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Relationship Between Perceived Impulsive Buying Behavior and Allowances of Students

Gabriel Joseph C. Pascual, Andrea Ella Mae L. Ongchap, Alyssa Shannen O. Calacday, Angel Anne Eumi O. Castillo, Rosanne Coleen B. Cuartero, Krixian Irish M. Rarang, Jemish Marielle R. Retamal, Mary Vida L. Tumbali*
University of Santo Tomas – Senior High School, Manila, Philippines

*Corresponding Author Email: mltumbali@ust.edu.ph

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Abstract. The rapid growth of technology has significantly influenced the purchasing behavior of Filipino consumers. Increased access to a wide range of products and services via online channels has diversified consumer buying patterns. This study explores the effects of online impulsive buying behavior on the allowances of Grade 12 ABM students in Manila within the context of prevalent online shopping. The researchers hypothesized that online impulsive buying behavior, influenced by price and distribution strategies, promotion, and product features, significantly impacts students' allowances. Using a quantitative approach and a self-designed survey questionnaire, the researchers collected and analyzed data using descriptive and inferential statistics, including Pearson's Correlation coefficient. The results indicate that impulsive buying behavior does affect the allowances of Grade 12 ABM students in Manila. However, these specific factors play a minimal role, suggesting the presence of other influential factors. These findings could inform strategies to manage impulsive buying behavior among students, contributing to the field of consumer behavior and psychology. Future research should analyze students' spending patterns to provide insights into effective budgeting strategies.

Keywords: Purchasing behavior; Online impulsive buying behavior; Students; Allowance; Manila.

1.0 Introduction

Allowance refers to the money the parents give their children for a particular time. Students budget this money by managing their finances (Labito & Supramono, 2017). Meanwhile, budgeting refers to grouping expenses into different categories and limiting each group's spending (Galperti, 2019). It is vital to think before acting, as it plays the most significant role in managing finances. Moreover, this allows one to plan how and where to spend money. People use this method to manage their finances and to achieve their financial goals. Furthermore, budgeting their allowances gives students more control over their spending and buying decisions (Labito & Supramono, 2017).

In terms of online buying, Sari et al. (2021) found out that online buying has become standard due to its convenience. Moreover, online purchasers receive benefits such as cashback and discounts. These things attract them to spend more but can also result in allowance problems. According to a study by Zulfaris (2020), students with a high level of financial proficiency are more likely to save because they know the significance of their reserved funds. Furthermore, this study stated that parents' guidance can also help establish the financial management of their children. People need money to survive; it allows them to buy necessities and basic needs. In addition, it prepares the youth for their future, strengthening the importance of proper budgeting of allowance.

However, budgeting allowances may sometimes be challenged when responding to wants. People may sometimes buy something due to the current heat or the pressure to do so without a valid reason for purchasing it. According to Kumar et al. (2016), impulsive buying is buying something without thinking about it thoroughly. It is reactive and emotional. However, it is essential to note that excessive buying is excluded from impulsive buying. As stated in Hawkins Stern's impulsive buying theory, price and distribution, needs/motivation, promotion strategies, service quality, outstanding shop displays, and product features are the factors that induce impulsive buying behavior (Carlson, 2021).

According to Haidi (2021), price is the most dominant factor that affects a consumer's buying decision. Moreover, the price can also positively influence their buying decision; as the price of a product goes lower, it can encourage them to purchase the product. Furthermore, one of the other factors is product distribution. Distribution refers to the process of the delivery of the product from the company to the consumers. This factor is a marketing strategy companies use to determine what products should be delivered and what medium/channel to provide those products. In addition, companies use promotion strategies to advertise their products to their consumers. This strategy is done by communicating to their consumers on different platforms. Through promotional activities, companies can gather data regarding what products positively impact their customers, which can also help them increase their sales (Haidi, 2021). Lastly, product features are one of the factors of impulsive buying, also known as product attributes, consisting of labels, packaging, colors, design, and product quality. Consumers use the information presented in the product feature to make purchasing decisions (Puspaningrum, 2018). Based on the different studies conducted, these factors show relationships to consumers' buying decisions and allowances. These factors can help shape the methodology, especially regarding how the questions would be formulated.

In light of the previous studies, limited studies discuss the relationship between impulsive buying behavior and allowance budgeting, especially in the Philippines, where many have indulged in purchases, particularly online. This study aimed to address this gap in the view of Accountancy, Business, and Management (ABM) students in one of the private universities in Manila. This study delved into how online impulsive buying behavior regarding price and distribution, promotion strategies, and product features relates to the allowances of Grade 12 ABM students in Manila. Furthermore, it explored how these factors affect the buying behavior itself. Lastly, it described its budgets and other aspects through the lens of Grade 12 ABM students.

