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A Study on the Influence of Emotional Intelligence on the Impulsive Buying Behavior of Students.

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ABSTRACT:

In this present consumer-driven society, understanding the influence of emotional intelligence on purchasing behavior is important. This research aims to bridge the existing literature by investigating the relationship between emotional intelligence and impulsive buying behavior among students. The data was collected from 210 students at Parul University. The results showed a significant positive relationship between emotional intelligence and impulsive buying behavior among students. Specifically, components like emotional regulation and empathy showed moderate correlations with buying behavior where our understanding of emotions and recognition has a significant relationship with impulsive buying behavior. Additionally, gender was found to have a weak positive correlation with impulsive buying behavior.

The results reveal the importance of emotional intelligence in shaping consumer behavior and highlight the need for promoting responsible consumer practices among students. This study contributes valuable insights for academia and stakeholders to support ethical and sustainable consumption habits among students

Keywords: Emotional Intelligence and Impulsive Buying Behavior

Introduction

The study of consumer behaviour has evolved over the years with significant changes, first in the decision-making process and then in the influences of purchase intention. The role of impulsive buying in consumers has been studied since the 1940s, (Varela, 2021) claimed that it represents between 40.0 and 80.0% of all purchases.

(Mind Help, n.d.) described impulsive buying as the spontaneous purchase of items without prior planning, normally driven by sudden urges. Impulse buying activates the brain's reward system, providing instant gratification but might lead to regret later. Signs of impulsive buying include unplanned spending, visiting triggering stores and frequent returns due to regret.

Impulse buying behaviour is a result of interaction between internal and external factors. The internal factors include personality traits, and emotional states like feelings of low self-esteem, anxiety and depression can lead to impulsive buying (Mind Help, n.d.) whereas external cues are, situational cues and environmental factors such as peer pressure and advertising, culture and sales promotions. (Bhakat and Muruganatham, 2013). *Sarah was walking through a mall on a lunch break, she had planned to pick a quick snack but as she passed by the display window of a trendy store, noticed a beautiful dress on sale. Despite not needing the dress and not having a budget, Sarah was drawn by the discount price and the thought of how great she might look in the dress. Without much thought, she went on to try it and eventually purchased it. She instantly felt satisfied by her decision however, she later realised that she was short of cash for other important things. She began to regret her impulsive decision and wished she had stuck to her budget.*

Amongst many factors responsible for impulsive purchase behaviour is emotions. Following the two-factored theory model developed by Schachter and Singer in 1962. This theory explains that emotions have two components, the stimulus caused by physical arousal and cognitive label as cited by Cherry in her site. (Cherry, 2022).

In an era defined by instant gratification and marketing stimuli. Impulsive buying behaviour has emerged as a subject with significant implications for consumer welfare and market dynamics. The ability to recognise, understand and manage your emotions and those of others has the potential to shape consumer decisions in a great way.

This research seeks to fill this gap by investigating the influence of emotional intelligence on impulsive purchase behaviour by examining the relationship between emotional intelligence components, such as self-awareness, self-regulation, empathy and impulse control. Through empirical analysis and quantitative methods, the research aims to uncover insights that can inform consumer behaviour theory and practices, to offer practical implications for students.

Not neglecting the ultimate goal of the study is to promote responsible and mindful consumption by understanding the relationship between emotional intelligence and impulsive purchase behaviour.

1.1 .Problem Statement

In today's consumer-driven society, characterized by rampant impulse buying tendencies, understanding the influence of emotional intelligence on purchasing behavior has become imperative. However, existing literature predominantly focuses on how emotional intelligence benefits marketers and producers, overlooking its potential to nurture responsible consumer behavior, particularly among students.

This research aims to bridge this gap by investigating the relationship between emotional intelligence and impulsive buying behavior among students. By delving into the various dimensions of emotional intelligence and their impact on impulsive purchasing decisions, the study seeks to uncover the underlying mechanisms driving consumer behavior within this demographic.

ultimately, this research aims to spark a change towards ethical and sustainable consumer habits among students, leading to the development of a more mindful and socially responsible consumer culture. The findings will provide valuable insights for stakeholders in academia, to encourage ethical and sustainable consumption among students.

2. Literature Review

2.1. A Review on Emotional Intelligence;

The foundation of the study of emotions can be traced to Darwin's work on the relevance of emotional expression for survival and adaptation as cited in (Ekman, 2009) where he discussed the variation in emotions and the use of facial expressions.

Over the years there has been a debate about the role of emotions in decision making and most people prefer to be rational to being emotional. Scholar Young cited in (Marc Brackett *et al*) Views Emotions as a disruption to rational thinking. With phrases like Don't let your emotions get in the way of your decision. (Andy, 2021).

However, Mayor and Salovey (1990), challenged the notion of emotions as disruptive by proposing that emotions have a higher order of intelligence and can help in cognitive processes.

Further extension of the study by (Mayer *et al*, 2016) explains emotions as "organized responses including physical changes, felt experiences, cognitions, and action plans". (principle 7) where they sighted emotions as an information processor categorizing it as a type of intelligence. Implying that emotions as a form of intelligence can be used to achieve a desirable emotional state and experiences.

Additionally, Dan Baum in his writing quoted Douglas Van Praet, the author of Unconscious Branding on How Neuroscience Can Empower and Inspire Marketing that,

"The most startling truth is we don't even think our way to logical solutions. We feel our way to reason. Emotions are the substrate, the base layer of neural circuitry underpinning even rational deliberation. Emotions don't hinder decisions. They constitute the foundation on which they're made!" (Baum, 2017)

A study performed by Jennifer S. Lerner in 2014, reviewed 35 years of research on how emotions affect decision-making. Concluding that Emotions play a significant role in decision-making, acting as powerful, and sometimes harmful or helpful drivers. There were Consistent patterns in how emotions influence judgment and choice across various decision types. This suggests that emotional effects are not random or insignificant. (Jennifer S. Lerner, 2014)

This perspective shifted the understanding of emotion from "disruptive" to "assisting cognition. This implies that our emotions can be used as valuable tools for making judgements and choices.

