

Factors Influencing Impulsive Buying Behavior Among Public School Teachers

Ellaiza Bhel F. Mejia^{1*}, Khent S. Antonio², Jhinverlyn V. Carino³, Djdiosh G. Villarta⁴, Lorna V. Fulong⁵

^{1,2,3,4,5}College of Business Education, University of La Salette Incorporated, Santiago City, Isabela, Philippines

Abstract—This study investigates the factors influencing impulsive buying behavior among high school teachers in the Diadi region of Santiago City, Isabela. Impulsive buying is characterized by spontaneous, unplanned purchases often driven by emotional and psychological triggers. While teachers are generally viewed as financially stable professionals, they are not immune to impulsive spending influenced by emotional pressures, social dynamics, and professional demands. Understanding these factors is crucial in promoting responsible financial behavior among educators. Using a quantitative research design, the study collected data from 64 purposively selected public high school teachers through a validated questionnaire adapted from Barakat (2019). The instrument measured key influences, including emotional triggers, social factors, and marketing strategies, on impulsive buying tendencies. Statistical methods, including weighted mean, standard deviation, and non-parametric tests, were applied to analyze the data and identify significant relationships and differences among variables. Results showed that the majority of respondents were young adults, predominantly female, single, and holders of master's degrees, with 1 to 10 years of teaching experience. The findings indicated that impulsive buying is a frequent behavior among teachers, primarily influenced by emotional triggers and attention-grabbing sales promotions. Sales promotions emerged as the strongest factor affecting impulsive purchases, followed by cultural influences, while merchandising and service-related factors had a moderate impact. Statistical tests confirmed significant variations in impulsive buying behavior based on these factors. The study recommends implementing financial literacy programs, wellness services, and peer mentorship initiatives to support teachers in managing impulsive spending and related emotional challenges. It also suggests that future research explore additional variables, such as salary, family size, and years of service, as well as comparisons between public and private school teachers, to gain a broader understanding of financial decision-making among educators. This study contributes to the limited body of knowledge on consumer behavior in the education sector, underscoring the importance of promoting financial responsibility within this professional group.

Index Terms—Impulsive buying behavior, consumer behavior, sales promotion, financial decision making.

1. Introduction

Wants over needs have been an indication of the challenging tendency of consumers to make unplanned purchases, often driven by psychological and social factors that lead them to make impulsive purchases of products or items in the market.

Even the capability of the person to buy products affects decision-making by category of consumer demographics, including professional groups such as educators.

Teachers play a crucial role in guiding students to develop future knowledge in academic affairs. Despite their ability to purchase products, various external and internal factors influence why teachers, as consumers, impulsively make purchases. The notion can also be influenced by personal characteristics, shopping environment, and the impact of peers, which affect the indecisive purchasing of products among teachers.

This study introduces a new insight into the influence of consumer variables (such as environment, personal characteristics, profession, peer influence, and consumer behavior) associated with impulsive buying. The reliability of the tendency for consumers to buy impulsively has also been shown to have a limited scope in a specific area.

Many indicators have been proposed that can contribute to impulse buying. However, few studies have examined the underlying impacts of a consumer's purchasing intention on their urge to purchase items spontaneously. Studies have shown that impulsive traits in consumers do not directly lead to impulse buying; instead, some external stimulus is needed to activate their impulse-buying tendency. Thus, the need to raise concerns about situational factors may also be developed to the significance of the study. The research into this issue will also help build a sense of the effective determination of factors that influence teachers in the Diadi region of Santiago City regarding impulsive buying behavior.

By conducting this study, we aim to identify the factors influencing impulsive buying behavior among teachers, not only for their personal and professional well-being but also to promote responsible consumption, which is crucial in educational practices and the development of ethical business strategies.

A. Background of the Study

Impulse buying is characterized by spontaneous, unplanned purchases made without thorough consideration of the consequences. This type of consumer behavior is often driven by emotional responses and influenced by situational factors such as environmental cues, mood, stress, and social influence. While it may offer short-term satisfaction, impulse buying can

pose significant risks to one's financial well-being and investment return on purchases.

Studies have shown that impulse buying is not merely a result of a lack of financial literacy or poor decision-making but is also linked to deeper psychological and social triggers. According to Ling et al. (2020), materialism and social comparison significantly influence consumer decisions, often leading to irrational purchases as individuals strive to meet perceived societal standards or elevate their self-image. These motivations can have negative implications on consumers' mental well-being and financial control.

The surge of e-commerce platforms in the last few years has further amplified impulsive buying tendencies. Arora and Bansal (2020) note that the ease of online shopping, combined with strategic sales promotions and personalized advertising, creates a favorable environment for impulse purchases. Lehmann et al. (2021) also emphasize how emotional gratification from small purchases—such as treating oneself after stressful days—can reinforce buying behavior and reduce stress, especially among working professionals.

Teachers, while often perceived as financially stable due to their government employment status, face significant emotional and psychological stress resulting from long working hours, high expectations, and their commitment to student development. These pressures may contribute to stress-induced buying tendencies. Although President Ferdinand Marcos Jr.'s Executive Order No. 64 (2024) implemented salary increases for public school teachers and staff, lifestyle demands, societal expectations, and financial responsibilities continue to influence their consumption behaviors.

Research shows that individuals experiencing emotional fatigue are more prone to engage in impulse buying as a coping mechanism (Kumar & Mukherjee, 2022). Moreover, educators' tendency to seek relief from occupational stress through consumer spending can be reinforced by the accessibility and affordability of modern shopping platforms, especially in the digital age.

Despite the extensive literature on impulsive buying behavior in general consumer groups, there remains a lack of focused research on the teaching profession. Teachers represent a distinct group due to their dual roles as public servants and consumers, navigating financial challenges while upholding ethical and professional standards. The intersection between their emotional labor and purchasing behavior remains underexplored.

