

**EMOTIONAL REGULATION, PERSONALITY AND IMPULSIVE BUYING
BEHAVIOUR AMONG COLLEGE STUDENTS.**

Dissertation submitted in partial fulfilment of the requirements for the award of
Bachelor of Science in Psychology

By

Ain Kayyal

Register No:

SB20PSY005

Under the guidance of

Ms. Annleena Anil

Assistant Professor

Department of Psychology



ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM

Nationally Re-accredited at 'A++' level (4th cycle)

Affiliated to: Mahatma Gandhi University

MARCH 2023

CERTIFICATE

This is to certify that the dissertation entitled, “Emotion regulation, personality and impulsive buying behaviour among college students.”, is a bonafide record submitted by Ain Kayyal SB20PSY005 of St. Teresa’s College, Ernakulam under the supervision and guidance of Ms. Annleena Anil and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title or recognition before.

Date:

Ms. Bindu John

Head of the Department

Department of Psychology

St. Teresa’s College, Ernakulam

Ms. Annleena Anil

Assistant Professor

Department of Psychology

St. Teresa’s College, Ernakulam

External Examiner 1:

External Examiner 2:.....

Internal Examiner:

DECLARATION

I, Ain Kayyal, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Annleena Anil, Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

Place: Ernakulam

Ain Kayyal

Date:

ACKNOWLEDGEMENT

It is not possible to prepare a project report without the assistance and encouragement of other people. This one is certainly no exception. I would like to express my deep heartfelt gratitude to the Department of Psychology, St. Teresa's College, Ernakulam for providing me with the opportunity to undertake the research.

I acknowledge my indebtedness and deep sense of gratitude to my research guide, Ms. Annleena Anil, Assistant Professor, Psychology, for encouraging and guiding me throughout all the phases of my research.

I extend my sincere thanks to my parents, teachers and my friends who all have supported me throughout the time. I am grateful to each and every one who has given me guidance, encouragement, suggestions and constructive criticisms which has contributed immensely for this project.

Above all, I thank God Almighty for blessing me in all the stages of the project and for helping me complete the project successfully.

Thanking you

Shireen Nazar

Table of Contents

	Content	Page No.
Chapter I	Introduction	1
	Need and Significance of the study	6
Chapter II	Review of Literature	9
Chapter III	Method	15
	Research Design	17
	Operational Definition	16
	Sample	17
	Tools	18
	Procedure	20
	Data Analysis	20
Chapter IV	Result and Discussion	22
Chapter V	Conclusion	35
	References	38
	Appendices	46

List of Tables

Table No.	Title	Page No.
1	Cronbach's Reliability of instruments obtained in the sample	20
2	Result of Shapiro-Wilk test of normality of Emotion Regulation, Personality and Impulsive Buying Behaviour	21
3	Indicates the descriptive statistics of the dimensions of emotion regulation, personality and impulsive buying among 300 college going students.	22
5	Shows the summary of Spearman's correlation between Cognitive Reappraisal and Impulsive Buying among college students.	21
6	Shows the summary of Spearman's correlation between Expressive Suppression and Impulsive Buying among college students.	22

7	Shows the summary of Spearman's correlation between Cognitive Reappraisal and Open Mindedness among college students.	23
8	Shows the summary of Spearman's correlation between Cognitive Reappraisal and Conscientiousness among college students.	24
9	Shows the summary of Spearman's correlation between Cognitive Reappraisal Extraversion among college students.	25
10	Shows the summary of Spearman's correlation between Cognitive Reappraisal and Agreeableness among college students.	26
11	Shows the summary of Spearman's correlation between Cognitive Reappraisal and Neuroticism among college students.	26
12	Shows the summary of Spearman's correlation between Expressive Suppression and Open Mindedness among college students.	27
13	Shows the summary of Spearman's correlation between Expressive Suppression and Conscientiousness among college students.	28

14	Shows the summary of Spearman's correlation between Expressive Suppression Extraversion among college students.	29
15	Shows the summary of Spearman's correlation between Expressive Suppression and Agreeableness among college students.	30
16	Shows the summary of Spearman's correlation between Expressive Suppression and Neuroticism among college students.	30
17	Shows the summary of Spearman's correlation between Impulsive Buying and Open mindedness among college students.	31
18	Shows the summary of Spearman's correlation between Impulsive Buying and Conscientiousness among college students.	32
19	Shows the summary of Spearman's correlation between Impulsive Buying and Extraversion among college students.	32
20	Shows the summary of Spearman's correlation between Impulsive Buying and Agreeableness among college students.	33
21	Shows the summary of Spearman's correlation between Impulsive Buying and Neuroticism among college students.	33

ABSTRACT

The study was conducted to comprehend how different personality traits and emotional regulation affect impulsive buying. The investigation used three variable assessment scales to examine the association between emotional regulation, impulsive buying and personality traits. Over a period of three weeks, 300 people who are between the ages of 18 to 25 completed three online questionnaires that assessed the effects of emotional regulation and personality traits on impulsive buying. The link between personality traits, emotional regulation and impulsive buying is the main emphasis of this study. Researches have been proven that buying impulses may be partially motivated by a desire to change or manage emotions. Hence, through this study, we hope to examine how different personality traits and the emotional regulation capability impact impulsive buying as well as how they relate to one another. Given the findings, it is clear that emotional regulation has an effect on impulsive buying. Moreover, personality traits does influence the impulsive buying.

Keywords: Personality traits(Big Five Personality Traits), Emotional Regulation and Impulsive Buying.

Chapter 1

Introduction

Emotion, which represents the personal importance of a thing, an event, or a condition of affairs, is a complex experience of awareness, physiological sensation, and behaviour phenomena involving multiple levels of brain and chemical integration. The ability of a person to properly control and deal with an emotional experience is referred to as emotion regulation.

Unconsciously, people employ coping mechanisms for challenging situations numerous times during the day. The majority of us employ a range of emotion control techniques and are skilled at adapting them to various circumstances in order to meet the demands of our environment. These vary in their level of health. Healthy coping mechanisms, like a stress-reduction walking programme, are beneficial. They can assist in calming down intense feelings, which frequently enables a deeper comprehension of what triggered the emotional experience. The process by which people control the emotions they experience, when they experience them, and how they experience and express their feelings is known as emotional regulation.