2.2. Definition Of Emotional Intelligence

Peter Salovey and John Mayer, who originally used the term "emotional intelligence" in published writing, defined emotional intelligence as A form of intelligence that involves the ability to monitor your feelings and other people's feelings and emotions, including the ability to differentiate them and to use this judgement to guide your thinking and responsive actions. (ExploringYourMind, 2020).

Mayer and Salovey expanded on their concept of Emotional Intelligence (EI) by introducing the four-branch model, offering a more comprehensive framework for understanding emotions in the sense of intelligence. (Mayer, The Ability Model of Emotional Intelligence: Principles and Updates., 2016)

The Four-Branch Model

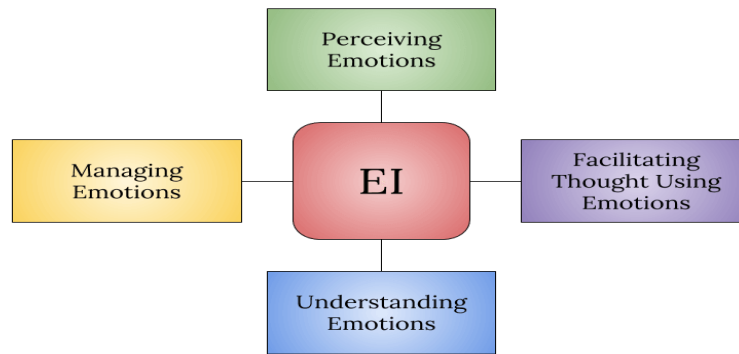


Fig 1(The four-branch model by Mayer and Salovey 1997)

- **Perceiving Emotions;**

This branch reflects on importance of the sensitivity to emotional cues like body language, voice tone and facial expressions to communicate. Perceiving emotions is about recognising and interpreting emotions within you first and others, including your environment.

The idea of perceiving emotions correlates with the two-factored theory of emotions. The two-factored theory was developed by Schachter and Singer in 1962. This theory explains that emotions have two components, the stimulus caused by physical arousal and cognitive label as cited by Cherry in her psychology site. (Cherry, 2022).

To evoke physical arousal, marketers use techniques such as creating a sense of urgency through limited-time offers and discounts or using things that you see, hear or touch to feel excited.

Dan Baum in his article explained how marketers use emotional cues in advertisements. He focused on image emotions and stated that (90%) of what we processed was visual. We see objects, persons and things and process them within a fraction of a second. (Baum, The Science Behind Aligning Your Copy and Visuals (How to Do it Right), 2017)

The derivative here is, between our sight and how we feel, decisions are made. Therefore, perceiving involves identifying the cause (physical stimulus like marketing adverts) and labelled arousal (interpreting response) For example, increased heart rate and excitement can be a result of seeing a highly desirable product.

- **Facilitating Thought Using Emotions**

This branch involves using emotions to effectively facilitate thinking. It focuses on channelling emotions to direct behaviour, adapt to changing situations and motivate yourself and others to attain particular results.

Dr, Spencer Johnson in his book Who Moved My Cheese speaks about perception to change. The story of the NBC-TV Charlie Jones who harnesses his emotions of frustration and anxiety to prioritise learning (Johnson S. , 1998) . by recognizing our emotions, we can choose tasks that match our emotional state and amplify our experience and quality of choice. The best example is using excitement to enhance the experience of watching football.

- **Understanding Emotions**

Emotions are a verse island and this branch helps us to navigate through this landscape by understanding how emotions evolve and shift, identifying triggers, and emotional outcomes. lastly clearly labelling our emotions.

This branch is supported by the component model of emotions which displays the interaction between different processes to generate experience including labelling and recognizing the state of emotion.



Fig 2 The Cognitive Triangle (cognitive behavioral therapy, 2020)

- **Managing Emotions**

This branch explains the ability to engage and disengage with emotions based on the usefulness paradigm. It includes helping others manage emotions by employing different techniques such as active listening and practising empathy to help others navigate their feelings.

For self-control and regulation, one should engage in reducing emotional response through acceptance and receptiveness to both negative and positive emotions.

Therefore, understanding the subject of emotional intelligence signifies that a better and more concise decision in any area of life lies in the support that we are conscious of ourselves and others. Of which purchase decision is not exempted.

Further contributions to this topic can be attributed to Daniel Goleman's book Emotional Intelligence published in 1995. where he delved more into the topic by highlighting the importance of emotional intelligence as compared to the traditional intelligence IQ. Goleman broke down emotional intelligence into five major components, self-awareness, and self-regulation, motivation, empathy and social skills.

He argued that emotional intelligence can be more important than the traditional measure of intelligence in determining success in relationships, work and overall well-being

“Unlike IQ, which tends to remain relatively stable after our teenage years, emotional intelligence is not fixed genetically. It's a learned skill that can be developed and refined throughout one's life, continually evolving and benefiting from life experiences”. He quoted.

In conclusion, every branch of emotional intelligence is studied to enhance the quality of decision-making in individuals. EI contributes to more conscious and rational buying decisions by helping consumers to navigate through the complexity of choices and marketing strategies they encounter. The relevance of emotional intelligence cannot be emphasized enough for quality decision making as confirmed by (Jennifer S. Lerner, 2014).

2.3.A Review on Impulsive Buying

Over the years consumer buying behaviour has been studied extensively with various theories being proposed for comprehensive study. the rational sphere of consumer behaviour and the unconscious or irrational behaviour of consumers.

In an attempt to understand individual buying behaviour, Howard and Sheth assumed that buying is a rational process carried out within the consumer's cognitive ability learning capabilities and information constraint. They proposed that consumers weigh the benefits and costs of different options and make choices based on their perceptions and attitudes. (Howard and Sheth, 1969).

Similarly, Engel Kollat and Blackwell's model of consumer behaviour has four distinct stages information processing, information input stage, information processing stage, decision process and lastly variables influencing the decision. This model suggests that consumers engage in rational decision-making by carefully evaluating alternatives and selecting the best that satisfies their needs. (MBA Knowledge Base, n.d.).

Both models view consumer buying behaviour from a rational point of view. However, these models didn't consider non-rational and emotional-based decisions' effects on consumer behaviour.