2.0 Methodology

2.1 Research Design

The study utilized a quantitative data collection and analysis approach. The research design is descriptive correlational research, which tests the relationships between two variables using statistical data. Thus, the researchers investigated the relationship between impulsive buying behavior and the allowances of Grade 12 ABM students in Manila through descriptive correlational research.

2.2 Research Locale

The study was conducted in one of the top universities in Manila. This specific institution offers the ABM strand, which is the target audience of the researchers. With this, the researchers wanted to conduct their study with these students, considering this is one of their areas of expertise. However, the survey was conducted online through Google Forms because face-to-face interactions are still limited.

2.3 Research Participants

The researchers formulated and incorporated their questions into survey forms in this study. A senior high school in Manila has 213 ABM students of the Batch 2024 aged 18 and above. The researchers themselves gathered this information with the help of the school administration. However, only 138 students aged 18 and above were given the questionnaires. The number of respondents is calculated using the Raosoft online sample size calculator, where the total population is 213, with a confidence level of 95% and a margin of error of 5%. According to a study conducted by Ahmat et al. (2018), they utilized Raosoft to calculate the sample size from a population of 764 students, which resulted in 256 students, with a 95% confidence level and a margin error of 5%. This study further proves that Raosoft is a reliable sample size calculator. Students from the said strand are inclined to take business and monetary lessons, which give them more knowledge about money. The respondents were recruited through simple random sampling. The only thing in common was that they were Grade 12 ABM students in Manila, all chosen randomly. After identifying the population, the researchers utilized the Wheel of Names randomizer to determine the respondents. The Wheel of Names is a randomizer tool that provides randomly selected names from a list of names. As per the study of Sajri et al. (2022), which uses the random sampling technique, they utilized the Wheel of Names software to select their samples. This further established the reliability and validity of the said randomizer software.

2.4 Research Instrument

This study utilized a self-made survey questionnaire, validated by an expert in the field and given to the respondents online via Google Forms. The researchers decided upon this mode of data collection as face-to-face interactions with respondents are limited so that the respondents can be easily reached through online survey forms. The said survey questionnaire contains a total of 29 questions covering the two variables of the study: impulsive buying behavior and allowance. The division of questions are as follows: two (2) for Demographic, four (4) for allowance, and twenty-three (23) for online impulsive buying behavior, precisely seven (7) in general, three (3) for the price, three (3) for distribution strategies, six (6) for promotion strategies, and four (4) for product features. The survey questionnaire made use of closed-ended questions as well as yes or no questions.

2.5 Data Gathering Procedure

Before gathering data, the researchers acquired a clearance from the university's research ethics committee. A permit to survey the respondents must be obtained to push through with the data collection. The data were collected from January – March 2024. A validator, an expert in this field, has validated these questionnaires. Once validated, it was prepared to be sent to the respondents on a given day, and a deadline was set to close off the survey. When the questionnaires were disseminated, the researchers coordinated with each block president to ensure that each block had received the questionnaires and fulfilled the required number of responses. After the survey was closed, the researchers organized the data in preparation for data treatment.

2.6 Ethical Considerations

This research study followed ethical guidelines. The collected data were securely stored on Google Drive, specifically a shared drive designated for research endeavors and the personal laptop of the corresponding researcher. Rigorous security measures were implemented, such as configuring restricted settings to grant access solely to authorized researchers, ensuring the confidentiality and integrity of the stored information, and the password for the folder housing the data remains strictly within their control. This precaution ensured that the data remained accessible in case of necessary revisions or further insights to be explored. The data gathered were strictly utilized to complete the current study and will not be used for irrelevant or unrelated purposes. The obtained data remained accessible for the investigators until the completion of the study; as part of the researchers' commitment to data privacy and compliance with ethical standards, all collected data will be systematically and permanently deleted from the storage locations and Google Drive two (2) years from the commencement of the study.

Since this study was behavioral, there was a psychological impact on the respondents. Thus, the informed consent form disseminated to the respondents contained the foreseeable risks and outcomes of the survey. These psychological risks may include guilt, shame, and social comparison. Moreover, reflecting on their buying behavior may cause emotional distress due to overthinking their motivation and attitude. Participation in this study was voluntary, and the respondents were not obligated to participate. The research team fully respected the participants' rights, and participants have the right to withdraw from the study at any moment if they experience discomfort or worry. Lastly, The study results may be presented at a conference or published in an academic journal. However, the respondents' identities will remain private and confidential.