“Emotional regulation can be automatic or controlled, conscious or unconscious, and may have effects at one or more points in the emotion producing process.” (Gross, 1998, p. 275)

Both positive and negative emotions are included in the notion of emotional regulation, as well as the ways in which we can harness, direct, and control them.

Initiating emotional action, inhibiting emotional action, and modifying emotional reaction are all examples of emotional activity. The third element is ideally the best strategy to maximise the regulatory processes. The capacity to exert control over one's own emotional state is known as emotion management. It could entail actions like evaluating a stressful situation

to lessen anger or anxiety, covering up obvious signs of fear or grief, or concentrating on things that make you feel joyful or peaceful.

Reappraisal, which is altering one's perspective on the event that triggered an emotion in order to alter one's response, and suppression, which has been associated with worse outcomes, are two major areas of emotion regulation. Altering one's environment to affect one's emotional experience, changing what one pays attention to, and attempting to accept emotions are all other tactics. Emotions have the ability to direct us to the appropriate actions much like a compass that points us in the right path. For instance, if a youngster makes a mistake, they may get afraid and lie to their parents about it or refrain from confronting them out of fear of retaliation. Emotional control serves as a moderator, assisting us in selecting the most crucial information and encouraging us to pay attention to it in a way that won't cause anxiety or stress. Studies on emotional control show a strong beneficial association between emotion control and the treatment of depression. Higher emotional regulation and social emotional intelligence are displayed by those with lower anxiety levels. According to psychologist James Gross's process model of emotion regulation, people can take action to manage their emotions at various moments in time, including before they experience an emotion. Emotions can be felt in a variety of ways, from the extremely weak to the very strong, and they can be either pleasant or negative, transitory or more lasting. These characteristics of emotions inspired the modal model of emotion (Gross, 1998a), which divides the generation of an emotional response into four steps or events: situation, attention, appraisal, and response.

Everybody has their own unique personality, which can develop and change as you age. The study of personality explores the processes behind the development of your unique characteristics and personality traits, and how they manifest and change over time. In other words, how your individual characteristics come together to make up your unique

personality type. Personality refers to the enduring characteristics and behaviour that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns. Various theories explain the structure and development of personality in different ways, but all agree that personality helps determine behaviour. But as a psychological concept two main meanings have evolved. The first pertains to the consistent differences that exist between people: in this sense, the study of personality focuses on classifying and explaining relatively stable human psychological characteristics. The second meaning those qualities that make all people alike and that distinguish psychological man from other species; it directs the personality theorist to search for those regularities among all people that define the nature of man as well as the factors that influence the course of lives. Your personality isn't immutable and unchanging. Research suggests that you're not simply born with certain patterns and traits, rather, they develop over time.

Your personality can be influenced by: genes, biology, life experiences, adverse events you've faced, community and culture, early bonds and raising styles.

Personality involves traits like loyalty, perfectionism, and extroversion, character, which includes your core beliefs and ethical code, temperament, which you were born with and involves your predisposition to act and feel in certain way. Your personality traits are characteristic patterns in how you think, feel, and act. People can develop certain traits on a sliding scale, with some traits more intense and dominant than others. Common examples of personality traits include: generosity, extroversion, loyalty, courage, honesty and arrogance. Your thoughts, feelings, and behaviours are all a part of your personality. Your own characteristics, temperament, and character are also important. Although it might vary as we age, most people stop developing by maturity. When important elements like trauma, biology, and environment present particular difficulties, you may occasionally

develop personality traits that make you unhappy and cause interpersonal conflict. However, these personality problems are treatable with the assistance of a mental health specialist.

Behaviour is how someone acts. It is what a person does to make something happen, to make something change or to keep things the same. Behaviour is a response to things that are happening: internally - thoughts and feelings, and externally - the environment, including other people. It is an action, activity, or process which can be observed and measured. Often, these actions, activities, and processes are initiated in response to stimuli which are either internal or external. It is the potential and expressed capacity for physical, mental, and social activity during the phases of human life.

Behaviourism was developed in 1924 by John B. Watson as a way to look past psychoanalysis when trying to analyse a person's behaviour. Behaviourists believe that studying behaviour is the only way to accumulate objective data in psychology. B.F. Skinner was a behaviourist who conducted his Skinner box experiments as a means to test how quickly an animal could learn to feed itself or keep itself warm. Skinner concluded from his experiments that as long as the response from the rat pulling the lever was a positive or negative one, the rat either learned to go to or stay away from the lever. From this, Skinner theorized that behaviour can be modified by controlling the reward or consequences associated with it, which added knowledge to the theory of conditioning.

Impulsive buying is the tendency of a customer to buy goods and services without planning in advance. When a customer takes such buying decisions at the spur of the moment, it is usually triggered by emotions and feelings. Impulsive buying or impulsive shopping involves buying items that a person was not planning to purchase. It often happens unexpectedly and in the heat of the moment, inspired by a "can't miss" sale or suddenly coming across covetable items that are too tempting to pass up. Sometimes these impulsive purchases can be pretty harmless, if they are within a person's budget. But unfortunately, impulsive buying can

also result in costly spending sprees that can wreak havoc on their finances. Impulsive buying can't be categorized for one specific product category. Impulsive buying can be seen in products such as chocolates, clothes, mobile phones and in big-ticket items such as cars, jewellery etc. Impulsive buying means making an unplanned purchase. It is based on an irrational thinking. Marketers try to tap this behaviour of customers to boost sales. There is a great likelihood that customers end up making a purchase of products after entering the hypermarket without any actual intent of doing so. Many mobile phone-makers tend to exploit this trait in customers by introducing products which can be an add-on gadget for their mobiles such as fitness bands, watch etc. There are a variety of unique behavioural factors that explain why humans are susceptible to impulse purchases. The top five internal impulse buying triggers include:

Emotion: Studies have shown that impulse purchases lead to feelings of positivity and happier moods because consumers buy items that make them feel good. Unplanned purchases can lead to instant gratification, which explains why consumers looking to enhance their mood (consciously or subconsciously) are more likely to make an impulse purchase. In one study, 72% of people stated that buying something impulsively during the pandemic affected their mood positively.