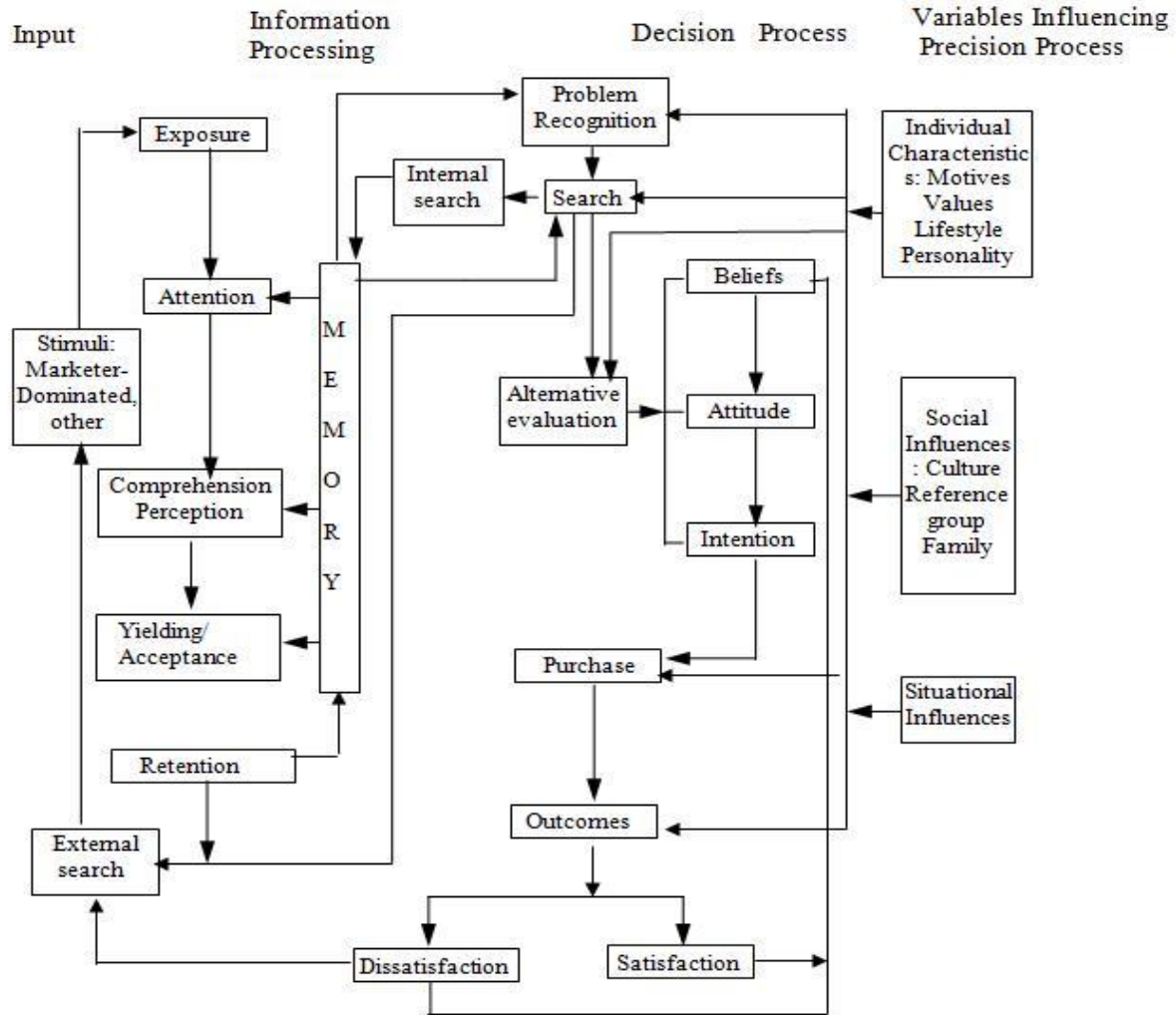


Fig 3 Engel Kollat and Blackwell's model of consumer behaviour 1968

Source (MBA Knowledge Base, n.d.)

An additional theory that assumes rational buying is the Maslow hierarchy of needs. It provides a platform for understanding human behaviour. It suggests that people are motivated to fulfil a hierarchy of needs, from physical needs (e.g.; food, shelter) to higher needs such as self-actualisation. The assumption is, that for physiological needs, consumers prioritise the buying of food, water, clothing, shelter and water for survival. Likewise, for the social need, consumers' purchase is attuned to trends, peer pressure around brands and media subscriptions. Suggesting that our buying behaviour is out of the consciousness of our needs.

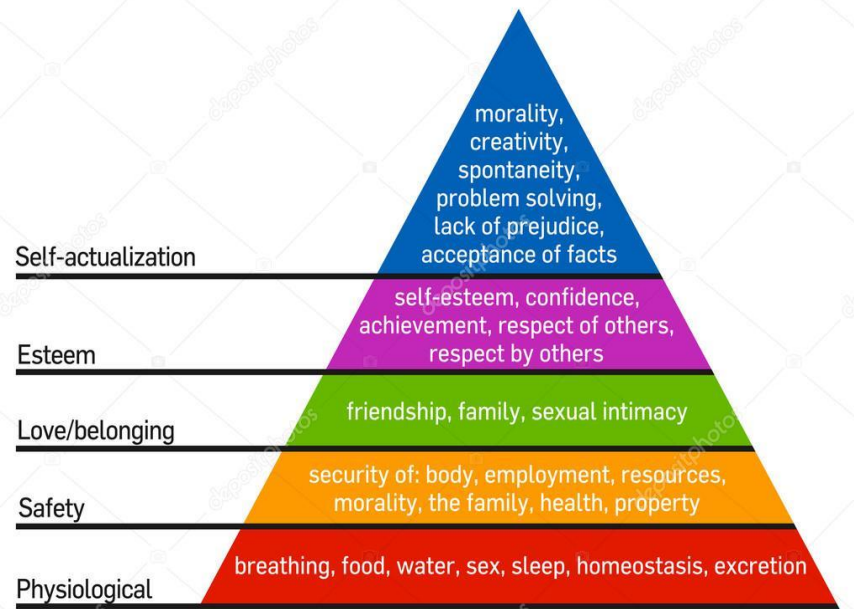


Fig 4 Maslow Hierarchy of Needs

The above model's supposed rationality in consumer buying behaviour yet explains less about non-conscious and irrational decisions made by consumers due to factors like emotions.