3.0 Results and Discussion

3.1 Students' Profile

Table 1 presents the age profile of Grade 12 ABM students in Manila. Results showed that the majority, or 82.1% of the total respondents, were 18 years old, with a frequency of 115, while the remaining 17.9% were 19 years old and above, with a frequency of 25. This result agrees with SHS students' generally accepted age range, which is 16 - 18 years old (Macha et al., 2018). The study's limitation of only having grade 12 students resulted in most 18-year-olds, with a few aged 19 and above.

Table 1. Age distribution

Age	Frequency	Percentage
18 years old	115	82.1
19 years old and up	25	17.9

Table 2 presents the profile of the Grade 12 ABM students in Manila regarding their monthly allowance. Results showed that the majority, or 40.7% of the total respondents, have an allowance ranging from Php 4,001 and above with a frequency of 57. In contrast, the minority, or 15% of the total respondents, have an allowance ranging from Php 3,001 to Php 4,000 with a frequency of 21.

Table 2. Monthly allowance distribution

Monthly Allowance	Frequency	Percentage
Below PhP2,000.00	25	17.9
PhP2,001.00 to PhP3,000.00	37	26.4
PhP3,001.00 to PhP4,000.00	21	15.0
PhP4,001.00 and above	57	40.7

Table 3 shows that 28 (20%) of the respondents use above 75% of their total allowance, 52 (37.1%) spend in the range of 50% to 75%, 34 (24.3%) spend in the range of 25% to 50%, and 26 (18.6%) spend 25% of their allowance on impulsive purchases. This indicates that most respondents spend approximately 50% to 75% of their monthly allowances on impulse purchases.

Table 3. Allowance spent on impulse buying

Percentage of Monthly Allowance Used	Frequency	Percentage
Above 75% of total allowance	28	20
Between 50% and 75% of total allowance	52	37.1
Between 25% and 50% of total allowance	34	24.3
Below 25% of total allowance	26	18.6

3.2 Impulse Buying Behavior

Figure 1 shows that 86.4% of the respondents answered that they engaged in impulse buying, and 7.1% answered that they did not. Lastly, 6.4% are still determining if they participate in the act. It is concluded that most respondents know that they engage in impulse buying. The results are close to the study of Barcelona et al., 2022, which concluded that Generation Z (which the respondents belong to) engage in impulsive buying.

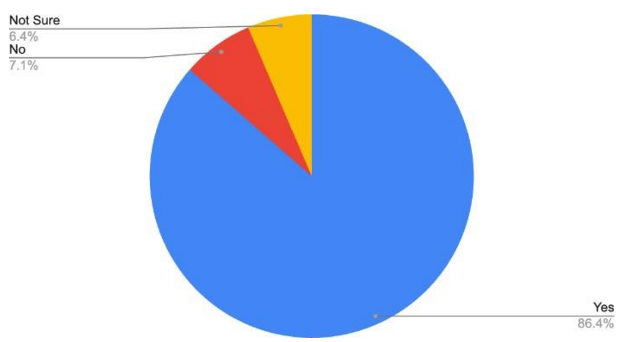

Figure 1. Impulsive buying behavior response

Figure 2 shows that 46.4% of the respondents are more inclined to buy products online due to the cheaper pricing compared to physical outlets, and 42.1% strongly agree. However, 10% of the respondents disagree, and 1.4% strongly do not buy products online because of their lower prices. Based on a study by Haidi (2021), the price can positively influence their buying decision; as the price of a product goes lower, it can encourage them to purchase the product, which is a clear indication of the results of the figure below.

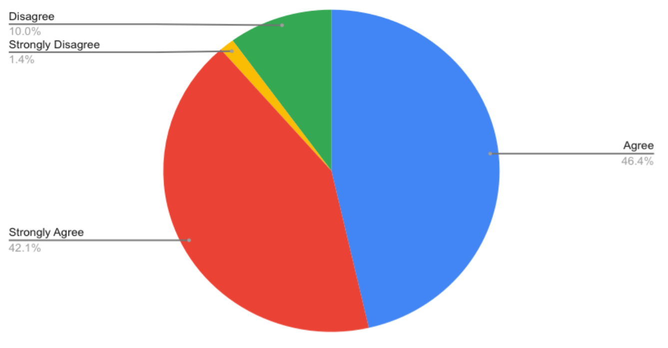

Figure 2. Inclination to buy products online due to cheaper pricing

Figure 3 shows that 49.3% agree and 40% strongly agree that they experience negative effects on their allowances due to price factors. On the other hand, 9.3% voted that they disagreed, and 1.4% strongly disagreed with the statement. This indicates that most of the respondents' allowances agree that they are affected negatively when making impulse purchases due to their purchase price. This is similar to the study of Akash (2021), wherein consumers tend to spend higher values when sellers apply pricing strategies such as discount pricing, bundle pricing, or psychological pricing.