Therefore, this study aims to address the research gap by investigating the factors that determine impulsive buying behavior among teachers. It seeks to provide insight into how emotional, social, and financial stressors influence their buying decisions and to promote strategies that support healthier financial behaviors and improved well-being in the education sector.

B. Research Questions

1) *What is the profile of the Respondent in Terms of?*

1. Age
2. Civil Status

3. Sex

4. Educational Attainment

5. Length of Years in Service

2) *To what Extent do the Respondents Practice their Impulsive Buying Behavior?*

3) *To what Extent Does the Respondent's Impulsive Buying Behavior Affect in Terms of:*

1. Influence of Merchandising & Services

2. Influence of sales promotion

3. Influence of culture

4) *Is there Any Significant Difference Between Impulsive Buying Behavior Practices and the Influence of the Different Factors on Impulsive Buying Behavior?*

C. Hypothesis

There is no significant difference between impulsive buying behavior practices and the influence of the different factors on impulsive buying behavior.

D. Significant of the Study

In today's consumer-driven society, the rising trend in purchase intention is often accompanied by an increase in impulsive buying behavior. While access to financial resources is a key component in purchasing, it does not always equate to rational or informed financial decision-making. The behavior of individuals, particularly their emotional responses, habits, and situational influences, plays a crucial role in shaping their purchasing decisions. Educators, like many professionals, are not immune to such tendencies, especially when routine disruptions and stressors arise.

This study is significant as it seeks to uncover the underlying factors that influence the buying behavior of educators, with a specific focus on impulsive buying. By doing so, the research fills a notable gap in consumer behavior literature and offers critical insights into the psychological and behavioral aspects of purchasing. The knowledge generated can inform interventions, financial education programs, and marketing practices tailored to the specific needs and challenges faced by educators.

E. Theoretical Framework

Understanding impulsive buying behavior requires a foundation in psychological theories that explain how individuals make decisions based on internal attitudes and external influences. This study is grounded in three relevant theories: the Theory of Planned Behavior, the Stimulus-Organism-Response (S-O-R) Theory, and the Cognitive Dissonance Theory—each of which provides insights into the psychological and behavioral processes involved in impulsive buying, particularly among public school teachers.

The Theory of Planned Behavior (TPB), developed by Icek Ajzen, posits that an individual's intention to perform a behavior is the most immediate predictor of that behavior. This intention is shaped by three key components: personal attitudes toward the behavior, subjective norms (social pressures), and perceived behavioral control (Brookes, 2023). In the context of impulsive buying, this theory explains how a teacher's decision to make an unplanned purchase can stem from personal

attitudes (e.g., the belief that spending provides relief), social influence (e.g., peers making similar purchases), and perceived control (e.g., confidence in managing finances despite unplanned expenditure). For public school teachers, the increasing stress and emotional toll of their profession may lead to a stronger intention to engage in impulsive buying as a coping mechanism, even if they are aware of the consequences. The theory is relevant to this study as it helps identify the underlying attitudes and social pressures that influence teachers' purchasing decisions.

The Stimulus-Organism-Response (S-O-R) Theory provides another perspective by focusing on how environmental stimuli influence a person's internal state, which in turn leads to behavioral responses (Zhang *et al.*, 2021). In this model, stimuli could include promotional sales, advertisements, or peer influence. The organism refers to the emotional or cognitive response within the individual, such as stress or excitement, and the response is the act of impulsive buying. This theory is particularly relevant in understanding how public school teachers, who are often exposed to marketing tactics and environmental pressures, may develop emotional responses (e.g., frustration, anxiety) that push them toward impulsive spending. The theory emphasizes the role of emotional and cognitive processing in reaction to external stimuli, which aligns with the study's focus on the situational and psychological triggers of impulsive buying behavior.

Lastly, the Cognitive Dissonance Theory, introduced by Leon Festinger and further developed by McLeod (2023), emphasizes the internal conflict that arises when an individual holds two or more contradictory beliefs or behaviors. In the case of impulsive buying, a teacher might believe in the importance of financial responsibility but still engage in unplanned spending. This inconsistency leads to cognitive dissonance, which individuals seek to reduce—often by justifying the behavior or changing their attitudes. The relevance of this theory to the study lies in its ability to explain the inner struggle that many teachers may face when they make purchases that conflict with their financial goals or ethical values. If left unchecked, such dissonance can lead to habitual impulsive buying and weaken self-regulation over time.

These three theories collectively provide a multidimensional framework for examining the impulsive buying behavior of public school teachers. The Theory of Planned Behavior explains how intentions are formed and influenced. The S-O-R Theory sheds light on the emotional and environmental triggers, while the Cognitive Dissonance Theory explores the psychological tension that arises after the behavior. Together, they provide a strong theoretical foundation for investigating the factors that drive teachers' impulsive purchasing habits, particularly regarding their professional stress, social environment, and internal decision-making processes.

F. Conceptual Framework

The conceptual framework of this study is structured around the Input-Process-Output (IPO) model, which is used to explore impulsive buying behavior systematically.

The input phase involves collecting essential background

information on the respondents' demographic profiles, which include their age, civil status, sex, educational attainment, and length of service. These demographic variables provide a foundational understanding of the population's characteristics and how these may influence buying patterns. Additionally, the study considers key external factors that affect impulsive buying behavior, including the influence of merchandising and services, sales promotions, and cultural factors. These inputs represent both the personal and environmental elements that potentially drive impulsive purchases.

In the process phase, the study employs a survey questionnaire to gather data on the actual impulsive buying behavior practices of the respondents. This stage involves determining the extent to which respondents engage in impulsive buying, assessing how each demographic factor and external influence correlates with these behaviors, and analyzing the relationships through statistical methods. The process also includes evaluating the significance of merchandising strategies, promotional efforts, and cultural context in shaping consumers' spontaneous purchase decisions. This comprehensive analysis aims to uncover patterns and insights about what triggers impulsive buying within the studied group.