However, Hoch and Loewenstein (1991) proposed an economic-psychological model to understand impulse buying behaviour which arises from the conflict between long-term rationality and short-term emotions. They describe consumer self-control as a balance between willpower and desire, where impulsive buying occurs when desire overpowers rationality. The model suggests that a sudden increase in desire, triggered by a shift in the consumer's reference point, leads to time-inconsistent choices. Reference points can be influenced by factors like physical sensory, temporal and social cues. The researchers concluded that there is an interaction between rationality and emotional forces in determining impulsive buying behaviour.

Stern Hawking's theory of impulsive purchase also has a counter opinion regarding the consumer's rationality when purchasing. He explained that impulse behaviour is a result of external factors such as price. According to Stern, discounts and pricing tactics can lead consumers to spend more than planned. This observation is true for products with low shelf life, small and easily stored for example food discounts. The other factors include product visibility and accessibility, marketing strategies and distribution methods. The theory's highest merit is categorizing types of impulsive buying behaviour said Shapiro (Agarwal, and Chetty 2019). The limitation of Stern's theory is overlooking the play of internal factors that might trigger impulsive purchases. Considering that every consumer's purchase is a unique experience.

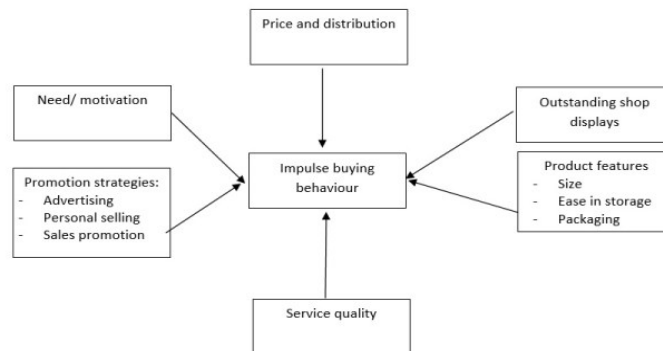


Fig 5(Stern Hawking's impulsive Buying Theory 1962)

While Stern's theory focuses more on the external stimuli to impulsive purchases, Weignberg and Gottlard contributed to understanding the internal stimuli. Adding that impulse buying behaviour is a result of interaction between internal and external factors. The internal factors include personality traits, emotional states and individual differences whereas external cues are, situational cues and environmental factors such as peer pressure and advertising. Bhakat and Muruganatham, (2013).

2.4. Definition Of Impulsive Buying

(Mind Help, n.d.), impulsive buying is the spontaneous purchase of items without prior planning, normally driven by sudden urges. Impulse buying activates the brain's reward system, providing instant gratification but might lead to regret later. Signs of impulsive buying include unplanned spending, visiting triggering stores and frequent returns due to regret.

Consequently, the period between the desire to buy a product and the actual purchase represents a critical space where emotions, among other factors, might have an impact. From the Weinberg and Gottlard theory of internal and external interactions, students are peered classified and with the Sterns model they are high consumers of short shelf lives goods hence a proper section for study.

The ability to handle, manage, control, and even perceive these emotions becomes a vital component of the decision-making process when buying a product or service. Consequently, understanding the impact of Emotional Intelligence on Impulse Buying Behaviour among students becomes an area of profound interest.

2.5. Emotional Intelligence And Impulsive Purchases Reviewed

Chrisna and Deisy, (2021)

The study aimed to understand the moderating effect of generation and gender to study the effect of consumer emotional intelligence on impulsive buying behaviour. The researcher used linear regression to test the variables. The finding shows that generation and gender have no moderating effect on the effect of consumer emotional intelligence on impulsive buying.

However, the same study might have a different outcome with a different population. Replicating the study in different contexts could provide a more comprehensive understanding of the moderating effects of generation and gender.

Impulse buying in social commerce: bundle offer, top reviews, and emotional intelligence (Zafar et al, 2021)

This study investigates how social media advertising and contextual factors (like bundle offers and top reviews) influence impulse buying. It considers how emotional intelligence moderates this influence and how impulse-buying behaviour mediates it. The research provides valuable insights for scholars and managers, offering suggestions to stimulate impulse buying behaviours.

The finding shows that emotional intelligence has no statistical significance in moderating impulsive purchases but rather the performance of perceived transaction value for the urge to buy impulsively.

However, Emotional intelligence is a multifaceted subject that involves various competencies such as self-awareness, self-regulation, empathy, and social skills. Focusing solely on emotional intelligence as a moderator might oversimplify its influence on impulse buying behaviour. Further exploration of specific components of emotional intelligence and their differential effects could enhance the understanding of its moderating role.

Vihari et al, (2022)

The research sheds light on the role of mindfulness and emotional intelligence in mitigating online impulsive buying behaviour. The study uses a sample of 598 individuals from various service industries and was analysed using multiple regression and moderated mediation analysis with SPSS and AMOS. They found that emotional intelligence reduces the urge to buy impulsively online. Additionally suggesting that spending too much time on the internet can make impulse buying worse while being emotionally intelligent can help reduce this effect. The study focused more on the aspect of regulation theory given emotional intelligence.

However, the study focuses more on the regulatory theory neglecting the role of other emotional intelligence components which simplifies the effectiveness of the outcome of the test.

ALE J. HEJASE et al (2018)

The study was conducted in Lebanon. It looks at how education, emotional intelligence, moods and culture impact impulsive behaviour. Within the components of emotional intelligence, they found that self-motivation among the rest helps to control impulsive urges considering product value and how affordable it is. Furthermore, education level doesn't impact impulsive buying they concluded however, the role of mood and emotions are inconclusive with this population.

While the study provides valuable insights on the factors influencing impulsive buying, it focuses solely on Lebanese participants which limits its application to other cultures. Extending the study to other cultures might help validate the conclusion made.