Hedonic Motivation: when consumers purchase or consume to reach enjoyment, fulfil a fantasy, or change their mood. For instance, purchasing candy at checkout is likely to enhance the shopper's overall mood. Hedonic motivations result in more positive impulse purchases, unlike negative purchases that cause feelings of discontent with consumers (such as insurance or new tires). Some studies show that hedonic motivations have the greatest impact on consumer impulse buying behaviour.

Utilitarian Motivation: when consumers impulsively purchase helpful, functional, or practical products (such as Chapstick or hand sanitizer). Utilitarian motivation makes up a large

majority of impulse purchases. Unlike hedonic motivation, this type of trigger does not tend to bring about positive emotions—nor does it lead to negative emotions. According to a recent survey, cleaning supplies were the top items Americans purchased impulsively during the pandemic, followed closely by hand sanitizer and toilet paper.

Traits: Individuals with impulsivity traits are more likely to be susceptible to impulse buying. People with sensation-seeking, variety seeking, and novelty seeking traits have a greater desire to seek out novel experiences, which can lead to unplanned purchases. Consumers with low amounts of self-control also are subconsciously driven towards unplanned purchases.

Norms: Consumers subconsciously create their own norms about impulse buying depending upon good or bad past experiences. If a shopper has previously had good experiences with impulse buys, s/he is more likely to internalize impulse buying as a positive behaviour.

Alternatively, if a shopper has had bad experiences with impulse purchases, they are more likely to internalize unplanned purchases as a negative behaviour.

Rationale of the study

This study focuses on the relationship between impulsive buying, emotional regulation and personality traits. Significant changes have recently occurred in the study of consumer behaviour, particularly in the decision-making process and, as a result, in the factors influencing purchase intention.

The marketplaces differ and are characterised by heightened rivalry, ongoing innovation in the goods and services on offer, and an increase in the number of businesses operating in the same market. Knowing the customer well is crucial in this case. Innovation and meeting customer expectations are made feasible by analysing the variables that directly affect consumer behaviour. For marketers to be able to enhance their campaigns and more successfully reach their target demographic, this study is crucial.

Consumer behaviour refers to the activities directly involved in obtaining products /services, so it includes the decision-making processes that precede and succeed these actions. Thus, it appears that the advertising message can cause a certain psychological influence that motivates individuals to desire and, consequently, buy a certain product/service.

Impulse buying has been studied from several perspectives, namely: (i) rational processes; (ii) emotional resources; (iii) the cognitive currents arising from the theory of social judgment; (iv) persuasive communication; (v) and the effects of advertising on consumer behaviour (Malter et al., 2020).

Several recent studies have attempted to develop and validate scales to measure the impulse buying tendency (Rook and Fisher 1995; Weun, Jones, and Beatty 1997). However, while research interest has been growing, we are still just beginning to learn about the factors that affect impulse buying.

The purpose of this paper is by studying the correlation between some relevant personality qualities and impulsive buying, as well as by identifying common internal and external triggers that activate impulse buying, and to build on these earlier findings. Furthermore, this study is interested in how personality traits and cue sensitivity connect to each other and whether high and low impulsive buyers have different levels of sensitivity to cues.

The correlations between impulsive buying and personality traits may also offer some insights into the practical knowledge of impulsive purchase. Through this study we would be able to predict which personality traits would trigger more impulsive buying behaviour. If we have the positive and negative personality indicators of impulsive buying behaviour, increasing negative personality markers while decreasing positive personality indicators could also stop impulsive buying.

According to marketing perspective, retailers should identify ways to reach out to people with domains positively correlated to impulsive buying to target their promotional offers. Retailers

can benefit from this study by making small treat-items (like candies) available at the checkout of stores. People with poor emotion regulation strategies might end up buying these items impulsively in order to enhance their mood.

Impulsive buying could be a way of dealing with emotions. From a prevention perspective, training interventions to facilitate effective emotion regulation skills can be given to this population to avoid impulsive purchasing. Controlling impulsive buying tendencies can in turn help reduce negative affect such as guilt after the purchase. Thus, self-regulation is needed to control urges for impulsive buying of unnecessary goods. Recent work has proposed that buying impulses may be partially motivated by a desire to change or manage emotions or mood states. Impulse buyers were found to be more likely to buy on impulse in both negative moods and positive moods than non-impulse buyers. The results suggest that impulse buyers are more prone to act when experiencing hedonically charged moods regardless of their direction. Thus, it is expected that both positive and negative affective states are closely tied to the tendency to engage in impulse buying.

Chapter 2

Review of literature

Personality has a significant role to play in impulsive buying behaviour, and extravertedness, conscientiousness and neuroticism dimension of the big-five personality consistently predict impulsive buying behaviour. (Edmund R. Thompson , Gerard P. Prendergast ,2015). Some purchases may be caused by internal emotional stimuli like mood. People usually having positive mood are most likely to go for impulse buying and tend to be more excited about the shopping as compared to the people with negative mood (Ozer&Gultekin, 2015). Another study revealed that personality traits predicts various emotion regulation strategies.

(EstiHayuPurnamaningsih,2016). There exists important connections between pathological personality traits and emotion regulation difficulties that may shed light on the interpersonal problems that often accompany personality pathology. (Noah C. Pollock, Gillian A. McCabe, Ashton C. Southard, Virgil Zeigler-Hill, 2016). Self-regulation is also needed to control urges for impulsive buying of unnecessary goods. (YosephDedyPradipto, Caroline Winata, KharismaMurti, AfifahAzizah, 2016). Negative affect was also a mediator between appearance evaluation, and impulse buying, but there was no evidence that appearance dissatisfaction influenced impulse buying tendencies independent of its effect on negative affect. (Margery Lucas, ElissaKoff, 2017). The individuals scoring high in conscientiousness trait focus more on their future planning and expenses, which eventually limits them to go for impulse purchases (Leong, Jaafar, &Sulaiman, 2017; Donnelly, Iyer, & Howell, 2012; Verplanken&Herabadi, 2001) Preliminary evidence exists that some personality dimensions never assessed in relation to emotion regulation are strongly predicted by emotion regulation variables. Thus, there is a relationship between personality dimensions and a multidimensional model of emotion regulation. (Lauren M. Borges, Amy E. Naugle, 2017). Some of the select personality attributes comprising of Expressive Propensity,

Pleasure Seeking Propensity and Sociableness have been found to have positive effect on impulsiveness while as other factors viz. Emotional Stability, Conscientiousness

and Conserving Propensity have negative effect on the impulsive buying tendencies.