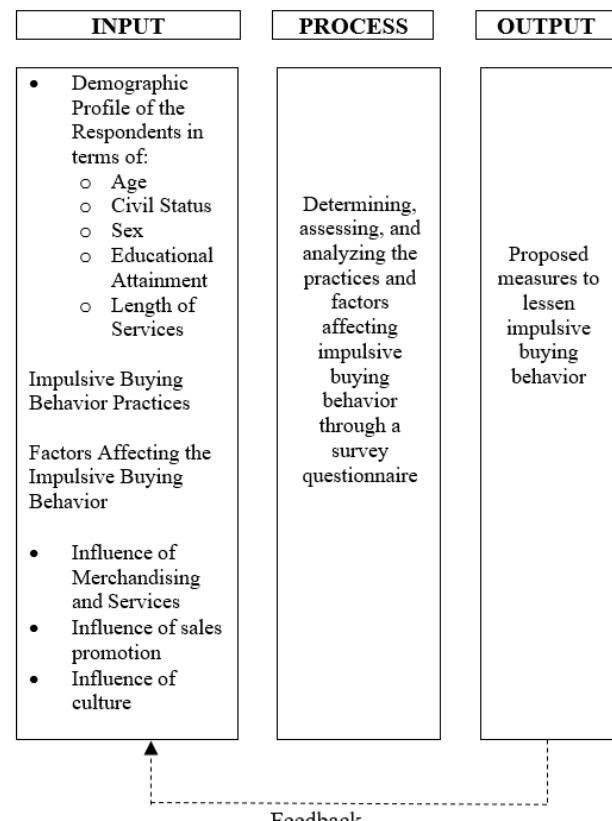


Fig. 1. Paradigm of the study

The study's output is the development of well-informed, practical recommendations and strategies designed to encourage impulsive buying behavior among consumers. These proposed measures are designed to help marketers, retailers, and business owners tailor their approaches to stimulate

impulsive purchases, enhancing sales and customer engagement effectively. By understanding the interplay between demographic characteristics and influential factors, the output provides actionable insights that can improve marketing tactics and consumer satisfaction. Ultimately, this study contributes to both academic knowledge and real-world business applications by offering a clear framework for understanding and leveraging impulsive buying behavior.

2. Literature Review

Impulsive buying behavior is a widely studied topic due to its significant influence on consumer decisions and marketing strategies. This literature review examines the key factors, practices, and effects that drive impulsive purchases, highlighting psychological, demographic, cultural, and marketing influences. Understanding these aspects helps provide insights into managing impulsive buying and its impact on consumers.

A. Impulsive Buying Behavior

Impulsive buying behavior is triggered by various internal and external factors that influence a person's decision to make a spontaneous purchase. Factors such as peer pressure, workload, and stress can trigger impulsive purchases. Al-Masri (2020) found a significant negative correlation between impulsive buying behavior and emotional balance, indicating that individuals with higher emotional stability tend to engage in impulsive buying less frequently. Emotional balance, which encompasses self-motivation, empathy, and social skills, enables consumers to regulate their purchasing habits, leading to more rational decisions. Similarly, Moayery (2019) emphasizes the role of self-control and financial literacy, arguing that fostering practical spending habits and prioritizing needs over wants helps consumers manage impulsive tendencies. Personality traits and economic factors also influence impulsive buying, as Barakat (2019) suggests that concerns about overspending may not significantly impact impulsive buying, but economic factors do. The importance of self-awareness and the negative consequences of impulsive buying, including financial problems, were highlighted by Cai et al. (2019), who emphasized the need for effective intervention strategies.

Impulsive buying behavior is a common consumer phenomenon driven by sudden desires and emotional triggers. It involves purchasing decisions made without prior planning and is often characterized by a lack of cognitive control and a preference for immediate gratification (Burton et al., 2018; Pradhan et al., 2018). Psychological and social factors can influence this behavior and are distinct from unplanned purchases, which often lack the urgency and emotional drive associated with actual impulse buying (Sohn & Ko, 2021). Impulsive buying accounts for a significant portion of consumer purchases, ranging from 40% to 80%, underscoring its importance in consumer behavior studies (Reisch & Zhao, 2017; Aragoncillo & Orús, 2018).

B. Impulsive Buying Practices

Impulsive buying practices vary according to demographic factors, such as gender and age, as well as cultural influences. Studies by Cavazos-Arroyo and MÁYNEZ-GUADERRAMA (2022), Kolibu (2019), and Chein et al. (2020) suggest that marketing practices should avoid manipulative tactics, particularly targeting vulnerable demographics such as baby boomers and Generation X. Planning purchases in advance is recommended to reduce impulsive buying and prevent compulsive buying tendencies. Peer influence also plays a significant mediating role in impulsive purchases, as Efendi and Idartono (2019) found that peer pressure and special deals have a substantial impact on buying decisions. Consumers often buy impulsively to achieve immediate gratification or alleviate anxiety despite being aware of the associated risks (Farivar & Yuan, 2019; Huang & Cai, 2021). Emotional intelligence and education are essential for understanding and managing these buying practices (Harjadi et al., 2019). Additionally, demographic factors such as gender affect cognitive and emotional reactions during the buying process, where women tend to be more influenced by promotions and material needs (Istudor & Pelau, 2019; Iyer et al., 2019; Nawaz et al., 2021).

Impulse purchases are often stimulated by sensory experiences within physical stores, such as store atmosphere and product layout, which engage the five senses and encourage spontaneous buying (Moreira et al., 2017; Platania et al., 2016). In contrast, online shopping tends to discourage impulsive buying due to the lack of sensory stimulation and the delay in product delivery, which may reduce immediate gratification and impulse-driven purchases (Aragoncillo & Orús, 2018). Marketing tools, such as sales promotions and advertising messages, play a crucial role in influencing consumer perception and motivating impulse purchases (Khan et al., 2019; Falebita et al., 2020).

