TICEB 2025
The 3rd Tadulako International Conference on Economics and Business 2025
ISSN Proceeding
Website: https://ticeb.id

The Effect of Emotional Intelligence and Stress Management on Impulsive Buying Behavior among Management Study Program Students at Tadulako University

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ABSTRACT

This study aims to examine the influence of Emotional Intelligence and Stress Management on Impulsive Buying Behavior among Management Study Program Students at Tadulako University. A quantitative approach with purposive sampling was employed, and data were collected through a Likert-scale questionnaire distributed to active students. Emotional Intelligence comprises self-management, social awareness, relationship management, and self-awareness, whereas Stress Management comprises problem-focused coping, emotion-focused coping, and maladaptive coping. Impulsive Buying Behavior is measured through cognitive and affective aspects. Data were analyzed using multiple regression to assess the effects of Emotional Intelligence and Stress Management on Impulsive Buying Behavior.

Keywords: Emotional intelligence, stress management, impulsive buying, students, management.

1. INTRODUCTION

Impulsive buying behavior is becoming an increasingly worrying phenomenon among students, especially in today's digital age, where easy access to e-commerce platforms encourages unplanned shopping. Based on Finder's research, 31% of Gen Zers have no savings. Even for those who do have savings, the amount rarely exceeds 10 million rupiah. (Az Zahra, 2025). Dependence on Paylater services to sustain a consumptive lifestyle has become a major factor hindering this generation from building financial stability, making the ability to manage personal finances, especially under heavy pressure or challenges, extremely important (Adda & Buntuang, 2018). The online shopping environment, characterized by algorithmic recommendations, rapid promotions, and social stimuli, can reinforce impulsive urges among young consumers, including students (Qi, 2025). Impulsive buying is a sudden purchase that often occurs and is recognized as a common phenomenon. Although shopping is an everyday activity for meeting needs, many students still struggle to distinguish between needs and momentary desires, making them prone to unplanned purchases (Rampala, 2024).

Emotional intelligence plays an important role in the mechanism of controlling these impulses. Conceptually, emotional intelligence includes the ability to recognize, understand, and manage one's own emotions as well as those of others (Sumbawati, 2025). Research shows that students with higher levels of emotional intelligence tend to exhibit better emotional regulation and self-control, enabling them to resist impulsive spending under academic or social pressure (Ashhar, 2024). In other words, emotional intelligence not only directly influences behavior but also determines the coping strategies individuals choose when facing emotional stress.

On the other hand, stress management also determines how consumptive urges translate into action (Malihah, 2023). Students who use maladaptive coping strategies, such as emotional venting through shopping, are more likely to engage in impulsive buying. (Rahardjo et al., 2023). In addition, poorly managed academic stress can trigger impulsive purchases, particularly in a digital environment characterized by stimuli such as discounts and visually appealing content (Purwaningdyah and Pratminingsih, 2024). Several studies also report that increased stress is associated with reduced self-control, thereby creating opportunities for impulsive, less rational purchasing decisions (Khairun et al., 2024). Based on this framework, this study aims to examine the simultaneous influence of emotional intelligence and stress management on impulsive buying behavior among students in the Management Study Program, Faculty of Economics and Business, Tadulako University.

2. LITERATURE REVIEW

Emotional intelligence (EI) is the ability to recognize, understand, and manage one's own emotions as well as the emotions of others (Silfiasari, 2023) in (Amalia & Julistia, 2024). Their research shows a negative relationship between emotional intelligence and stress in final year students, which means that students with high EI tend to experience lower stress. In the context of consumptive behavior, EI also influences individuals' coping strategies: students with high emotional intelligence are better able to choose adaptive coping strategies and regulate emotional impulses that can trigger impulsive shopping (Wahyuningtiyas & Ramadhan, 2025). Based on these findings, it can be inferred that emotional intelligence not only directly influences impulsive buying but also does so through mechanisms of emotion regulation (stress regulation).

International empirical findings support this relationship. Quantitative studies and literature reviews across several e-commerce contexts show that emotional regulation abilities reduce the intensity of emotional urges (e.g., pleasure and arousal) that mediate impulsive buying, such that consumers with higher EI are better able to resist sudden urges to buy (Lee & Chen, 2021). International empirical findings support this relationship. Quantitative studies and literature reviews across several e-commerce contexts show that emotional regulation abilities reduce the intensity of emotional urges (e.g., pleasure and arousal) that mediate impulsive buying, such that consumers with higher EI are better able to resist sudden urges to buy (Cioca et al., 2024). In addition, experimental studies and surveys on online shopping environments (e.g., live streaming, mobile commerce) indicate that EI can moderate the effects of external stimuli (e.g., time pressure, aggressive promotions, streamer interactions) on purchase urgency (Ngo et al., 2024). thereby improving consumers' ability to reevaluate their purchasing decisions.