(Dr.Shakeel Ahmad Sofi ,Shabir Ahmad Najar,2017). Those high on Neuroticism and Extraversion and those low on Conscientiousness were more likely to be impulse buyers.

(Mark Fenton- O'Creevy, Adrian Furnham, 2017) Personality was weakly related to broad

coping (e.g., Engagement or Disengagement), but all 5 traits predicted specific strategies.

Extraversion and Conscientiousness predicted more problem-solving and cognitive restructuring, Neuroticism less. Neuroticism predicted problematic strategies like wishful

thinking, withdrawal, and emotion-focused coping but, like Extraversion, also predicted

support seeking. (Connor Smith and Flachsbart, 2007).The relationship with impulsive

buying behaviour is psychoticism in the case of males and females. The role of gender has

significant differences in impulsive buying behaviour. (Dr.KhagendraNathGangai, 2019).

Impulsive buying tendency has an impact on positive and negative affects and impulsive

buying behavior. Furthermore, customers' emotion mediates the relationship between

impulsive buying tendency and behavior. (JiseonAhn, Jookyung Kwon, 2020).Mood and

emotions have a substantial role in understanding shoppers' buying behaviour, especially in

the retail shopping experience. (ChandanParsad, SanjeevPrashar, T. Sai Vijay, Mukesh

Kumar, 2021).There is an influence of emotion regulation on compulsive clothing shopping.

The dimensions of difficulty controlling impulses and refusing to realize emotions are

dimensions of the inability to regulate emotions that play a major role in compulsive

shopping for clothes.(DjudiyahDjudiah, 2022).Consumer researchers have been attempting to

define impulse purchase more accurately for more than 50 years. Managerial and retailer

interests sparked the first studies on impulse buying. This kind of research focused on the

taxonomic method to categorising products into impulse and non-impulse items to facilitate

marketing strategies like point-of-purchase advertising, merchandising, or in-store promotions. research in this line has focused on the taxonomic approach to dividing products into impulse and non-impulse categories. This strategy has limitations since it has a definitional myopia that merely equates impulse buying with unplanned buying (Bellenger, Robertson, and Hirschman 1978; Kollat and Willet 1967; Stern 1962). Researchers started concentrating on figuring out the internal psychological states underpinning customers' impulse purchase events in response to this definitional issue.(Rook 1987; Rook and Gardner 1993; Rook and Hoch 1985). According to a new definition, impulse buying is "when a buyer experiences a quick, frequently powerful, and persistent need to buy something right now. The desire to purchase is a complex hedonistic inclination that can cause emotional tension. Moreover, spontaneous purchases sometimes happen without proper consideration for their effects (Rook 1987, p. 191). Similarly, Hoch and Loewenstein (1991) described the impulse purchase as a conflict between the psychological forces of want and willpower.

The shift in categorising impulse buying has brought particular focus to rigorously examining elements that may underlie or trigger impulse purchase. This research looks at how mood and impulsive buying interact (Gardner and Rook 1988; Rook and Gardner 1993); how affective states, in-store browsing, and impulsive buying interact (Jeon 1990); how impulsive buying uses holistic processing and self-object meaning-matching; and how normative influences on impulsive buying (Rook and Fisher 1995). The theoretical framework has received a lot of investigation, but little success has been found in linking personality features to impulse purchase. Although some early researchers (Cobb and Hoyer 1986; d'Antoni and Shenson 1973; Kollat and Willet 1967) investigated the relationships between personality factors and impulse buying, they were unable to produce meaningful findings. There are numerous personality models and measuring tools available. The Multidimensional Personality Questionnaire (MPQ), created by Tellegen, may be very useful for researching impulse

purchases (1982). During the course of ten years, this instrument was created in an exploratory manner (Tellegen and Waller, in press). By empirical testing, items that were initially based on personality traits revealed in earlier models were constructed, tested, improved upon, and amended. The final measure revealed 11 major personality dimensions (Tellegen 1982). These are safety, social potency, success, connection to others, stress response, alienation, aggression, control, harm avoidance, traditionalism, and absorption.

Three of these 11 aspects appear to be especially pertinent to the research of impulse purchase. Loss of Control (or Impulsivity), Stress Response, and Absorption are these dimensions. Insufficient Control (or Impulsivity). Control refers to a person's preferred method of impulse control. The underlying continuum is conceptualised as indicating an excessive amount of impulse containment and postponement of desire versus an inadequate amount of impulse modulation and an inability to wait gratification when it is dimensionalized. Reflective, cautious, careful, logical, and sensible people are controllers. They enjoy organising their activities (Tellegen 1982). Contrarily, those who suffer with impulse control tend to be impulsive, thoughtless, and irresponsible; they like to "play things by ear." They make decisions quickly, and it is easy to see how their emotions change. People may engage in behaviours that can offer some alleviation as a result of this ongoing bad emotion. At its most extreme, it has been proposed that compulsive buying has a role in mood regulation, easing the painful emotions of those who are more prone to suffering depressive states (Faber and Christenson 1996). Previous study on impulsive buying has discovered that a significant percentage of people claim to feel "better" after making an impulse purchase (Gardner and Rook 1988). Because they experience unpleasant emotional states more frequently (or more intensely), persons who are very stressed-out may be more likely to buy on impulse. It is hypothesised that the immediate pleasure associated with

impulsive purchases will increase the pleasant self-feelings and mood states in highly stressed individuals. They may have greater difficulties with feeling deprived by not buying or by delay of gratification. For stress-reactive persons, impulse shopping might be considered as a technique of coping with stress. So, it is expected that a stress response would have a favourable correlation with the likelihood of making an impulse purchase. Absorption is a propensity to lose oneself in one's own experiences as a result of focusing on external and imaginary stimuli (Tellegen and Waller, in press). Those that are very absorbent are more inclined to think in odd and unconventional ways and be able to suspend disbelief. More specifically, they exhibit the following characteristics: 1) emotional receptivity to enticing sights and sounds; 2) openness to being seduced by entrancing stimuli; 3) thinking in images and synaesthetic and other crossmodal experiences; 4) engrossment in vivid and compelling recollections and imaginative states; and 5) experiencing episodes of expanded awareness and altered states.