C. Effects of Impulsive Buying

Impulsive buying can have both immediate and long-term effects on consumers. While it provides instant gratification and may alleviate stress or anxiety, it can also lead to financial difficulties and dissatisfaction (Cai et al., 2019; Mukhtar et al., 2021). Emotional and mental health factors such as depression and materialism significantly impact impulsive buying behavior, suggesting the need for responsible consumption habits and emotional regulation (Mukhtar et al., 2021). Stress-induced impulsive buying may develop into a habitual or addictive behavior (Prihatiningurum et al., 2021), emphasizing the importance of understanding these effects to create effective prevention strategies. For teachers who may experience work-related stress, impulsive buying can serve as both a coping mechanism and a source of financial strain (Hejase et al., 2019; Jie et al., 2022). Qomariyah and Qibtiyah (2022) highlighted that low financial literacy among teachers increases impulsive buying tendencies, pointing to the need for improved financial education.

Impulsive buying can lead to a conflict between the immediate reward felt at the time of purchase and the negative consequences that follow, potentially resulting in compulsive

buying behavior that may become chronic or pathological (Pandya & Pandya, 2020; Platania *et al.*, 2017). Emotional factors such as anxiety, depression, and low self-esteem are linked to a higher tendency for impulsive purchases and obsessive-compulsive tendencies among consumers (Platania *et al.*, 2017). However, recent global crises, such as the COVID-19 pandemic, appear to have shifted consumer behavior toward more planned and deliberate purchases (Sheth, 2020).

D. Factors Affecting Impulsive Buying Behavior

Several factors contribute to impulsive buying behavior, including effective merchandising strategies, targeted sales promotions, cultural influences, and individual personality traits. Marketing tactics such as scarcity promotions, discounts, and sales increase the motivation to buy impulsively, sometimes causing consumers to lose focus on their budgets (Li *et al.*, 2021; Lina *et al.*, 2022; Linh *et al.*, 2020). The role of culture influences consumer behavior by shaping norms and values related to consumption. The study by Negara and Dharmmesta (2019) demonstrated how normative moderators and personality traits can amplify impulsive buying tendencies, offering marketers valuable insights to tailor product placement and marketing strategies. Financial literacy, self-control, and peer influence are significant personal factors influencing impulsive buying (Efendi & Idartono, 2019; Pradhan, 2021). The interplay of these factors suggests that impulsive buying is a complex behavior shaped by emotional, social, and economic dimensions.

Several factors influence impulsive buying, including psychological triggers, emotional states, and environmental stimuli. Consumer behavior is influenced by advertising and promotional campaigns, which can evoke strong psychological motivations for impulsive purchases (Wertenbroch *et al.*, 2020; Ding *et al.*, 2020; Kumar *et al.*, 2020). Social and sensory elements, such as store atmosphere and brand loyalty, also play a role in shaping impulsive buying tendencies (Platania *et al.*, 2016). Personality traits, such as low self-esteem and high anxiety, contribute to impulsive buying tendencies, alongside external factors like economic conditions and cultural influences (Platania *et al.*, 2017; Sheth, 2020). Additionally, the environment in which purchases occur, including physical stores versus online platforms, significantly affects the likelihood of impulse buying (Moreira *et al.*, 2017; Aragoncillo & Orús, 2018).

3. Method

This section outlines the research methods employed to investigate the factors influencing impulsive buying behavior among high school teachers in the Diadi region, focusing on the research design, participants, data collection tools, and analysis procedures.

A. Research Design

This study employs a quantitative research design, a systematic method focused on collecting and analyzing numerical data to explore patterns, relationships, and statistical associations among variables. Quantitative research is

particularly well-suited for studies that aim to draw objective conclusions from measurable data, enabling researchers to test hypotheses and identify significant correlations.

The core objective of this study is to examine the relationship between emotional triggers, social influences, and marketing strategies and the impulsive buying behaviors of high school teachers. By quantifying these factors and analyzing their interrelationships, the research aims to determine the extent to which each variable contributes to impulsive purchasing tendencies.

This design is advantageous because it provides a structured and replicable framework for collecting and interpreting data. It enables the use of standardized instruments, such as surveys and rating scales, which increase the reliability and validity of the findings. The statistical analysis involved helps in making evidence-based conclusions that go beyond anecdotal or subjective insights.

Moreover, a quantitative approach ensures that the results can be generalized to a broader population of teachers, particularly when the sample is appropriately selected and representative. It also allows for the detection of patterns that may not be immediately evident through qualitative observations alone. In the context of consumer behavior research, particularly among professionals such as educators, this method offers a clear lens for evaluating behavioral trends and the underlying psychological and situational factors that influence them.

The use of quantitative research in this study serves as a robust method for uncovering the degree to which emotional, social, and marketing-related factors influence the impulsive buying decisions of high school teachers. This contributes not only to academic literature but also to practical applications in consumer psychology, marketing strategies, and financial education.

B. Study Site and Participants

The study was conducted in the Diadi region of Santiago City, Isabela, an area that combines both urban and rural characteristics and is home to several public high schools. The participants will be high school teachers currently employed in public schools within this region. To ensure that the respondents have relevant and consistent experiences, only teachers with at least one year of teaching experience will be included in the study. Retired teachers, those on leave, and elementary school educators will be excluded, as their professional contexts may differ significantly from those of other educators. High school teachers were selected because their work involves unique professional and emotional demands, which may influence their consumer decisions, including impulsive buying behavior. Their experiences offer a meaningful perspective in understanding how occupational stress, financial responsibilities, and social influences interact with impulsive purchasing.

C. Population, Sample Size, and Sample Technique

The study population consists of high school teachers from two public institutions in the Diadi region, specifically

Sinsayon National High School and Cabulay National High School. A purposive sampling technique was employed to select a total of 64 teachers who are currently engaged in these schools. This method is chosen to ensure that the participants possess relevant knowledge and firsthand experience regarding the factors that influence impulsive buying behavior. By targeting individuals who can offer informed perspectives, the study enhances the reliability of its findings. Furthermore, this sampling approach promotes diversity in the sample by including teachers from various age groups, teaching backgrounds, and levels of professional experience. Such diversity is essential to capture a comprehensive view of the behavioral patterns across the broader teaching population within the Diadi region.