Nair Rashmi , (2019)

The study examined the impact of emotional intelligence, gender, age and monthly expenditure on impulsive buying. The findings suggest that impulsive buying increases with age and money but decreases with higher emotional intelligence. The researcher used an online questionnaire and SPSS analysis to examine these factors.

while the studies reviewed touch upon the role of emotional intelligence in impulsive buying behaviour, there is a need for further exploration into the effects of emotional intelligence-specific components, such as self-awareness, self-regulation, empathy, and social skills, on impulsive buying tendencies. And also examines the role of emotional intelligence in impulsive purchases from the view of students at Parul University.

3. Research Methodology

3.1. Research Objectives:

The main objective of the research is to identify the influence of emotional intelligence on the impulsive buying behaviour of students. Specifically:

1. To examine the relationship between emotional intelligence and impulsive buying behaviour among students.
2. To assess the specific components of emotional intelligence, including emotion recognition, emotion regulation, and empathy, in their influence on impulsive buying behaviour.
3. To explore the moderating effects of gender on the relationship between emotional intelligence and impulsive buying behaviour among students.

3.2. Research hypothesis

H0: There is no significant relationship between emotional intelligence and impulsive buying behaviour among students.

H1: There is a significant positive relationship between emotional intelligence and impulsive buying behaviour among students.

H3: Gender moderates the relationship between emotional intelligence and impulsive buying of students.

3.3. Research Questions:

1. To what extent does emotional intelligence influence impulsive buying behaviour among students?
2. What is the variation in the magnitude of the impact of the various components of emotional intelligence (e.g.,
3. Do gender moderate the relationship between emotional intelligence and impulsive buying behaviour among students,

3.4. Research methods

To understand the influence of emotional intelligence on the impulsive buying behaviour of students, a combination of **survey research** and **quantitative analysis** is the most appropriate methodology. Survey Research permits collecting self-reported data from a large sample of students, which is practical for examining the relationships between variables. As such it assesses emotional intelligence, its specific components, impulsive buying behaviour and gender. On the other hand, the research questions are primarily concerned with examining relationships, associations, and potential moderating effects, which are best analysed using quantitative methods.

3.5. Research Design

The research design used in this study is descriptive design and inferential design. The descriptive design describes and summarizes the data collected and makes it easier to report the mean scores, frequencies, percentages, and other statistics related to emotional intelligence, its components, impulsive buying behaviour, and gender in the sample. it enables data visualization through the use of charts, graphs, and tables to visually represent the data and present a clear overview of the relationships and trends in the study. While descriptive research primarily focuses on presenting facts and characteristics, it also helps to explore associations between variables through simple statistical analysis, such as correlation analysis, to identify any initial relationships between emotional intelligence, its components, gender, and impulsive buying behaviour. Inferential research design is employed to examine the data for differences, associations and relationships to support or refute the hypothesis.

3.6. Data source and collection instrument

A secondary source of data was collected from previous research papers, articles, books and the internet.

For this study, surveys/ questionnaires are data the data collection instruments used. Considering its convenience for the respondents.

A seven Likert Scale, ranging from strongly disagree to strongly agree was used to measure the importance that the respondents attached variables since they are appropriate; abiding by the principle of validity, reliability, and consideration.

3.7. Sample Design

A sample is a selection of several study units from a defined study population. A sample is, therefore, a small representation of a large population. Sampling is the process, procedure or technique of choosing a sub-group from a population to participate in the study (Ogula, 2005). The idea of sampling or determining a sample size is to obtain a part of the population from which part of the entire population can be inferred.

A sample size of 300 was selected using a simple random sampling technique. Simple Random sampling is a statistical method where every member of a population has an equal chance of being selected to form a sample. In this case, 210 students were selected randomly from a population of 1000 student buyers from Parul University. This method ensures that the sample is representative of the population and that the inferences drawn from the sample can be applied to a larger population with a known degree of precision.

3.8. Data Validity and Reliability

Most of the participants were briefed in advance by the researchers on the need and importance of the study.

Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items is as a group. Cronbach's alpha was used to measure the reliability of the instruments.

According to Sekaran (2003), the closer the reliability coefficient gets to 1.0, the better the reliability. In general, reliability coefficients less than 0.60 are considered poor, those in the range of 0.70 are acceptable and those above 0.80 are considered as good.

Case Processing Summary

		N	%
Cases	Valid	210	100.0
	Excluded	0	.0
	Total	210	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.694	6

From the tables above Cronbach's alpha value showed a positive figure and that is good. A Cronbach's alpha value of 0.694 suggests that the test has some degree of internal consistency.

Content validity is the degree to which an instrument has an appropriate sample of items for the construct being measured and is an important procedure in scale development. The content validity index (CVI) is the most widely used in quantitative evaluation. For establishing content validity, the CVI was calculated by dividing the number of experts that arrived at an acceptable test grade 3 (quite relevant) or 4 (highly relevant), by the total number of assessments of the test. Using these assumptions, Lawshe developed a formula termed the content validity ratio: $CVR = (n - N/2) / (N/2)$ where CVR content validity ratio, the number of Lecturers indicating "essential", N total number of Research Lecturers. This formula yields values that range from +1 to -1; positive values indicate that at least half the Lecturers rated the item as essential. The mean CVR across items may be used as an indicator of overall test content validity and to calculate the content validity ratio we used the methodology described by Lawshe (1975), which indicates that all items should be analysed by a group of experts, each expert having the possibility to describe the item as 1= Irrelevant, 2=Important, but not essential and 3=Essential. The formula to calculate the ratio is $CVR = n - I / N$, where n – is the number of experts who considered the item to be "Essential" or "Important, but not essential"; I – is the number of experts who considered the item "Irrelevant"; N – the total number of experts; The logic behind the formula is that the more experts are in Favor of one item as being important or essential, the more we can consider that item as being part of the construct. Thus, we can attain the content validity of the construct. As one can easily see, the formula gives a negative result when less than 50% of the experts rate the item as essential or important but not essential or a null result when 50% rate it as irrelevant. The CVI of ≥ 0.78 is considered valid.

3.9. Method of Data Analysis

The researcher reviewed the appropriate statistical data analysis tools namely descriptive and test statistics before analysing the data. The collected raw data was cleaned and edited for completeness and consistency. It was then systematically organized to confirm if it represents the target population and facilitate objective analysis at a later stage. The responses were also screened for correctness and accuracy and then they were assigned numerical values which represented various attributes being measured.