Because it can affect how people react to environmental and sensory signals, particularly those that influence the purchase and consumption of items, absorption is an intriguing concept for consumer research. Javaras et al. (2012) found that conscientiousness predicted recovery from negative emotion.

According to recent studies, ambient signals in the retail environment, such as sights, sounds, and scents, can have a significant impact on a consumer's desire to make impulsive purchases (Eroglu and Machleit 1993; Mitchell 1994). Additionally, it has been asserted that marketing advances like telemarketing, credit cards, cash machines, immediate credit, 24-hour retailing, and rapid credit make it simpler than ever for customers to make purchases on a impulse (Rook 1987; Rook and Fisher 1995). Moreover, cues from the marketing mix including point-of-purchase, displays, promotions, and commercials might have an impact on consumers' desire to make impulsive purchases.

Emotions or affective states of consumers have been recognised as powerful internal drivers for impulsive purchasing. It is believed that impulsive purchasers are more prone than non-impulsive buyers to be responsive (or sensitive) to their emotional states (Rook and Gardner 1993). Their emotional state can encourage seeking out the instant gratification that shopping offers for impulsive buyers. In fact, recent research has suggested that the urge to alter or control emotions or mood states may be a part of what drives purchase impulses (Gardner and Rook 1988; Rook 1987; Rook and Gardner 1993).

In both high and negative moods, impulse shoppers were found to be more likely to make impulsive purchases than non-impulse buys. The findings imply that regardless of their intent, impulse consumers are more likely to act when experiencing hedonically aroused feelings. As a result, it is hypothesised that the propensity to make impulse purchases is tightly correlated with both happy and negative affective states.

Chapter 3

Methodology

AIM

To find the relationship between emotional regulation, personality and impulsive buying behaviour among college students.

OBJECTIVE

- To find the relationship between cognitive reappraisal and impulsive buying.
- To find the relationship between expressive suppression and impulsive buying.
- To find the relationship between cognitive reappraisal and openness to experience.
- To find the relationship between cognitive reappraisal and conscientiousness.
- To find the relationship between cognitive reappraisal and extroversion.
- To find the relationship between cognitive reappraisal and agreeableness.
- To find the relationship between cognitive reappraisal and neuroticism.
- To find the relationship between expressive suppression and openness to experience.
- To find the relationship between expressive suppression and conscientiousness.
- To find the relationship between expressive suppression and extroversion.
- To find the relationship between expressive suppression and agreeableness.
- To find the relationship between expressive suppression and neuroticism.
- To find the relationship between impulsive buying and openness to experience.
- To find the relationship between impulsive buying and conscientiousness.
- To find the relationship between impulsive buying and extroversion.
- To find the relationship between impulsive buying and agreeableness.
- To find the relationship between impulsive buying and neuroticism.

HYPOTHESIS

H1: There is a significant relationship between cognitive reappraisal and impulsive buying.

H2: There is a significant relationship between expressive suppression and impulsive buying.

H3: There is a significant relationship between cognitive reappraisal and openness to experience.

H4: There is a significant relationship between cognitive reappraisal and conscientiousness.

H5: There is a significant relationship between cognitive reappraisal and extroversion.

H6: There is a significant relationship between cognitive reappraisal and agreeableness.

H7: There is a significant relationship between cognitive reappraisal and neuroticism.

H8: There is a significant relationship between expressive suppression and openness to experience.

H9: There is a significant relationship between expressive suppression and conscientiousness.

H10: There is a significant relationship between expressive suppression and extroversion.

H11: There is a significant relationship between expressive suppression and agreeableness.

H12: There is a significant relationship between expressive suppression and neuroticism.

H13: There is a significant relationship between impulsive buying and openness to experience.

H14: There is a significant relationship between impulsive buying and conscientiousness.

H15: There is a significant relationship between impulsive buying and extroversion.

H16: There is a significant relationship between impulsive buying and agreeableness.

H17: There is a significant relationship between impulsive buying and neuroticism.

OPERATIONAL DEFINITION

Gross (2014, 2015a,b) defines emotion regulation as a process by which individuals influence what emotions they have, when they have them, and how they experience and express them.

Impulsive buying tendency has been defined as the degree to which an individual is likely to make unintended, immediate, and unreflective purchases (Beatty, Ferrell, 1998, Rook, Fisher, 1995).

Big Five Personality Test defines human personality as the combination of 5 personality traits of factors – Openness, Conscientiousness, Agreeableness, Extraversion and Neuroticism. (Goldberg, 1993; John, Naumann, & Soto, 2008; McCrae & Costa, 2008).

RESEARCH DESIGN

The study uses correlation research design. Correlational research design is a method used to find out if there is any relationship between two or more variables. There can be a positive, negative or no correlation between the variables.

SAMPLE AND SAMPLING

The population chosen for this study is young adults between the age 18-25 who are unemployed. The study was conducted on a sample of 300 (n=300) college going students. Convenient sampling is used in the study.

INCLUSION CRITERIA

- Males and females belonging to the college-going category are included in this study.
- College students between the age group 18-25 are included in this study.

EXCLUSION CRITERIA

- College students who are employed are excluded in this study.
- College students residing outside Kerala are also excluded in this study.

ETHICAL CONSIDERATIONS

- Consent of the participants were obtained prior to the study.
- The confidentiality of the study data is adequately maintained.
- Deception of the participant was avoided.
- The participants were informed that they could withdraw from the study anytime they want to, without a penalty.