D. Instrument

Data for this study was collected using a structured questionnaire adapted from Dr. Barakat's (2019) research entitled "*A Proposed Model for Factors Affecting Consumers' Impulsive Buying Tendency in Shopping Malls.*" This instrument is specifically designed to generate quantitative data related to the psychological, social, and situational factors that influence impulsive buying behaviors. The questionnaire is composed of carefully formulated items that assess various dimensions, including emotional triggers, peer influence, advertising exposure, and individual spending habits.

Responses will be measured using a five-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). This scale allows participants to express the intensity of their agreement with statements regarding unplanned purchases, emotionally driven spending, and susceptibility to marketing techniques.

To ensure the quality of the data collection tool, a pilot test was conducted involving a small group of respondents similar to the main study population. The purpose of the pilot test is to assess the questionnaire's clarity, relevance, reliability, and internal consistency using statistical techniques such as Cronbach's alpha. Feedback from the pilot will inform any necessary revisions to improve item wording and eliminate ambiguity. The result of the validity test was 3.75, with a Cronbach's alpha of 0.8790, indicating that the survey questions were accepted.

The final version of the instrument was administered electronically through a secure online platform, ensuring convenience and accessibility for participants. Confidentiality was maintained throughout the process, and responses were used exclusively for academic analysis. The structured format of the questionnaire makes it well-suited for statistical analysis, allowing the researchers to identify patterns, correlations, and trends in impulsive buying behavior among teachers in the Diadi region.

E. Data Gathering Procedure

The process of data collection for this study followed a structured and methodical sequence to ensure the accuracy, validity, and reliability of results. It involved multiple stages, starting from the initial approval of the research topic to the

final presentation of findings. Each phase was carefully planned to support the study's objectives and uphold ethical standards throughout.

The research process began with the official approval of the study title by the research adviser and the institutional review panel. This step ensured that the topic chosen was both relevant to current academic and societal concerns and feasible for implementation within the available timeframe and resources.

A thorough review of the related literature, encompassing theses, dissertations, journals, and other scholarly sources, was conducted to establish a robust theoretical foundation. Insights from these materials guided the formulation of research questions, hypotheses, and the development of the research manuscript.

The initial research proposal was presented to a panel of experts for evaluation. Feedback from the panel was carefully considered and integrated into the manuscript, resulting in improvements in research design, content flow, and the overall clarity of the study.

To ensure the effectiveness of the research instrument, a pilot test was conducted among a small group of teachers who shared similar characteristics with the target population. This phase helped determine the clarity, reliability, and validity of the questionnaire, allowing for necessary adjustments before full deployment.

The finalized structured questionnaire was distributed online to the selected respondents. Each participant received an informed consent form explaining the purpose of the study, their rights as respondents, and the confidentiality of their responses. This step ensured transparency and encouraged honest participation.

Participants were given approximately 10–15 minutes to complete the online survey. The process emphasized voluntary participation and anonymity to create a safe environment for respondents, encouraging them to share authentic insights into their impulsive buying behaviors.

After completing the survey, responses were retrieved from the online platform and organized into a secure database. The data was reviewed for completeness and accuracy, with inconsistent or incomplete responses flagged and handled accordingly.

Collected data was subjected to quantitative analysis to identify key trends, correlations, and behavioral patterns. The results were systematically organized and presented in tables for a more straightforward interpretation and comparison of findings across different demographic groups.

The final phase involved interpreting the data based on the tabular results. These findings were discussed about the study's objectives, offering conclusions and recommendations that may be valuable for further academic research and practical applications in consumer behavior and education-related purchasing decisions.

F. Data Analysis

The collected data underwent a systematic and rigorous analysis to ensure an accurate interpretation of the results. Initially, a normality test was conducted to determine whether

the data followed a normal distribution. Based on the test results, appropriate non-parametric and descriptive statistical methods were selected.

The study employed simple frequency and percentage to describe the demographic profile of the respondents, providing a clear view of their characteristics. To assess central tendencies and variability in responses, weighted mean and standard deviation were calculated. These helped summarize the overall tendencies and consistency in the impulsive buying behavior among the teachers.

To quantify their responses about impulsive buying behavior practices, their perception is quantified and interpreted on the following:

To quantify their responses about the factors that influence their impulsive buying behavior, their perception is quantified and interpreted on the following:

To examine differences in impulsive buying behavior across various demographic groups, the study employed the Kruskal-Wallis test for comparisons involving more than two independent groups and the Mann-Whitney U test for comparisons between two independent groups. Where significant differences were found, post hoc evaluations were conducted to identify specific variations within the groups further.

This comprehensive statistical approach allowed the researchers to analyze both general trends and specific relationships within the data, ultimately contributing to well-founded conclusions and meaningful recommendations.

G. Ethical Consideration

This study strictly adheres to ethical principles to protect the rights and welfare of all participants. Before participation, informed consent will be obtained to ensure that teachers clearly understand the study's purpose, procedures, and rights, including the option to withdraw at any time without any negative consequences or penalties.

To maintain confidentiality and protect privacy, all responses will be collected anonymously, and no identifying information will be linked to participants' data. The study acknowledges that reflecting on impulsive buying behaviors may cause some participants discomfort or raise awareness of personal financial difficulties. To address these concerns, participants will be provided with access to resources on financial literacy and

management, enabling them to make informed and responsible decisions.

This research aims not only to contribute valuable insights into the impulsive buying tendencies within the educational sector but also to encourage greater self-awareness among public school teachers, promoting healthier and more mindful spending habits.

4. Results

The following section presents the analyzed data on the impulsive buying behavior of public-school teachers. The findings, presented through tables and statistical summaries, highlight key patterns, tendencies, and influencing factors, including emotional triggers, social influences, and marketing strategies.