Descriptive statistics methods were used in this study and analysed using a statistical package for social sciences (IBM SPSS 20). This is to enable data gathered to be presented into tables, graphs, and charts for quantitative explanations and analysis of emotional intelligence's influence on impulsive purchase behaviour consumer purchase behaviour.

DATA ANALYSIS

Data Analysis and presentation of findings involve the analysis of data, results, and discussion of the study findings. The study sought to study the influence of emotional intelligence on the impulsive buying behaviour of students.

The presentation of the data analysis, results, and discussions was based on a sequence of questions asked in the questionnaire used to collect the data. The study targeted 300 respondents from inside the Parul University Campus. Out of the 300 questionnaires administered by the researchers, 210 responses of the questionnaires were collected translating to a 70% response rate. According to Babbie (2000), any response of 50% and above is adequate for analysis

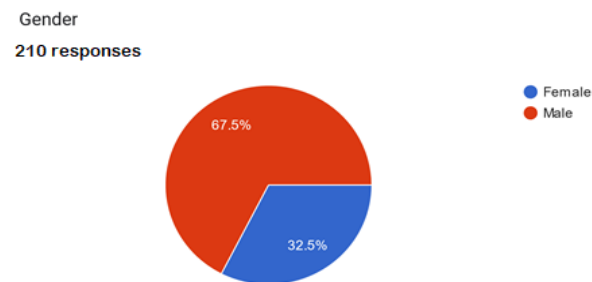
Table 1: Respondent's Age & Gender

Age * Gender cross-tabulation

Gender	Respondent's Age				Total	
	18-29 Years	30-39 Years	40-49 Years	50 and above		
Male	135	18	12	0		141
Female	57	9	3	0		69
Total	192	27	15	0		210

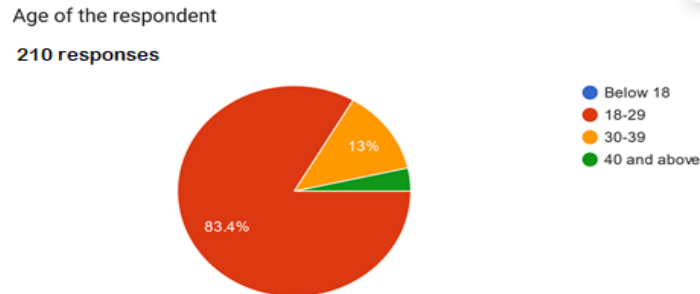
The Cross Tabulation above represents the gender and age limits of the respondents who took part in the research as in answering the questionnaires. According to the data, the number of male respondents who were between the ages of 18-29 was 135, representing 56.44 % of the entire number of respondents. Male respondents between the ages of 30-39 were 18, representing 8.84% of the entire number of respondents. Male respondents between the ages of 40-49 were 12, representing 2.72% of the entire number, and none of the male respondents were above 50 years of age. Female respondents who were between the ages of 18-29 were 57, representing 26.56% of the entire data collected, female respondents between the ages of 30-39 were 9, representing 4.16% of the entire data. Female respondents between the ages of 40-49 were 3, representing 1.28% of the entire data and none of the female respondents were above 50 years of age.

Chart 1: Pie Chart representing the Gender of respondents



The Pie chart above represents the gender of the respondents who took part in the research in answering the questionnaires. According to the data, the total number of respondents was 210. The number of male respondents was 141, equivalent to 67.5% of all respondents. The number of female respondents was 69, equivalent to 32.5% of all respondents.

Chart 2: Pie Chart representing the Age Limits of respondents



The Pie chart above represents the Age Limits of respondents who took part in the research in answering the questionnaires. According to the data, the number of respondents who were between the ages of 18-29 represented 83.4% of the entire data. Respondents between the ages of 30-39 represented 13% of the entire data. Respondents between the ages of 40-49 represented 3.6% of the entire data and none of the respondents were above 50 years of age.

PRESENTATION OF FINDINGS

Table 2 -Descriptive Statistics

Descriptive Statistics			
	Mean	Std. Deviation	N
IMPBEH	5.00	1.928	210
UNDEM	5.41	1.911	210
EMREC	5.55	1.669	210
EMREG	4.75	2.054	210
EMPAT	5.23	1.725	210
GENROL	4.96	1.831	210

The table suggests that understanding emotions and emotional recognition have some influence on impulsive buying behaviour in students. emotional regulation has a neutral impact, and Empathy somewhat influences impulsive buying behaviour. Lastly, gender does not seem to have a significant impact on impulsive buying behaviour in students according to the observation.

Table 3- Correlation Table

		IMPBEH	UNDEM	EMREC	EMREG	EMPAT	GENROL
Pearson Correlation	IMPBEH	1.000	.398	.318	.154	.324	.203
	UNDEM	.398	1.000	.216	.371	.518	.285
	EMREC	.318	.216	1.000	.207	.033	.133
	EMREG	.154	.371	.207	1.000	.311	.245
	EMPAT	.324	.518	.033	.311	1.000	.294

	GENROL	.203	.285	.133	.245	.294	1.000
Sig. (1-tailed)	IMPBEH	.	.000	.000	.013	.000	.002
	UNDEM	.000	.	.001	.000	.000	.000
	EMREC	.000	.001	.	.001	.316	.027
	EMREG	.013	.000	.001	.	.000	.000
	EMPAT	.000	.000	.316	.000	.	.000
	GENROL	.002	.000	.027	.000	.000	.
N	IMPBEH	210	210	210	210	210	210
	UNDEM	210	210	210	210	210	210
	EMREC	210	210	210	210	210	210
	EMREG	210	210	210	210	210	210
	EMPAT	210	210	210	210	210	210
	GENROL	210	210	210	210	210	210

From the above, Table 3 above, it was observed that each of the independent variables (i.e. Understanding emotions, emotional recognition, emotional regulation, empathy and gender) has a P-value (0.000), which is less than the “Cronbach’s alpha value (α 0.05). Thus, the P-value $< \alpha$ 0.05, which shows that “EMOTIONAL INTELLIGENCE has a significant influence on “IMPULSIVE BUYING BEHAVIOUR of students. Therefore, we strongly reject the Null Hypothesis that “EMOTIONAL INTELLIGENCE has no significant influence on the IMPULSIVE BUYING BEHAVIOUR of students.