TESTS/TOOLS USED FOR DATA COLLECTION

➤ Emotion Regulation Questionnaire (Gross and John, 2003)

Purpose:

To measure respondents' tendency to regulate their emotions in two ways:

(1) Cognitive Reappraisal and (2) Expressive Suppression.

Scoring:

Items 1, 3, 5, 7, 8, 10 make up the Cognitive Reappraisal facet. Items 2, 4, 6, 9 make up the Expressive Suppression facet. Scoring is kept continuous. Each facet's scoring is kept separate.

Reliability and validity:

The Cronbach's α of the ERQ total scores and subscales were acceptable (0.73 ~ 0.82), indicating that the ERQ had acceptable to excellent levels of internal consistency reliability. ERQ also has good criterion validity.

➤ Buying Impulsiveness Scale (Rook & Fisher, 1995)

Purpose:

This scale is used to measure impulsive buying of people.

Scoring:

The scale comprises of 9 items and it is answered with a five-point Likert scale. During the assessment of each answer by the participants, 5 points were given to “Strongly Agree”, 4 points to “Agree”, 3 points to “Neither agree nor disagree”, 2 points for “Disagree” and 1 point for “Strongly Disagree”. Thus, the highest score a participant could get from the impulsive buying scale would be 45. The lowest would be 9.

Reliability and validity:

The Cronbach’s Alpha reliability of the whole test is 0.835. The scale has good construct validity as well.

➤ The Big Five Inventory–2 Short Form (BFI-2-S)(Soto & John, 2017)

Purpose: The Big Five Inventory–2 (BFI-2) uses 60 items to hierarchically assess the Big Five personality domains.

Scoring:

Item numbers for scoring the BFI-2-S domain scales are listed below. Reverse-keyed items are denoted by “R.”

Extraversion: 1R, 6, 11, 16, 21R, 26R Agreeableness: 2, 7R, 12, 17R, 22, 27R

Conscientiousness: 3R, 8R, 13, 18, 23, 28R Negative Emotionality: 4, 9, 14R, 19R, 24R, 29

Open-Mindedness: 5, 10R, 15, 20R, 25, 30R

Reliability and validity:

For the BFI-2-S, the reliability of scores was in the range 0.70–0.82 for the domain scales. It also has adequate content validity.

Table 3.1

Reliability of instruments obtained in the sample

Sl no.	Instrument	N	Cronbach's Alpha
1	Emotional Regulation Questionnaire	10	.810
2	Buying Impulsiveness Scale	9	.835
3	The Big Five Inventory-2 Short Form	30	.789

PROCEDURE:

Google Forms were used to administer the study's surveys. Before administering the questionnaire, the participant's consent was asked in good faith. The privacy of the names was maintained and other demographic information were gathered. The subject was made aware that they were free to leave the study at any time. Three questionnaires assessing emotion regulation, personality and impulsive buying were presented. Maximum of 10 minutes were taken for the participants to complete the forms. Later on the results were scored according to the scoring guideline and then the data was analyzed using SPSS.

DATA ANALYSIS TECHNIQUE:

SPSS (Statistical Package for the Social Sciences), a programme used to evaluate statistical data, was used to examine the data that was gathered. The correlation between the data will

be assessed using Spearman's Correlation Coefficient because it is expected that the population is regularly distributed.

Table 3.2

Result of Shapiro-Wilk test of normality of Emotion Regulation, Personality and Impulsive Buying

Sl no.	Variable	K	Df	Sig.
1	Cognitive Reappraisal	.990	300	.030
2	Expressive Suppression	.982	300	<.001
3	Extraversion	.952	300	<.001
4	Agreeableness	.960	300	<.001
5	Neuroticism	.964	300	<.001
6	Open mindedness	.977	300	<.001
7	Conscientiousness	.962	300	<.001
8	Impulsive Buying	.981	300	<.001

As shown in table Shapiro-Wilk tests of normality was done and it was found that the data didn't follow a normal distribution, so non-parametric test had to be used. Spearman's Rank correlation coefficient test was used for the data analysis.

Chapter 4

Results and Discussion

The aim of this study was to determine the relationship between emotion regulation, personality and impulsive buying behaviour. Google Forms were sent to various college going students and the data was collected. The correlation research design was used to meet the objectives of this study. The data was analysed using Spearman's Rank correlation coefficient analysis in SPSS, since the distribution is not normal.

Table 4.1

Indicates the descriptive statistics of the dimensions of emotion regulation, personality and impulsive buying among 300 college going students.

	Mean	Standard deviation	N
Cognitive	26.454	7.63	300
Reappraisal			
Expressive	16.533	5.19	300
Suppression			
Extraversion	19.116	3.237	300
Agreeableness	19.81	3.326	300
Open Mindedness	20.615	3.733	300
Conscientiousness	20.324	3.357	300
Neuroticism	19.949	3.57	300
Impulsive Buying	26.059	7.80	300

Here, the mean and standard deviation was found to be 26.454 and 7.63 for cognitive reappraisal, 16.533 and 5.19 for expressive suppression, 19.116 and 3.237 for extraversion, 19.81 and 3.326 for agreeableness, 20.615 and 3.733 for open mindedness, 20.324 and 3.357

for conscientiousness, 19.949 and 3.57 for neuroticism, 26.059 and 7.80 for impulsive buying, respectively.

Table 4.2

Shows the summary of Spearman's correlation between Cognitive Reappraisal and Impulsive Buying among college students.

	Impulsive Buying
Cognitive Reappraisal	.066

The above table examines the relationship between Cognitive reappraisal and Impulsive buying among college students. There are two ways of emotion regulation: cognitive reappraisal and expressive suppression. With reference to the table, it is noted that there exists no significant correlation between Cognitive reappraisal and Impulsive buying. Hence the hypothesis, There is a significant relationship between cognitive reappraisal and impulsive buying is rejected. Cognitive reappraisal is generally associated with positive behavioural effects. From these findings we are able to conclude that people who use cognitive reappraisal as their emotion regulation strategy are not likely to engage in impulsive buying behaviour.