Table 3 Demographic profile of the respondents		
Variables	Frequency	Percentage
Age		
30 Years Old and Below	25	39
31 – 40 Years Old	23	36
41 – 50 Years Old	12	19
51 Years Old and Above	4	6
Civil Status		
Single	43	67
Married	21	33
Sex		
Male	19	30
Female	45	70
Educational Attainment		
Bachelor's Degree	25	39
Masteral Degree	34	53
Doctorate Degree	5	8
Length of Years in Service		
1 – 10 Years	48	75
11 – 20 Years	9	14
21 Years and Above	7	11

A. Part I – Demographic Profile

As gleaned in Table 3 concerning the demographic profile of the respondents, 25 or 39 percent belong to the age bracket of 30 years old and below, 23 or 36 percent belong to the age bracket of 31 to 40 years old, 12 or 19 percent belong to age bracket of 41 to 50 years old and 4 or 6 percent belong to age bracket of 51 years old and above. It implies that the respondents were young adults. According to their civil status,

Table 1			
Scale	Range	Label	Qualitative Interpretation
1	1.00 – 1.74	Never	The behavior is not practiced at all.
2	1.75 – 2.49	Sometimes	The behavior is occasionally practiced.
3	2.50 – 3.24	Often	The behavior is regularly practiced.
4	3.25 – 4.00	Always	The behavior is consistently practiced.

Table 2			
Scale	Range	Scale Label	Qualitative Interpretation
1	1.00 – 1.74	Not Influential	The factor has no impact on the teacher's buying decisions.
2	1.75 – 2.49	Slightly Influential	The factor has minimal impact and only affects them occasionally.
3	2.50 – 3.24	Moderately Influential	This factor often influences their buying behavior.
4	3.25 – 4.00	Highly Influential	The factor strongly drives their impulse purchases most of the time.

Scale	Range	Scale Label	Qualitative Interpretation
1	1.00 – 1.74	Not Influential	The factor has no impact on the teacher's buying decisions.
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4	3.25 – 4.00	Highly Influential	The factor strongly drives their impulse purchases most of the time.

Table 4
Mean responses of the respondent's impulsive buying behavior practices

Indicators	SD	Mean	Qualitative Interpretation
I frequently make purchases without prior planning.	0.67	3.03	OFTEN
I enjoy the excitement that comes with spontaneous buying.	0.72	3.05	OFTEN
I often regret buying things on Impulse.	0.67	3.20	OFTEN
Impulse buying helps me cope with stress or emotional tension.	0.69	3.06	OFTEN
I sometimes buy things even though I don't need them.	0.81	2.78	OFTEN
I feel happy when I make unplanned purchases.	0.66	3.19	OFTEN
I find it difficult to resist buying items on sale, even if I don't need them.	0.71	3.03	OFTEN
I am often tempted to buy products that are displayed attractively.	0.69	3.06	OFTEN
I tend to buy products that suddenly catch my attention.	0.80	2.75	OFTEN
I often make buying decisions on the spot without giving it much thought.	0.66	3.19	OFTEN
Category Mean		3.03	OFTEN

43 or 67 percent were single, and 21 or 33 percent were married. In comparison, 45 or 70 percent were female, and 19 or 30 percent were male. At the same time, their educational attainment shows that 34 or 53 percent were master's graduates, 25 or 39 percent were bachelor's degree holders, 5 or 8 percent were doctorate graduates, and connected or working with the school, almost 48 or 75 percent were 1 – 10 years, 9 or 14 percent were 11 – 20 years and 7 or 11 percent were 21 years and above in the school. It implies that most of the respondents were young adults aged 40 years and below, single females, master's graduates, and had been working in service for 1 to 2 years.

B. Part II - Impulsive Buying Practices

This study examines the impulsive buying behavior practices of public school teachers, focusing on the factors that influence their unplanned and spontaneous purchasing decisions.

Table 4, about the impulsive buying behavior practices of the respondents, shows that they often practiced as stated in the different indicators like I usually regret buying things on Impulse ($M=3.20$), I feel happy or thrilled when I make unplanned purchases, and I frequently make buying decisions on the spot without much thought ($M=3.19$), even impulse buying helps me cope with stress or emotional tension, and I am often. I prefer to buy products that are displayed attractively ($M = 3.06$); likewise, I enjoy the excitement that comes with spontaneous buying ($M = 3.05$), and I frequently engage in this behavior. The respondents also reported that they practice as indicated, stating that they sometimes buy things even though they need them ($M=2.78$) and tend to purchase products that catch their attention ($M=3.75$). It implies that the respondents often exhibit impulsive buying behavior, with a category mean of 3.03, indicating that this behavior is prevalent.

C. Part III – Factors that Influence the Impulsive Buying Behavior

The buying behavior of public school teachers is influenced by merchandising, sales promotion, and cultural factors, which shape their purchasing decisions and consumer habits.

D. Influence of Merchandizing and Services

The factors that influence impulsive buying behavior in terms of influence of merchandising and services the respondents believed that they were often practices or highly influential by the different indicators, I am more likely to make unplanned purchases when products are visually appealing ($M=3.34$), Organized and attractive store layout encourages me

to browse longer and buy more ($M=3.30$) while the rest of the respondents believed that they believed or agree that some indicators were moderately influential like a clean and comfortable shopping environment affects my buying decisions ($M=3.28$), Good customer service increases my likelihood of making spontaneous purchases and I am more impulsive in buying when I receive excellent service in-store or online ($M=3.23$), I tend to make impulse purchases when I see items placed near checkout counters ($M=3.20$), promotional signage and discounts strongly influence my buying decisions ($M=3.14$), free samples or demos offered in stores trigger my desire to buy instantly ($M=3.13$), eye-catching product displays often tempt me to buy items I did not intend to purchase ($M=3.08$) and helpful staff or attendants influence me to buy products I didn't plan to buy ($M=3.03$). It implies that most respondents believed they were influenced by the impact of merchandising and services, with a category mean of 3.20, indicating that this factor often affects their buying behavior.