According to the table,

- UNDEM has a moderately positive correlation with IMPBEH ($r = 0.398$). (Sig =0.000) statistically significance.
- EMREC has a positive correlation with IMPBEH ($r = 0.318$). (Sig =0.000) statistically significance.
- EMREG has a weak positive correlation with IMPBEH ($r = 0.154$). (Sig. =0.013) statistically significance.
- EMPAT has a moderately positive correlation with IMPBEH ($r = 0.324$). (Sig. =0.000) and this correlation is statistically significance.
- GENROL has a weak positive correlation with IMPBEH ($r =0.203$), and this correlation is statistically significant (sig.=0.002)

Overall, these results indicate that understanding emotions, emotional recognition, empathy and gender has statistically significant correlations with impulsive buying behaviour in students. Emotional regulation shows a correlation but to a lesser extent.

Table 4- Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.496^a	.246	.228	1.694	.246	13.330	5	204	.000

The model summary analysis indicates that,

The predictors in the model collectively have a moderate correlation with the outcome variable. 24.6% of the variability in the outcome variable can be explained by the predictors.

Overall, the model appears to be a reasonably good fit for the data, with the predictors demonstrating significant explanatory power for the outcome variable. It also implies that there are other factors not included in the model that contribute to the variability in impulsive buying behaviour.

Table 5- ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	191.342	5	38.268	13.330	.000 ^b
	Residual	585.653	204	2.871		
	Total	776.995	209			

The regression model (including the predictors GENROL, EMREC, EMPAT, EMREG, and UNDEM) is statistically significant because the p-value (sig.) is less than the chosen significance level (0.05). The regression sum of squares is significantly higher than what would be expected by chance alone at any conventional level of significance.

Table 6 -Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.825	.567		1.455	.147					
	UNDEM	.254	.076	.251	3.338	.001	.398	.228	.203	.651	1.537
	EMREC	.304	.073	.263	4.143	.000	.318	.279	.252	.916	1.091
	EMREG	-.062	.063	-.066	-.979	.329	.154	-.068	-.060	.811	1.234
	EMPAT	.211	.082	.189	2.573	.011	.324	.177	.156	.686	1.458
	GENROL	.060	.069	.057	.875	.383	.203	.061	.053	.868	1.152

Beta values, also known as regression coefficients, are one of the main outputs in a linear regression table. They indicate the change in the dependent variable (y) that is associated with a one-unit change in the independent variable (x) while holding all other independent variables constant.

The beta coefficient is a standardized measure of the relationship between the independent and dependent variables. It represents the change in the dependent variable (y) that is expected for a one-unit change in the independent variable (x) while controlling for the effects of all other independent variables in the model.

Beta values can be used to determine the direction and strength of the relationship between the independent variable and the dependent variable. A positive beta coefficient indicates a positive relationship, meaning that as the value of the independent variable increases, the value of the dependent variable also increases. A negative beta coefficient indicates a negative relationship, meaning that as the value of the independent variable increases, the value of the dependent variable decreases.

Additionally, the collinearity statistics (Tolerance and VIF) provide information about multicollinearity. Generally, Tolerance values above 0.1 and VIF values below 10 indicate acceptable levels of multicollinearity. In this case, all Tolerance values are above 0.1, and all VIF values are below 10, suggesting that multicollinearity is not a major concern in this mode

Chart 3

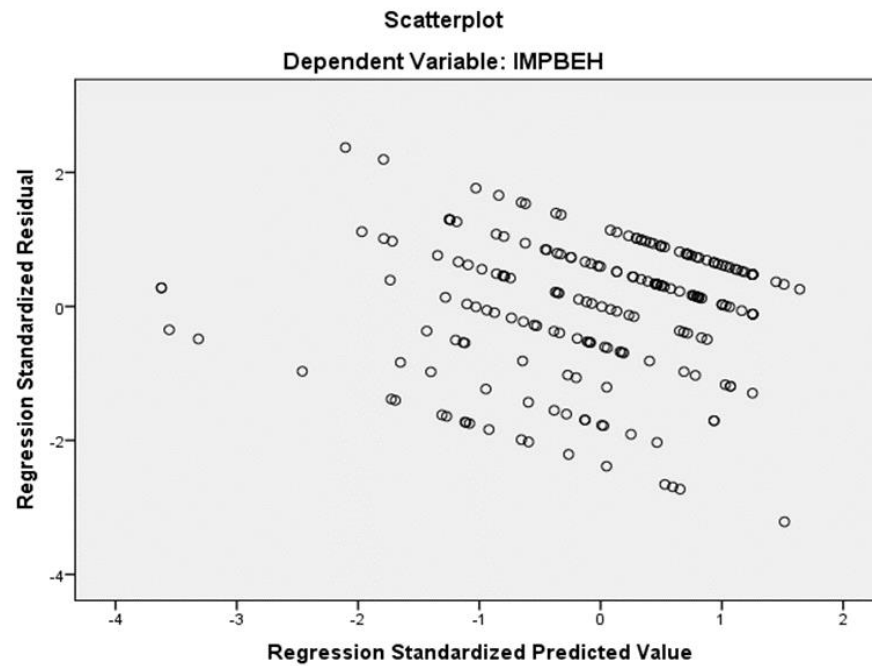
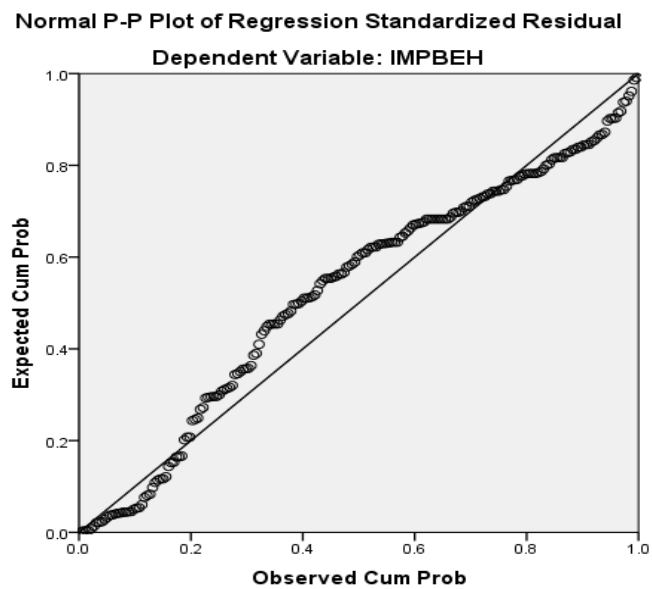