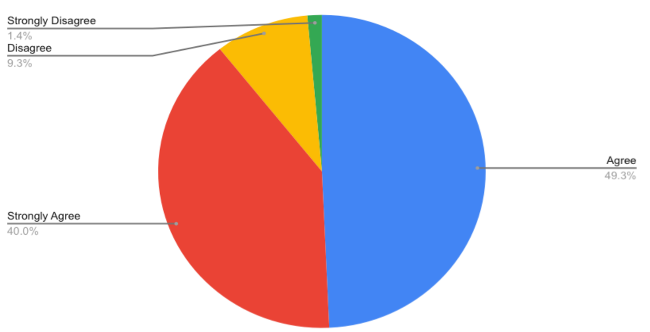

Figure 3. Effect of Price as a Factor of impulse buying on the budgeted allowance

Figure 4 illustrates that 19.3% of the respondents strongly agree, and 50% agree that their budget allowance is affected negatively in making impulsive purchases due to distribution. While 27.9% disagree and 2.9% strongly disagree with it. This data indicates that distribution negatively affects most respondents' allowances when making impulsive purchases. This clearly indicates that Carlson's (2022) study that stated distribution influences consumers' observing impulsive buying behavior is evident in the figure below.

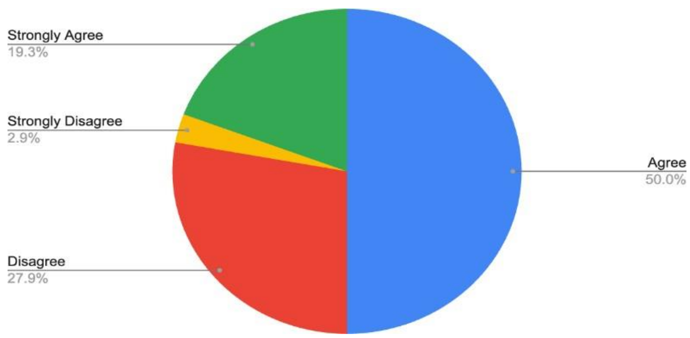

Figure 4. Effect of Distribution as a Factor of impulse buying on the budgeted allowance

Figure 5 shows that 47.9% of the respondents agree that product promotion results in impulse buying, negatively affecting their budgeted allowance, and 31.4% strongly agree. On the other hand, 18.6% disagree that product promotion has anything to do with their impulse buying that negatively impacts their budgeted allowance, while 2.1% strongly disagree. Pandey and Parmar's (2019) findings indicate that sales promotion schemes influence consumers' online shopping behaviour. This study is relevantly seen in Figure 5.

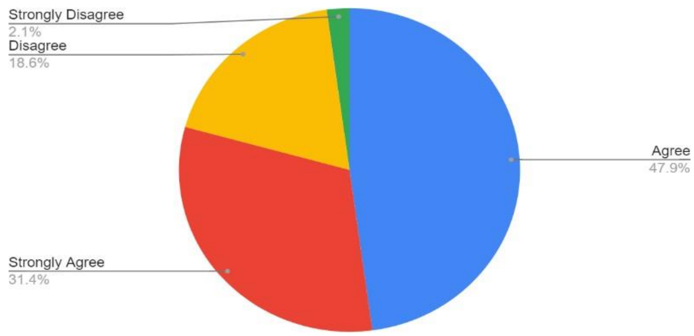

Figure 5. Effect of Product Promotion as a Factor of impulse buying on the budgeted allowance

Figure 6 shows that 50.7% of the respondents agree, and 36.4% strongly agree that product features negatively affect their budgeted allowances. Alternatively, 10% disagree with the statement, and 2.9% strongly disagree. This implies that most respondents agree that their budgeted allowances are negatively affected when product features influence impulse purchases. As stated in Hawkins Stern's impulsive buying theory, product features are one of the factors that induce impulsive buying behavior (Carlson, 2021), which accepts the results of Figure 6.