E. Influence of Sales Promotion

The respondents agreed and believed that they were affected by the influence of sales and promotion on their impulsive buying behavior as stated on the different indicators like "Buy One, Get One" deals increase my chances of impulsive buying, I am more likely to buy a product when I see it comes with a gift or bonus, and advertisements about sales and promotions strongly affect my unplanned purchases ($M=4.42$) even the Loyalty points or membership rewards influence me to buy impulsively. I often browse stores or websites when I hear about ongoing promotions ($M = 4.41$). Likewise, discount offers usually prompt me to make purchases I hadn't initially planned, and flash sales and limited-time offers prompt me to buy immediately. It implies that they were greatly influenced by sales and promotion, with a category mean of 3.40, interpreted as highly influential, or simply that the factor strongly drives their impulse purchases most of the time.

F. Influence of Culture

The respondents believed that their impulsive buying behavior is affected or influenced by the culture as highly influential as indicated on the different indicators; my family's or peers' opinions affect my buying decisions, social expectations (e.g., gift-giving traditions) lead me to make unplanned purchases, cultural values shape my attitude toward shopping and spending ($M=3.30$) and I tend to buy products that are commonly used or recommended in my local community

Table 5
Mean responses of the respondents on the factors that influence impulsive buying

Indicators	SD	Mean	Qualitative Interpretation
Influence of Merchandising and Services	0.59	3.20	Moderately influential
Influence of Sales Promotion	0.49	3.40	Highly influential
Influence of Culture	0.55	3.25	Highly influential
Overall Mean		3.28	Highly influential

Legend: 1.00 – 1.74 = Not influential, 2.49 – 3.24 = Moderately influential, 1.75 – 2.49 = Slightly influential, 3.25 – 4.00 = Highly influential

Table 6

Significant difference between the impulsive buying behavior practices and factors that influence their impulsive buying behavior

Impulsive Buying Behavior	N	Mean Rank	H Test	df	p-value	Remarks
Influence of Merchandizing and Services						
2	28	23.13				
3	31	37.06				
4	5	56.70				
Influence of Sales Promotion						
2	28	33.18	19.186	2	<0.000	Rejected
3	31	29.19				
4	5	49.20				
Influence of Culture						
2	28	26.95				
3	31	35.26	7.309	2	0.006	Rejected
4	5	46.50				

*at 0.05 significance level

(M=3.25). Some of the respondents also believed that the influence of culture is also moderately influential on the different indicators that cultural celebrations (e.g., Christmas, fiestas) encourage me to buy more impulsively, I feel the need to match or exceed the lifestyle of peers, influencing impulsive buying, and I feel more inclined to purchase items during culturally significant seasons or events (M=3.20). It implies that the respondents believed and often agreed on the influence of culture, with a category mean of 3.25, interpreted as highly influential, meaning the factor strongly drives their impulse purchases most of the time.

As presented in Table 5, the summary of factors influencing the impulsive buying behavior of the respondents indicates that the influence of sales promotion (M = 3.40) and culture (M = 3.25) is moderate. At the same time, the influence of merchandising and services (M = 3.20) is also moderately influential. It implies that they were highly influenced by various factors, with an overall mean of 3.28, indicating that the factor strongly drives their impulse purchases most of the time.

G. Part IV – Significant Difference

The Kruskal-Wallis H Test was used to determine whether there were statistically significant differences in the practices of impulsive buying behavior as perceived by the public-school teacher respondents when grouped according to the different factors. The test result revealed that the influence of merchandising and services has a significant difference ($H(2) = 19.186$, $p\text{-value} = <0.000$), and the test for the influence of sales promotion shows a significant difference as perceived by the respondents ($H(2) = 7.309$, $p\text{-value} = 0.006$) and the impact of culture shows a significant different based on the computation ($H(2) = 5.700$, $p\text{-value} = 0.001$). This means that the respondents' experiences reveal significant differences in their perceptions of impulsive buying behavior practices, which are influenced by different factors related to their practices. Thus, the null hypothesis must be rejected at a 0.05 significance level.

H. Part V. Proposed Measures to Lessen Impulsive Buying Behavior

1. Financial Literacy Training: Conduct regular seminars on budgeting, saving, and recognizing marketing tactics to help individuals make informed spending decisions.
2. Accountability Programs: Introduce peer budgeting groups or expense-tracking challenges to encourage responsible financial habits.
3. Marketing Awareness: Educate consumers on how sales promotions and advertising influence impulsive buying behavior.
4. Mindful Spending Habits: Promote strategies like the "24-hour rule," shopping with a list, and budgeting for occasional treats.
5. Cultural Reflection: Encourage awareness of how traditions and social expectations influence spending, promoting balanced financial choices.
6. Merchandising Cues: Use reminder signs or "cooling-off" areas to help buyers reflect before making purchases influenced by store displays.
7. Emotional Support: Offer counseling and stress-management programs to address emotional triggers behind unplanned purchases.

5. Discussion

This section presents a discussion of the findings based on the research questions, supported by statistical analysis. It begins by describing the demographic profile of the respondents in terms of age, civil status, sex, educational attainment, and length of service. The study further explores the extent to which respondents engage in impulsive buying behavior and examines how merchandising and services, sales promotions, and cultural factors influence this behavior. Finally, it investigates whether there is a significant difference between the respondents' impulsive buying practices and the

varying influences of these factors.

A. Part I – Demographic Profile

The results of the study revealed that the majority of respondents were young adults aged 40 years old and below. Most of them were single, female, and held a master's degree. In terms of employment, the respondents had relatively short tenure in their respective institutions, predominantly ranging from 1 to 10 years. These demographic characteristics suggest a youthful, educated, and primarily female workforce engaged in academic or professional environments. These findings are consistent with studies highlighting the changing demographic trends in the workplace, particularly in educational institutions. According to Ancho & Arrieta (2021), younger professionals today are more likely to pursue graduate studies early in their careers, driven by career advancement opportunities and institutional requirements. Moreover, a study by Lopez et al. (2023) found that female professionals now dominate many service-oriented sectors, including education, reflecting a shift in gender participation across various industries. The implication of having a majority of young adult respondents aligns with the findings of Budhathoki et al. (2022), who emphasized that age and education levels significantly influence consumer behaviors, including impulsive buying tendencies. Younger, more educated individuals are reported to exhibit higher responsiveness to marketing stimuli, such as digital promotions and product placements, which may also relate to their increased use of online platforms for shopping.