Chart 4



CONCLUSION AND RECOMMENDATION

Objective wise

- Relationship Between Emotional Intelligence (EI) and Impulsive Buying Behaviour (IMPBEH):

The regression model indicates a statistically significant relationship between emotional intelligence and impulsive buying behaviour among students (p -value < 0.05). The positive standardized coefficients for UNDEM (Understanding Emotions), EMREC (Emotional Recognition), and EMPAT (Empathy) suggest that higher levels of these emotional intelligence components are associated with higher impulsive buying behaviour.

- **Components of Emotional Intelligence:**

Among the specific components of emotional intelligence, UNDEM (Understanding Emotions) and EMREC (Emotional Recognition) have statistically significant positive relationships with impulsive buying behaviour.

EMREG (Emotional Regulation) does not show a statistically significant relationship with impulsive buying behaviour.

EMPAT (Empathy) also has a statistically significant positive relationship with impulsive buying behaviour.

- **Moderating Effects of Gender:**

The model does not provide strong evidence for the moderating effects of gender on the relationship between emotional intelligence and impulsive buying behaviour.

The coefficient for GENROL (Gender Role) is positive but not statistically significant.

Research Hypotheses:

H0 (Null Hypothesis): Rejected, as there is a significant relationship between emotional intelligence and impulsive buying behaviour among students.

H1 (Alternative Hypothesis): Supported, as the results indicate a positive relationship between emotional intelligence and impulsive buying behaviour.

H3 (Third Hypothesis about Moderation): The evidence is inconclusive regarding the moderating effects of gender.

Research Questions:

1. To what extent does emotional intelligence influence impulsive buying behaviour among students?

Emotional intelligence, particularly understanding emotions (UNDEM) and emotional recognition (EMREC), has a significant influence on impulsive buying behaviour.

2. What is the variation in the magnitude of the impact of the various components of emotional intelligence?

•Understanding emotions (UNDEM) and emotional recognition (EMREC) have higher impacts on impulsive buying behaviour compared to emotional regulation (EMREG) and gender role (GENROL).

•3. Does gender moderate the relationship between emotional intelligence and impulsive buying behaviour among students?

•The evidence is inconclusive regarding the moderating effects of gender, as the gender role (GENROL) variable is not statistically significant.

In summary, the results suggest that emotional intelligence, particularly understanding emotions and emotional recognition, plays a significant role in influencing impulsive buying behaviour among students. Training should be made on these components to help students manage impulses. However, the moderating effects of gender require further investigation due to the inconclusive results.

7.Limitations of the Study & Scope of Future Research

The Study on the Influence of emotional intelligence on impulsive purchase behaviour was focused on examining the impact of emotional intelligence on impulsive purchase behaviour components among a specific target population. The study utilized survey research methods to collect data, with a focus on demographic variables and geographic location. The data collected was analysed using descriptive statistics and regression analysis techniques. The scope of the study was limited to the specific target population and geographic location due to time and resource constraints. The study's limitations include the potential for response bias and the possibility of omitted variables affecting the results. Future research can expand on the study's findings by using different data collection methods, analysing data from different geographic locations, and examining the impact of additional variables on impulsive purchase behaviour.

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Appendix

Questionnaires

Section 1 of 2

A Survey on The Influence of Emotional Intelligence on Impulsive Buying Behaviour of Students.

Dear respondent, we are Second-year students pursuing a Master of Business Administration at Parul University, researching **the influence of emotional intelligence on the impulsive buying behaviour of students** This research is for academic purposes. Your response will be treated with utmost confidentiality and anonymity.

Thank you.

Personal Information

- Gender of the respondent
- Age of the respondent

Section 2 of 2

Questions.

Please rank the following statements in each area on the influence of emotional intelligence on impulsive buying behaviour of students on a Likert scale ranging from Strongly Agree to Strongly Disagree where;

1= Strongly Disagree, 2 = Disagree, 3= Somewhat Disagree,4= Neutral, 5=Somewhat Agree,6=Agree, 7=Strongly Agree.

1. How often do you find yourself buying items without a clear need or prior plan?
2. Does emotional reactions such as stress, happiness or sadness influence your decision to buy something?
3. When shopping, how frequently do you make purchases based on your current emotional state?
4. To what extent does your ability to understand and control your emotions impact your buying decisions?
5. How well do you think you understand the emotional triggers that lead to impulsive buying?
6. How often do you engage in impulsive buying as a way to cope with negative emotions?
7. How confident are you in your ability to recognize and understand your own emotions?
8. Do you believe you can accurately identify and interpret the emotions of others when making buying decisions?
9. How often do you find yourself making impulsive purchases because you misread your own emotions?
10. Rate your ability to control your impulses and make well-considered buying decisions
11. How often do you engage in impulse buying when experiencing intense emotions, and you later regret it?
12. How likely are you to make impulsive purchases when you're unable to manage your emotions effectively?
13. To what extent does your ability to regulate your emotions impact your ability to resist impulsive buying urges?
14. Do you believe that empathy towards other people's needs and feelings influences your buying decisions?
15. How often do you make impulsive purchases because you want to help others or because you feel empathetic towards their situation?
16. To what extent does empathy play a role in your impulsive buying behaviour? (1 = Not at all, 7 = Strongly)
17. Do you think your gender influences your emotional intelligence and how you manage your emotions in a shopping context?
18. Do you think your gender affects your ability to control impulsive buying behaviour?
19. Do you believe that the relationship between emotional intelligence and impulsive buying behaviour is influenced by your gender?
20. How often do you engage in impulsive buying behaviour?
 - ✓ Female
 - ✓ Male