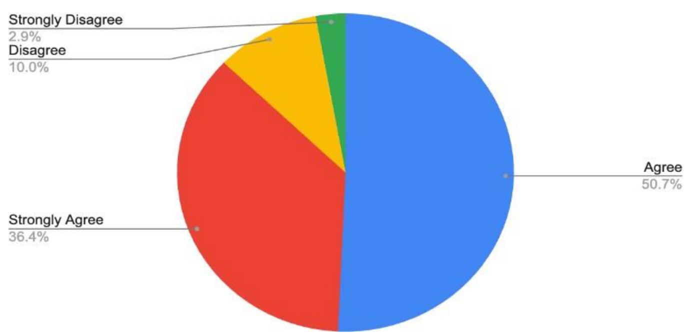

Figure 6. Effect of Product Features as a Factor of impulse buying on the budgeted allowance

3.3 Relationship Between Variables

Table 4 analyzes the relationship between price and online impulsive buying behavior of Grade 12 ABM students in Manila.

Table 4. Analysis of the relationship between impulsive buying behavior and price

Variables	R-value	Description	p-value	Alpha	Decision	Remarks
Impulsive Buying Behavior and Price	0.344	Direct Low Relationship	.000	0.05	Reject Ho_1	Significant

Results revealed a direct low relationship between the two variables (r=.344). Furthermore, it revealed statistically significant evidence to reject the first null hypothesis (p<.05), which implied that a significant relationship exists between price and online impulsive buying behavior of Grade 12 ABM students in Manila. It can be concluded that the impulsive buying behavior of the students is lowly related to the price of the products. Table 4 aligns with the findings of Zhou and Gu (2015), who studied how prices are presented and can influence impulsive buying behavior.

Table 5 examines the relationship between distribution strategies and online impulsive buying behavior of Grade 12 ABM students in Manila.

Table 5. Analysis of the relationship between impulsive buying behavior and distribution strategies

Variables	R-value	Description	p-value	Alpha	Decision	Remarks
Impulsive Buying Behavior and Distribution Strategies	0.363	Direct Low Relationship	0.000	0.05	Reject Ho_2	Significant

Results revealed a direct low relationship between the two variables (r=.363). Furthermore, it revealed statistically significant evidence to reject the second null hypothesis (p<.05), which implied a significant relationship between distribution strategies and online impulsive buying behavior of Grade 12 ABM students in Manila. The impulsive buying behavior of the students is closely related to the companies' distribution strategies for their products. This coincides with the findings of Zhang et al. (2023), which explored price effects on impulsive buying decisions and accepted the results in Table 5.

Table 6 analyzes the relationship between promotion strategies and online impulsive buying behavior of Grade 12 ABM students in Manila.

Table 6. Analysis of the relationship between impulsive buying behavior and promotion strategies

Variables	R-value	Description	p-value	Alpha	Decision	Remarks
Impulsive Buying Behavior and Promotion Strategies	0.346	Direct Low Relationship	0.000	0.05	Reject Ho_3	Significant

Results revealed a direct low relationship between the two variables (r=.346). Furthermore, it revealed statistically significant evidence to reject the third null hypothesis (p<.05), which implied a significant relationship exists between promotion strategies and online impulsive buying behavior of Grade 12 ABM students in Manila. This indicates a connection between promotional strategies and impulsive buying, which was concluded in the study by Hasim (2018) on the influence of sales promotions in Malaysia. Therefore, it can be concluded that the impulsive buying behavior of the students is lowly related to the companies' promotional strategies for their respective products.

Table 7 assesses the relationship between product features and online impulsive buying behavior of Grade 12 ABM students in Manila.

Table 7. Analysis of the relationship between impulsive buying behavior and product features

Variables	R-value	Description	p-value	Alpha	Decision	Remarks
Impulsive Buying Behavior and Product Features	0.263	Direct Low Relationship	0.000	0.05	Reject Ho_4	Significant

Results revealed a direct low relationship between the two variables (r=.263). Furthermore, it revealed statistically significant evidence to reject the last null hypothesis (p<.05), which implied that a significant relationship exists between product features and online impulsive buying behavior of Grade 12 ABM students in Manila. Based on the study of Ahmad et al. (2023), the relationship between product features and online impulsive buying behavior among students was stated. Their findings show a weak positive correlation, indicating that product features influence impulsive buying but do not make a primary factor. Therefore, it can be concluded that the impulsive buying behavior of the students is lowly related to product features.