Practically speaking, this implies that emotional intelligence enhancement programs (e.g., emotional regulation training, mindfulness, self-monitoring exercises) may reduce impulsive buying tendencies among students by strengthening self-control and adaptive coping strategies. This is supported by intervention studies showing that strengthening aspects of EI reduces consumptive behavior (Lekavičienė et al., 2022). In addition, the literature emphasizes the importance of including contextual variables, such as social media exposure, emotional arousal from visual content, and financial literacy, when interpreting the role of EI in impulsive buying (Manan et al., 2025), because EI effects often act through cognitive and affective pathways triggered by external conditions

H1: Emotional intelligence has a significant effect on impulsive purchasing behavior among college students.

Stress management in consumer behavior research is often operationalized as coping mechanisms employed in response to emotional or academic pressure. Maharani & Utami, (2023) found that coping strategies, particularly self-reward and self-control failure, function as mediators between stress and online impulsive buying, where stress does not always directly influence impulsive buying, but negative coping increases impulsive tendencies. Furthermore, Rampala (2024) in the context of medical students, academic stress was found to be strongly positively correlated with impulsive buying, confirming that academic pressure can trigger impulsive consumption. Similar results were also reported in Makassar. (Fitrah et al., 2024), which states that higher academic stress is associated with a greater urge among students to make impulsive purchases. Emotion-based coping strategies have also been tested as psychological interventions. Khotimah (2023) conducted emotional coping training to reduce impulsive buying among young adult women in online shopping; although the training did not show statistically significant differences, this study still highlights the relevance of emotional coping in controlling impulsive tendencies. Thus, stress management through coping strategies is an important pathway in bridging the gap between emotional pressure/stress and impulsive shopping behavior.

International research also reinforces this. For example, Purwaningdyah and Pratminingsih (2024) found that stress triggered by social media contributes to impulsive online purchases through negative coping mechanisms and low self-control. Cachón-Rodríguez et al. (2025) emphasizes that anxiety, as a form of emotional pressure, has a positive impact on impulsive and compulsive purchasing behavior, indicating that emotional pressure and stress can indeed encourage impulsive buying through weak emotional regulation mechanisms. In addition, Rahardjo et al. (2023) shows that stress coping strategies significantly influence students' online shopping behavior during the pandemic, reinforcing the idea that stress management is important in the context of impulsive buying. Lare & Japar (2024) revealed that in the online shopping environment, situational factors such as time pressure and promotional stimuli can strengthen the influence of stress on impulsive buying, with self-control and coping serving as important mediators.

In summary, the literature shows that it is important to pay attention to how students manage stress, whether through active or maladaptive coping, because the form of coping determines whether emotional pressure will turn into impulsive shopping or not. Therefore,

the stress management variable in this study not only measures students' stress levels, but also the coping patterns they use when facing pressure.

H2: Stress management strategies have a significant effect on students' impulsive buying behavior.

Impulsive buying behavior is the act of purchasing spontaneously, without prior planning, triggered by emotional or cognitive impulses. This phenomenon is increasingly relevant in the era of e-commerce, where promotions, flash sales, and visual stimuli can prompt young consumers to make impulsive purchases. In the context of college students, (Fitrah et al., 2024) found that academic stress is a significant predictor of impulsive buying. On the other hand, self-control has been proven to be a protective factor. Another study by Fitriani et al. (2024) find students with stronger self-control tend to be able to resist impulsive shopping urges even when exposed to platform stimulation. In addition, intervention efforts have also shown positive results (Hapsari et al., 2025). In single-subject experiments, self-monitoring and stimulus control techniques were found to reduce students' impulsive buying scores from moderate to low levels.

