR: Do you think it is cheaper than buying on places like Facebook Marketplace?

INTERVIEWEE 1: Yes, my sister-in-law gets loads of things every time she goes and comes back with lots of things for her daughters.

MODERATOR: In terms of giving to charity and charity donations, do you donate to charity because you like the idea that other children can play with the toys? And do you donate so that those who can't afford brand new toys can also have good quality toys?(17:05)

INTERVIEWEE 1: I think I donate because I would feel guilty knowing that there is a lot of life left in it and I don't want to throw it away because it seems really wasteful and obviously someone else can play with it. It is also to help the charity out and the people that the charity helps but it also just seems a bit morally wrong to throw something away that can still be used a lot.

MODERATOR: Also, in donating to charity, do you find it useful because it means you can clear things out in the house? (17:39)

INTERVIEWEE 1 & INTERVIEWEE 2: Yes (laughing)

MODERATOR: In terms of cost, do you think that cost is one of the main factors for purchasing second-hand toys and if so, why? (17:54)

INTERVIEWEE 3: Yes, because a lot of the good stuff that is going to last, that is sustainable, you have to pay for it. (18:03). These toys are often out of budget.

MODERATOR: And are they marketed as sustainable? For example, wooden toys, you expect them to be more expensive and you already know that you are paying a premium for it.

INTERVIEWEE 1: Yes, but you know you will get your wear out of it as well.

INTERVIEWEE 2: I always taught child's name that we can go to the toy store and get you a new toy, or we can go to the charity shop, or find a toy on Facebook and you can probably get one or two, or maybe sometimes three for that price. (18:40). So that is why we normally get used ones, because I am trying to teach him/her the meaning of money and what you can get for the price of something new and you won't get many of them and that if you buy something used you can get a lot more (19:00).

MODERATOR: In terms of society, do you think that society's expectations encourage parents to buy sustainable toys and is there pressure to do this? And do you think this is positive or negative?

INTERVIEWEE 1: I think it is becoming/ has become a trend to buy sustainable. I think that in the last few years definitely with the clothing side of things, and I think that is starting to edge out into toys. John Lewis now say on their clothes, buy it, love it, pass it on, and I think that will transfer to the toys. I think that in some mum circles, it is kind of like a humble brag, Oh, I got this item second-hand, and I am helping the planet. So, I think it has become a bit of a bragging rights area (20:03).

INTERVIEWEE 3: That is also balanced with the magazines that are in the supermarket every time you go in, for example a CBeebies one, with a load of plastic tat on the front that I am just going to put in the bin after a couple of weeks when I know they aren't looking because I can't stand to see it hanging around.

MODERATOR: Yes, that is true. And even the magazine as well, even though it is paper (20:25) which you can recycle, but they aren't using it like a book which you can read however many times. They might colour the magazine in a bit and then it is binned.

INTERVIEWEE 2: We are quite lucky because at child's name's school, they had a teacher last year, so they were five years old, and she taught them quite well about the environment so at the moment his friends and him are very obsessed about the environment. So, when they see litter on the floor, they get very anxious and they want to pick it up. When they go to the shops, they kind of think of what is good for the environment as well.

MODERATOR: And, if you say you will buy him/her three toys instead of one, that ties in with what the teacher has said.

INTERVIEWEE 1 (to INTERVIEWEE 2) Does he/she apply that to his/her dad? Because when I think of (21:19) how child's name tries to get round me and how he/she tries to get around his/her dad? Will he/she try the same technique?

INTERVIEWEE 2: No, he/she actually tells his/her dad off, so if the dad goes to a shop and is willing to spend a lot of money on something, he/she says, no daddy, why don't we go home and check online first? Or, let's go to this shop. Like today he/she wanted to go to a charity shop instead of a toy shop (21:48). He/she is learning that he/she wants his money to last a bit.

MODERATOR: (22:20) Do you think society encourages parents to buy, sell and donate and pass on second-hand toys and is there pressure to do this, as opposed to buying sustainable toys?

INTERVIEWEE 1: I think it is encouraged. I don't know if it's a pressure. I think it's encouragement rather than a pressure.

INTERVIEWEE 2: I think like Interviewee 1 says, (22:49), it is mentioned more in shops, cos, I can't remember which shop it was, but I've seen a box for you to bring your old clothes, to donate, maybe M&S and H&M, so things like that are more encouraged now.

INTERVIEWEE 1: TK Maxx do something as well, I don't know exactly, but you fill a bag to a certain weight and get a £5 voucher or something along those lines. And yes, M&S also do it.