B. Part II – Impulsive Buying Practices

The study's findings suggest that respondents frequently exhibit impulsive buying behavior. This is evident from their tendency to make spontaneous purchasing decisions, experience emotional gratification from unplanned purchases, and respond to external stimuli such as product displays and promotional sales. The respondents admitted to occasionally buying items they do not need, driven by emotional triggers or sudden attention-grabbing products. These behaviors suggest a consistent pattern of impulsivity in consumer habits, though not at an extreme or compulsive level.

These results are supported by the literature, which emphasizes the psychological and emotional underpinnings of impulsive buying. According to Uppal (2024), impulsive buying often serves as a coping mechanism for emotional stress and is reinforced by the immediate satisfaction consumers derive from such purchases.

Adam (2020) found that visually appealing product presentations and promotional tactics have a significant influence on consumers' unplanned purchases, especially among younger, digitally active demographics. Furthermore, a study by Azul et al. (2023) revealed that impulsive buying behavior remains prevalent among professionals, with emotional and environmental triggers, such as stress, excitement, and in-store stimuli, playing a critical role. This aligns with the observed behavior of respondents in the present study, who demonstrated a tendency to shop spontaneously and derive enjoyment from such purchases, confirming that

impulsivity in buying is a regular occurrence, although not habitual for all.

C. Part III – Factors that Influence the Impulsive Buying Behavior

The study revealed that respondents are significantly influenced by various factors that drive their impulsive buying behavior. Among these, sales promotion emerged as the most influential factor. Respondents strongly agreed that promotional tactics such as "Buy One, Get One" deals, free gifts, loyalty rewards, flash sales, and time-limited offers frequently encouraged them to make unplanned purchases. These findings align with the work of Chandrasekhar et al. (2024), who emphasized that promotional strategies create a sense of urgency and reward-seeking behavior, which are key triggers for impulsive buying, especially in both online and retail settings.

Cultural influence was also found to be a decisive factor. Respondents acknowledged that family expectations, social traditions, and community norms have a significant impact on their spending habits. Cultural practices such as gift-giving, fiestas, and seasonal celebrations often led them to make spontaneous purchases. The study by Bashar, Singh, and Pathak (2023) supports the notion that cultural values and social obligations play a critical role in shaping consumer behavior in collectivist societies, such as the Philippines. These influences often promote impulsive purchases as a means of fulfilling social roles or maintaining social harmony.

Meanwhile, merchandising and service-related factors were perceived as moderately influential. Visually appealing displays, organized store layouts, and promotional signage were cited as encouraging extended browsing and unplanned purchases. Additionally, good customer service and clean shopping environments contributed to more impulsive buying, although to a slightly lesser extent. These observations are consistent with the findings of Sarah et al. (2021), who noted that retail atmospherics and customer service quality directly affect shoppers' emotional states and spur unplanned buying behaviors.

The study confirmed that sales promotions and cultural influences have a substantial impact on impulsive buying behavior, while merchandising and services also play a notable, albeit slightly less dominant, role. This suggests that impulsive buying is a multidimensional behavior shaped by a combination of psychological triggers, social expectations, and environmental stimuli. These findings align with the current literature, suggesting that consumer impulsivity is not only emotionally driven but also highly responsive to external influences across promotional, cultural, and service-related dimensions (Trieu, 2024; Olsen et al., 2022).

D. Part IV – Significant Difference

The findings revealed significant differences in the respondents' impulsive buying behavior based on the influence of merchandising and services, sales promotions, and culture. It suggests that these factors affect individuals differently, depending on their personal experiences and background.

These findings are supported by Othman (2021), who emphasized that responses to merchandising cues vary based on consumer identity. According to Toling (2021), strategies affect consumers differently, depending on their needs. Similarly, Cakanlar and Nguyen (2019) found that cultural norms influence purchasing decisions in varying ways across different social groups. Thus, the null hypothesis is rejected, confirming that these factors significantly influence impulsive buying behavior in diverse ways.

6. Conclusion

The findings of this study highlight and summarize the research's demonstration of results that underscore the importance of the topic investigated in the following conclusion:

1. The study found that most respondents were young adults aged 40 and below, predominantly single females with a master's degree, and had 1 to 10 years of work experience. This indicates a youthful, educated, and predominantly female professional group.
2. Respondents commonly engaged in impulsive buying, often making spontaneous purchases driven by emotional triggers and attention-grabbing product displays or promotions.
3. Sales promotions were the most influential factor, followed by cultural influences. Merchandising and service-related factors had a moderate effect on impulsive buying tendencies.
4. There were significant differences in impulsive buying behavior based on the influence of sales promotions, culture, and merchandising, confirming that these factors have a differential impact on individuals.

A. Recommendation

Based on the findings and conclusions of this study, the following recommendations are proposed to address the key issues and insights identified.

1. Conduct regular financial literacy seminars to help teachers manage budgeting, savings, and impulsive spending.
2. Offer wellness programs and counseling services to address stress and emotional triggers related to unplanned purchases.
3. Establish peer support and mentorship programs to guide new teachers in professional development and responsible financial habits.

B. Recommendation for Future Studies

Future studies are recommended to examine the correlation between impulsive buying behavior and variables such as salary, family size, years of service, age, and financial obligations to understand the economic decision-making processes of teachers better. It is also suggested to include a comparative analysis between public and private school teachers to determine if differences in work environment, compensation, and institutional support affect their spending

habits. Expanding the research to include geographic location, number of dependents, and access to financial education may also provide more comprehensive insights into the factors influencing impulsive buying behavior among educators.

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