Furthermore, international research indicates that various external and internal factors influence one another in the formation of impulsive buying. For example, Rafsanjani et al., (2025) research has revealed that major discount events in e-commerce create a sense of urgency and fear of missing out (FoMO) that reinforces the impulse to buy spontaneously. Meanwhile, Purwanto & Yanti (2024) found that enjoyment of shopping and parasocial relationships with influencers increase the “urge to buy,” which then mediates the relationship with impulsive buying. An article by Nailul et al. (2025) shows that store environments (both physical and digital) designed with visual stimuli and promotional elements encourage impulsive behavior.

From a digital marketing perspective, Rahma & Ridanasti (2023) emphasize that the “People-Product-Place” strategy in live-streaming s-commerce significantly influences impulsive buying through high consumer engagement. This study highlights that behavioral control strategies are an effective approach to reducing shopping impulsivity.

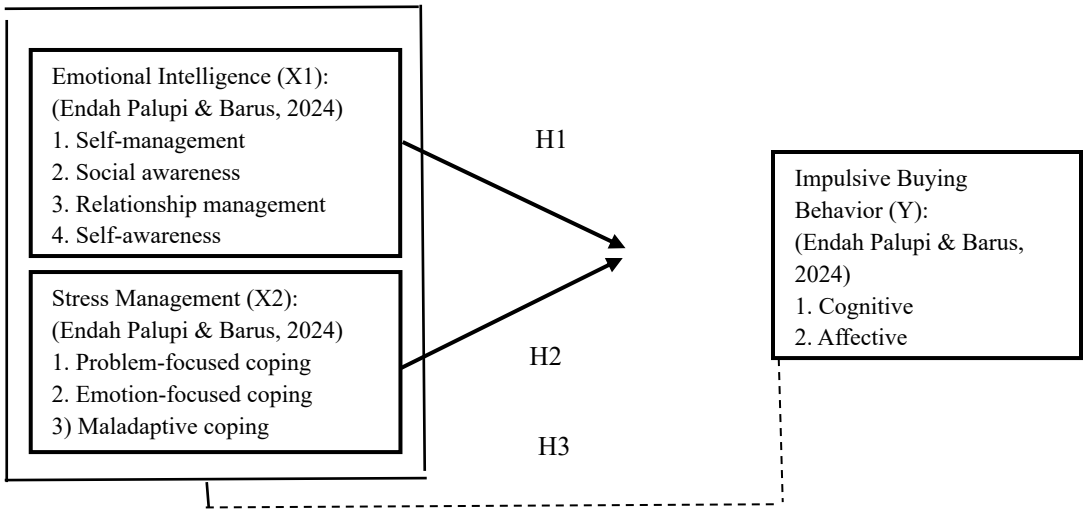
H3: Emotional intelligence and stress management simultaneously have a significant effect on impulsive purchasing behavior among college students.

3. RESEARCH METHODS

This study employs a quantitative, amineexplanatory research design to explain the causal relationship between emotional intelligence (X_1) and stress management (X_2) and their effects on impulsive buying behavior (Y) among students in the Management Study Program. This approach allows researchers to test the direct influence of both independent variables on the dependent variable through regression statistical analysis. The population in this study was all active students of the Management Study Program, Faculty of Economics and Business, Tadulako University, while the sampling technique used was purposive sampling with the criteria of active students who had made online purchases in the last six months and were willing to fill out a questionnaire. Based on the data collection process, the final sample size analyzed was 35 respondents.

Data analysis in this study was conducted using SPSS. The initial stage of analysis included a validity test to ensure that each statement item measured the intended variable; an item was declared valid if the calculated r value exceeded the table r at a significance level of 0.05. Next, a reliability test was conducted using Cronbach's alpha to assess the internal consistency of respondents' answers, and the instrument was deemed reliable if the alpha exceeded 0.70. Data that had been declared valid and reliable were then analyzed descriptively to characterize the variables using mean, minimum, maximum, and standard deviation.

Before conducting multiple linear regression tests, classical assumption tests were performed, including normality, multicollinearity, and heteroscedasticity, to ensure that the regression model was suitable for use. Subsequently, multiple linear regression analyses were conducted to assess the extent to which emotional intelligence and stress management influence impulsive buying behavior. The partial test (t-test) is used to determine the effect of each independent variable separately. In contrast, the simultaneous test (F-test) is used to assess the combined impact of both independent variables on the dependent variable. In addition, the coefficient of determination (R^2) is calculated to determine the extent to which emotional intelligence and stress management variables explain changes in impulsive purchasing behavior among students.



4. RESULTS

Table 1. Descriptive statistics of emotional intelligence.