INTERVIEWEE 3: I think Bugaboo, they go on eBay and buy (23:19) up all the second-hand Bugaboo pushchairs that people are trying to sell, to keep the value up. That could be something to look into, but I think it is the case. And some brands like Polarn o Pyret, they are now doing second-hand clothes directly on their website, so you send the second-hand clothes and they decide what the quality is and how much they are going to sell it for, (24:00) and they give you money based on the quality and you can buy the second-hand stuff directly from their website.

MODERATOR: That's something IKEA are also doing.

INTERVIEWEE 2: Yes, in IKEA you can return things as in used things.

MODERATOR: Yes, I have seen this section in our local IKEA but it is hit and miss, and they call it second chance or second love but you basically buy IKEA goods at a lower price determined by them.

INTERVIEWEE 3: I would also look at toy subscription services. My friend bought the kids a subscription to Whirlie one year and I continued it for a bit after that.

MODERATOR: Did you think it was worth it?

NAT: It was good because we got an expensive, like a wobble board, that was wooden. It was around £90-100 normally and we just rented it for a bit. It was a bit of a hassle returning it as you had to box it up afterwards and take it back to the post office. It was good quality.

MODERATOR: That means you can try the toy and see if they actually use it. Ok, that's all of the questions, if there is anything you want to add, just let me know. I'll stop recording now.

### Appendix 3: Spearman's Rho Correlations

Correlations												
			WMI	WM2	WM3	WM4	WM5	WM6	WM7	WM8	WM9	
Spearman's rho	WMI	I ask others for their recommendations for buying toys	Correlation Coefficient	1.000	.487**	.612**	.302**	.598**	.277**	0.165	0.099	.218*
			Sig. (2-tailed)		0.000	0.000	0.001	0.000	0.002	0.064	0.267	0.014
			N	127	127	127	127	127	127	127	127	127
	WM2	I read toy reviews online before buying toys	Correlation Coefficient	.487**	1.000	.447**	.300**	.578**	0.172	.223*	.178*	.264**
			Sig. (2-tailed)	0.000		0.000	0.001	0.000	0.054	0.012	0.045	0.003
			N	127	127	127	127	127	127	127	127	127
	WM3	I can rely on other people's opinions to help me decide whether to buy a toy	Correlation Coefficient	.612**	.447**	1.000	.577**	.714**	.255**	.186*	0.123	.212*
			Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.004	0.036	0.170	0.017
			N	127	127	127	127	127	127	127	127	127
	WM4	I can rely on other people's opinions for honest product recommendations	Correlation Coefficient	.302**	.300**	.577**	1.000	.475**	0.094	0.124	0.101	0.080
			Sig. (2-tailed)	0.001	0.001	0.000		0.000	0.291	0.163	0.260	0.371
			N	127	127	127	127	127	127	127	127	127
	WM5	I have purchased toys recommended by others	Correlation Coefficient	.598**	.578**	.714**	.475**	1.000	.234**	.303**	.182*	.238**
			Sig. (2-tailed)	0.000	0.000	0.000	0.000		0.008	0.001	0.040	0.007
			N	127	127	127	127	127	127	127	127	127
	WM6	I follow toy influencers on social media	Correlation Coefficient	.277**	0.172	.255**	0.094	.234**	1.000	.622**	.604**	.659**
			Sig. (2-tailed)	0.002	0.054	0.004	0.291	0.008		0.000	0.000	0.000
			N	127	127	127	127	127	127	127	127	127
	WM7	I believe that toy influencers are credible	Correlation Coefficient	0.165	.223*	.186*	0.124	.303**	.622**	1.000	.876**	.546**
			Sig. (2-tailed)	0.064	0.012	0.036	0.163	0.001	0.000		0.000	0.000
			N	127	127	127	127	127	127	127	127	127
	WM8	I can rely on toy influencers that I follow for honest product recommendations	Correlation Coefficient	0.099	.178*	0.123	0.101	.182*	.604**	.876**	1.000	.604**
			Sig. (2-tailed)	0.267	0.045	0.170	0.260	0.040	0.000	0.000		0.000
			N	127	127	127	127	127	127	127	127	127
WM9	I have purchased products recommended by toy influencers	Correlation Coefficient	.218*	.264**	.212*	0.080	.238**	.659**	.546**	.604**	1.000	
		Sig. (2-tailed)	0.014	0.003	0.017	0.371	0.007	0.000	0.000	0.000		
		N	127	127	127	127	127	127	127	127	127	127

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