Table 4.3

Shows the summary of Spearman's correlation between Expressive suppression and Impulsive Buying among college students.

	Impulsive Buying
Expressive Suppression	0.72

The above table examines the relationship between expressive suppression and impulsive buying among college students. With reference to the table, it is noted that there exists no correlation between expressive suppression and impulsive buying. Hence the hypothesis, there is a significant relationship between expressive suppression and impulsive buying is rejected. Thus we are able to conclude that people who employ expressive suppression as their emotion regulation strategy are not likely to engage in impulsive buying behaviour more.

Table 4.4

Shows the summary of Spearman's correlation between Cognitive Reappraisal and Open Mindedness among college students.

	Open mindedness
Cognitive Reappraisal	0.122*

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

The above table examines the relationship between cognitive reappraisal and openness to experience among college students. With reference to the table, it is noted that there exists a

positive correlation between cognitive reappraisal and openness to experience. Hence the hypothesis, there is a significant relationship between cognitive reappraisal and openness to experience is accepted. People with this trait are open to new experiences and can be optimistic individuals. They might be good in changing the way they think about a situation in order to modify the situation they are in. Thus we can conclude than people with this personality trait tend to use cognitive reappraisal more as their emotion regulation strategy.

Table 4.5

Shows the summary of Spearman's correlation between Cognitive Reappraisal and Conscientiousness among college students.

	Conscientiousness
Cognitive reappraisal	0.12

The above table examines the relationship between cognitive reappraisal and conscientiousness among college students. With reference to the table, it is noted that there exists no correlation between cognitive reappraisal and openness to experience. Hence the hypothesis, there is a significant relationship between cognitive reappraisal and conscientiousness is rejected .The results indicate that an individual with high conscientiousness may or may not change her/his mind, to reduce negative emotion.

Table 4.6

Shows the summary of Spearman's correlation between Cognitive Reappraisal and Extraversion among college students.

	Extraversion
Cognitive reappraisal	.137*

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

The above table examines the relationship between cognitive reappraisal and extraversion among college students. With reference to the table, it is noted that there exists a negligible positive correlation between cognitive reappraisal and extraversion. Hence the hypothesis, there is a significant relationship between cognitive reappraisal and extraversion is accepted. People with high enthusiasm for social life show unique characteristics such as being assertive, gregarious and energetic. They tend to always have positive emotions and they might use cognitive reappraisal to modify the situations they are in and to feel better emotions.

Table 4.7

Shows the summary of Spearman's correlation between Cognitive Reappraisal and Agreeableness among college students.

	Agreeableness
Cognitive reappraisal	.048

The above table examines the relationship between cognitive reappraisal and agreeableness among college students. With reference to the table, it is noted that there exists no correlation between cognitive reappraisal and agreeableness. Hence the hypothesis, there is a significant relationship between cognitive reappraisal and agreeableness is rejected. This results support

the study (Gross,2007) which found that people with this trait did not try hard to change situation while maintaining emotion.

Table 4.8

Shows the summary of Spearman's correlation between Cognitive Reappraisal and Neuroticism among college students.

	Neuroticism
Cognitive reappraisal	.187**

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

The above table examines the relationship between cognitive reappraisal and neuroticism among college students. With reference to the table, it is noted that there exists a negligible positive correlation between cognitive reappraisal and neuroticism . Hence the hypothesis, there is a significant relationship between cognitive reappraisal and neuroticism is accepted. This contradicts the findings (Dynes, 2010) that show people high on this trait tend to use maladaptive emotional strategies such as expressive suppression to deal with their emotions. Findings of this study suggest that people high on this trait might engage in cognitive reappraisal to regulate their emotions.

Table 4.9

Shows the summary of Spearman's correlation between Expressive Suppression and Open mindedness among college students.

	Open mindedness
--	-----------------

Expressive suppression	.189**
------------------------	--------

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

The above table examines the relationship between emotional suppression and openness to experience among college students. With reference to the table, it is noted that there exists a negligible positive correlation between emotional suppression and openness to experience. Hence the hypothesis, there is a significant relationship between cognitive reappraisal and agreeableness is accepted. Higher open mindedness is associated with higher expressive suppression and lower cognitive reappraisal, as indicated in the findings. Individuals high on this trait engage in expressive suppression more than cognitive reappraisal strategy.

Table 4.10

Shows the summary of Spearman's correlation between Expressive Suppression and Conscientiousness among college students.

	Conscientiousness
Expressive suppression	.174**

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

The above table examines the relationship between emotional suppression and conscientiousness among college students. With reference to the table, it is noted that there exists a correlation between emotional suppression and conscientiousness. Hence the hypothesis, there is a significant relationship between emotional suppression and conscientiousness is accepted. Higher conscientiousness was linked with expressive suppressive strategies than cognitive reappraisal strategies. This results contradict the

(Connor-Smith and Flachsbart, 2007) study that says conscientiousness is positively linked to reappraisal, problem solving, and acceptance.

Table 4.11

Shows the summary of Spearman's correlation between Expressive Suppression and Extraversion among college students.

	Extraversion
Expressive suppression	.196**

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

The above table examines the relationship between emotional suppression and extraversion among college students. With reference to the table, it is noted that there exists a weak positive correlation between emotional regulation and extraversion. Hence the hypothesis, there is a significant relationship between cognitive reappraisal and extraversion is accepted. Higher extraversion was linked with greater reappraisal, problem solving, mindfulness, and acceptance strategies and lower avoidance, suppression, worry, and rumination, and worry strategies. These results are consistent with Connor-Smith and Flachsbart (2007) study which has found that extraversion is positively linked to reappraisal and problem solving and inversely associated with avoidance tendencies.

Table 4.12

Shows the summary of Spearman's correlation between Expressive Suppression and Agreeableness among college students.

	Agreeableness
Expressive suppression	.141*

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

The above table examines the relationship between expressive suppression and agreeableness among college students. With reference to the table, it is noted that there exists a weak positive correlation between emotional suppression and agreeableness. Hence the hypothesis, there is a significant relationship between emotional suppression and agreeableness is accepted. The findings show that people high on this trait are most likely to employ expressive suppression emotional regulation strategy than cognitive reappraisal strategy.