4.0 Conclusion

Impulsive buying behavior regarding price and distribution, promotion strategies, and product features significantly affects the allowances of Grade 12 ABM students in Manila. Additionally, these students also perceive that impulse buying negatively affects their allowances. Impulse buying behavior is prevalent among Grade 12 ABM students in Manila and is more dominant among females than males. Furthermore, these students are mostly 18 years old, but these may be attributed to ethical considerations of having persons of legal age participate in this study. Senior high school students in Manila mostly have allowances above the PhP4,000.00 bracket, which can be because many of them live in dormitories, hence the high threshold. The study also concluded that most students spend 50 - 75% of their allowances on impulse purchases, and most depend only on their allowances.

Impulsive buying behavior and price and distribution strategies have a low correlation; therefore, price marginally affects the impulsive buying behavior of Grade 12 ABM students in Manila. Distribution strategies also have a low correlation with impulsive buying behavior, with their effect only being minimal. Additionally, impulsive buying behavior and promotion strategies have a low correlation, suggesting that although price contributes to the impulsive buying tendencies of Grade 12 ABM students in Manila, it only plays a small role. Moreover, impulsive buying behavior and product features have a low correlation, concluding that product features affect the impulsive buying behavior of Grade 12 ABM students in Manila but only to a minimal degree. Lastly, price and distribution strategies, promotion strategies, and product features affect the impulsive buying behavior of Grade 12 ABM students in Manila. Still, there is no significant effect from any of the aforementioned factors. It can be concluded that many factors can influence these students' impulsive buying behavior and are not limited to the previously mentioned factors.

This study revealed the relationship between the factors of online impulsive buying and the allowance of Grade 12 students. The results showed that certain factors hurt the students' allowance. Thus, future researchers should investigate other factors of online impulsive buying, such as the physiological effect and the influence of gender on the decisions made by Grade 12 ABM students, to show the long-term effects on allowances. Furthermore, analyzing the students' spending patterns can provide insights into the most effective way to budget their finances. Future studies could investigate the students' spending behavior using qualitative research design such as a focus group discussion (FDG). This research design will contribute to an in-depth understanding of their budgeting techniques and how they prioritize their expenses. Moreover, qualitative research would offer a deeper understanding of how students' lifestyles and spending habits contribute to their impulsive buying behavior.

Future researchers can choose a wider sample size since this study was conducted within a small local area. A similar study can be done with a broader location to gain more respondents and results. This analysis can further elaborate on how the factors of impulsive buying greatly influence gender. Moreover, when choosing a broader location, the range of the student's allowance will be more extensive, which can help determine whether there is a difference between students' lower and higher allowances for their impulsive decisions.

5.0 Contributions of Authors

Alyssa Shannen O. Calacday	Acknowledgements, List of Figures, Tables, and Appendices, Scope and Limitations, Review of Related Literature, Synthesis, Data Gathering Procedure, Ethical Consideration, Summary of Findings, Letter to Validator, Research Instrument, Informed Consent Form, General Revisions
Angel Anne Eumi O. Castillo	Background of the Study, Definition of Terms, Review of Related Literature, Research Locale, Results and Discussion, Informed Consent Form
Rosanne Coleen B. Cuartero	Suggested the Research Topic, Definition of Terms, Significance of the Study, Review of Related Literature, Results and Discussion, Itemized Budget
Andrea Ella Mae L. Ongchap	Corresponding Researcher, Background of the Study, Objectives of the Study, Review of Related Literature, Population and Sampling, Respondents, Recommendation, Research Instrument, Informed Consent Form, Timetable, General Revisions
Gabriel Joseph C. Pascual	Leader, Abstract, Background of the Study, Statement of the Problem, Objectives of the Study, Hypothesis, Review of Related Literature, Synthesis, Theoretical Framework, Research Design, Instrumentation, Treatment of Data, Conclusions, Research Instrument, Formatting of Research Instrument, Timetable, General Revisions and Formatting
Krixian Irish M. Rarang	Conceptual Framework, Review of Related Literature, Instrumentation, Results and Discussion, Verification of information across document, Revisions of the aforementioned parts
Jemish Marielle R. Retamal	Scope and Limitations, Review of Related Literature, Definition of Terms, Informed Consent form, Conceptual Framework, Respondents, Results and Discussion
Mary Vida L. Tumbali	Adviser, Checking, Revisions, Evaluation

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7.0 Conflict of Interests

The authors have no conflicts of interest to declare. All authors have seen and agree with the manuscript's contents, and there is no financial interest to report. We certify that the submission is original work and is not under review at any other publication.

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