Indicator	N	Mean	Std. Deviation
X1.1	35	4,29	,519
X1.2	35	3,86	,550
X1.3	35	4,20	,531
X1.4	35	4,11	,530
X1.5	35	4,31	,583
X1.6	35	3,94	,802
X1.7	35	3,66	,802
Valid N (listwise)	35		

Based on the descriptive analysis of variable X1 in the table, indicator X1.5 had the highest mean, at 4.31. This finding indicates that students demonstrate an excellent ability to recognize their own strengths and weaknesses, consistent with the self-awareness dimension. Meanwhile, the lowest mean was observed for indicator X1.7 (3.66), indicating that students' ability to manage conflicts or maintain interpersonal relationships remains relatively lower than for other indicators, although it remains in the positive category. Overall, the respondents' emotional intelligence levels show a positive trend, as evidenced by the dominance of mean values in the high category across almost all indicators.

Table 2. Descriptive statistics of stress management.

Indicator	N	Mean	Std. Deviation
X2.1	35	3,77	,690
X2.2	35	3,80	,797
X2.3	35	4,46	,611
X2.4	35	4,09	,853
X2.5	35	3,37	,690
X2.6	35	3,66	,998
Valid N (listwise)	35		

Based on the descriptive analysis results in the X2 variable table, indicator X2.3 had the highest mean, at 4.46. This finding indicates that students are highly capable of relieving stress through emotional support from friends or family, suggesting that emotion-based stress management strategies are the most commonly used. Meanwhile, the lowest mean was observed for indicator X2.5 (3.37), indicating that some students still tend to overthink or vent their emotions without immediately seeking solutions, even though this indicator remains in the positive category. In general, the respondents' stress management levels show a positive trend, as evidenced by the majority of indicators falling into the high category, reflecting students' ability to manage pressure through both problem-solving and emotional approaches.

Table 3. Descriptive statistics of impulsive buying behavior.

Indicator	N	Mean	Std. Deviation
Y.1	35	2,69	,993
Y.2	35	3,40	1,006
Y.3	35	2,89	,932
Y.4	35	3,23	,808
Valid N (listwise)	35		

Based on the descriptive analysis of variable Y in the table, indicator Y.2 had the highest mean, at 3.40. This finding shows that impulsive buying among students, such as not making a plan or a shopping list before buying, still occurs quite frequently. Meanwhile, indicator Y.1 has the lowest mean of 2.69, indicating that students are relatively less likely to purchase items without considering their usefulness or necessity than in other indicators. In

general, students' impulsive purchasing behavior falls within the moderate range: some students occasionally experience sudden urges to shop, but not to a high degree.

Table 4. Simultaneous test result.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35,000	2	17,500	2,908	,069[b]
	Residual	192,600	32	6,019		
	Total	227,600	34			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Based on the results of the F test in the ANOVA table, a calculated F value of 2.908 with a significance value (Sig) of 0.069 was obtained. Since the p-value exceeds 0.05, the regression model is not statistically significant overall. This means that the variables Emotional Intelligence (X_1) and Stress Management (X_2) together do not have a significant effect on Impulsive Buying Behavior (Y) among students. Thus, the hypothesis stating that X_1 and X_2 simultaneously affect Y cannot be accepted.

Table 5. Partial test result.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22,347	4,911		4,551	,000
	X1	-,360	,176	-,393	-2,043	,049
	X2	,002	,223	,002	,011	,992
a. Dependent Variable: Y						

Based on the partial test results, variable X1 (Emotional Intelligence) had a t-value of -2.043 ($p = 0.049$), indicating a statistically significant effect on impulsive buying behavior ($p < 0.050$). Furthermore, variable X2 (Stress Management) has a t-value of 0.011 ($p = 0.992$), indicating that this variable does not have a significant effect on impulsive buying behavior. Thus, in the partial analysis, only variable X1 is proven to have a significant effect, while X2 does not show any effect on the dependent variable.

Table 6. Coefficient of determination (R^2).

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,392[a]	,154	,101	2,453
a. Predictors: (Constant), X2, X1				

Based on the coefficient of determination test, it is known that the R Square value is 0.154, which indicates that the Emotional Intelligence (X1) and Stress Management (X2) variables can only explain 15.4% of the variation in Impulsive Buying Behavior (Y). Meanwhile, the remaining 84.6% of the variation is influenced by factors outside the scope of this research model. These findings indicate that the regression model's ability to explain impulsive buying behavior is relatively low, suggesting that many variables beyond X1 and X2 may influence this behavior.

5. DISCUSSION

The results of the analysis show that emotional intelligence (X_1) has a negative and significant effect on impulsive buying behavior (Y), whereas stress management (X_2) does not have a significant partial effect. Simultaneously, neither variable showed a significant effect on Y ($F = 2.908$; $p = 0.069$), and the coefficient of determination was relatively low ($R^2 = 0.154$), indicating that the model explained only about 15.4% of the variation in impulsive buying behavior. These findings are derived from the data-processing results presented in the analysis results file.

The finding that emotional intelligence has a negative effect on impulsive buying is consistent with studies showing that individuals with good emotional regulation skills tend to have stronger impulse control, making them better able to delay or reevaluate sudden urges to shop. For example, Ashhar (2024) reports the protective role of emotional intelligence in reducing impulsivity and stress perception among students, so that high emotional intelligence can serve as a psychological resource that reduces the likelihood of unplanned purchases.

On the other hand, the absence of a significant effect of stress management on impulsive buying behavior in this sample can be explained by several possibilities. First, the average indicators on the stress management dimension show a predominance of emotion-

based coping strategies (e.g., social support, reinterpretation), so that variations in maladaptive coping that are more likely to trigger impulsive buying may be less apparent in this sample. Second, the relationship between stress and impulsive buying is often indirect—mediated by coping strategies or conditioned by self-control—so that the direct effect of X_2 on Y may appear insignificant if important mediators/moderators are not included in the model (Purwaningdyah and Pratminingsih, 2024). For example, it shows that stress triggered by exposure to social media increases impulsive buying, primarily through negative coping and low self-control, so that the effects of stress are often apparent when maladaptive coping mechanisms are present.

The low coefficient of determination ($R^2 = 0.154$) indicates that many other variables contribute to students' impulsive purchasing behavior—for example, financial literacy, self-control, level of exposure to digital promotions (e-commerce algorithms, advertisements), hedonistic tendencies, or social factors such as FoMO (fear of missing out). These findings suggest that the research model would be more informative if it were developed by including mediation/moderation variables (e.g., self-control as a moderator, or coping as a mediator) and digital-context variables representing external stimuli. From a practical perspective, the results of this study demonstrate the importance of enhancing emotional intelligence interventions on campus as part of student welfare programs. Emotion regulation training, mindfulness techniques, and impulse management modules can help students improve their ability to delay and evaluate their urge to shop. In addition, universities can incorporate financial literacy education and adaptive coping strategies into counseling services to prevent students from using shopping as a mechanism to escape stress. Given the minimal influence of stress management in this model, interventions that combine strengthening EI, increased self-control, and financial literacy are likely to be more effective than a single focus on stress-management techniques.

This study has limitations that should be noted. The relatively small sample size (n = 35) and purposive sampling technique limit the generalizability of the findings; self-report measures are also susceptible to social desirability bias. In addition, the cross-sectional design does not allow for strong causal inferences between variables. Therefore, further research is recommended that uses larger, more heterogeneous samples; employs longitudinal or experimental designs to test causality; and includes control or mediator/moderator variables (e.g., self-control, financial literacy, exposure to digital advertising) to more comprehensively explain the determinants of impulsive buying. In summary, the findings of this study confirm

the important role of emotional intelligence as a protective factor against impulsive buying among college students, while the role of stress management appears complex and likely works through indirect pathways. Implementing campus-level emotional intelligence and financial literacy development programs is recommended to mitigate the risk of negative impacts associated with impulsive buying behaviour.

6. CONCLUSION

This study aims to analyze the effect of emotional intelligence (X_1) and stress management (X_2) on impulsive buying behavior (Y) among students of the Management Study Program at Tadulako University. Based on the analysis results, it is concluded that: (1) Emotional intelligence has a significant effect on impulsive buying behavior, indicating that students with good emotional regulation skills tend to be better able to control sudden shopping urges. (2) Stress management does not significantly affect impulsive buying behavior, so it can be interpreted that the effect of stress on impulsive buying is indirect and may be mediated by other variables such as self-control or maladaptive coping. (3) Simultaneous testing shows that X_1 and X_2 together do not significantly affect Y. The R^2 value of 0.154 indicates that only 15.4% of impulsive buying behavior is explained by these two variables, suggesting that other, more dominant factors influence impulsive buying among students.

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