Table 4.13

Shows the summary of Spearman's correlation between Expressive Suppression and Neuroticism among college students.

	Neuroticism
Expressive suppression	.161**

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

The above table examines the relationship between emotional suppression and neuroticism among college students. With reference to the table, it is noted that there exists a negligible positive correlation between emotional suppression and neuroticism. Hence the hypothesis, there is a significant relationship between expressive suppression and neuroticism is accepted.. Individuals who score high on neuroticism are characterized by more vulnerability to stress, tendency to experience negative emotions, and greater impulsivity than people who

are more emotionally stable. Findings show that neuroticism is closely associated to cognitive reappraisal than expressive suppression. These results are contradictory to Connor-Smith and Flachsbart (2007) study which has found that neuroticism is positively lined to avoidance tendencies and inversely associated with reappraisal and problem solving.

Table 4.14

Shows the summary of Spearman's correlation between Expressive Suppression and Open Mindedness among college students.

	Open mindedness
Impulsive buying	.092

The above table examines the relationship between impulsive buying and open mindedness among college students. With reference to the table, it is noted that there exists no significant correlation between impulsive buying and open mindedness. Hence the hypothesis, there is a significant relationship between impulsive buying and open mindedness is rejected. Those who are open minded, tend to be quite impulsive and more prone to make impulsive purchases. This is because they are imaginative, open-minded, and eager to try new things.

Table 4.15

Shows the summary of Spearman's correlation between Impulsive Buying and Conscientiousness among college students.

	Conscientiousness
Impulsive buying	.051

The above table examines the relationship between impulsive buying and conscientiousness among college students. With reference to the table, it is noted that there exists no significant correlation between impulsive buying and conscientiousness. Hence the hypothesis, there is significant relationship between impulsive buying and conscientiousness is rejected. There exists no significant relationship between conscientiousness and impulsive buying.

Table 4.16

Shows the summary of Spearman's correlation between Impulsive Buying and Extraversion among college students.

	Extraversion**
Impulsive buying	.237

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

The above table examines the relationship between impulsive buying and extraversion among college students. With reference to the table, it is noted that there exists a positive correlation between impulsive buying and extraversion. Hence the hypothesis, there is a significant relationship between impulsive buying and extraversion is accepted. Generally, people high on this trait tend to be very impulsive. Thus, they are more likely to end up purchasing things impulsively.

Table 4.17

Shows the summary of Spearman's correlation between Impulsive Buying and Agreeableness among college students.

	Agreeableness
Impulsive buying	.195**

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

The above table examines the relationship between impulsive buying and agreeableness among college students. With reference to the table, it is noted that there exists a positive correlation between impulsive buying and agreeableness. Hence the hypothesis , there is a significant relationship between impulsive buying and agreeableness is accepted. The result of this study did not support the stance of Verplanken and Herabadi (2001) which posit that the people scoring high in this trait are sensible enough to make proper decisions and are less likely to indulge into buying impulsively.

Table 4.18

Shows the summary of Spearman's correlation between Impulsive Buying and Neuroticism among college students.

	Neuroticism
Impulsive buying	.210**

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

The above table examines the relationship between impulsive buying and neuroticism among college students. With reference to the table, it is noted that there exists a positive correlation

between impulsive buying and neuroticism. Hence the hypothesis, there is a significant relationship between impulsive buying and neuroticism is accepted. People with this personality trait often experience unpleasant and harmful emotions, are extremely anxious and depressed. Those with high scores for this feature tend to be emotionally and psychologically unstable, which drives them to make impulsive purchases in an effort to feel better. Typically, impulsive purchases are also a result of anxiety and emotional distress. The results of this study support those of Shahjehan et al. (2012) and Silvera et al. (2008a), who found that people who are highly depressed and self-conscious have a tendency to buy things impulsively.

Chapter 5

Conclusion

The findings of this study are:

- There exists no significant correlation between cognitive reappraisal and impulsive buying.
- There exists no correlation between expressive suppression and impulsive buying.
- There exists a weak positive correlation between cognitive reappraisal and openness to experience.
- There exists no correlation between cognitive reappraisal and conscientiousness.
- There exists a positive correlation between cognitive reappraisal and extraversion.
- There exists a no correlation between cognitive reappraisal and agreeableness.
- There exists a positive correlation between cognitive reappraisal and neuroticism.
- There exists a positive correlation between expressive suppression and openness to experience.
- There exists a positive correlation between expressive suppression and conscientiousness.
- There exists a weak positive correlation between expressive suppression and extraversion.
- There exists a negligible positive correlation between expressive suppression and agreeableness.
- There exists a negligible positive correlation between expressive suppression and neuroticism.
- There exists no significant correlation between impulsive buying and open mindedness.
- There is no significant relationship between impulsive buying and conscientiousness

- There exists a positive correlation between impulsive buying and extraversion.
- There exists negligible positive correlation between impulsive buying and agreeableness.
- There exists a positive correlation between impulsive buying and neuroticism.

IMPLICATIONS OF THE STUDY

Shopping behaviour and impulse buying is emerging as a highly noticeable behaviour. In this context, the role of impulse buying plays a significant role for modern retailers and hence for researchers. In this paper, we have reviewed the literature on the impulse buying behaviour and proposed a comprehensive outline of impulse buying behaviour to be explored and empirically tested in future research endeavours.

The overall result of this study shows that there is a significant relationship between emotion regulation, personality and impulsive buying behaviour.

LIMITATIONS

The limitations of this study were that the sample size was small, the gender difference was not checked, the study was limited to only Indian college going students. The questionnaires were provided as Google forms through social media, emails, WhatsApp and so there was less face to face contact with the participants and there could be chances of the participants not being completely honest. As the current study used self-report measures to collect data, the data is subjected to bias such as social desirability.

Instead of relying only on convenience sample, future studies may include more sophisticated sampling techniques. To guarantee that the study is accurately applied to the entire population, the sample size must be substantial. To understand the diversity in people's emotional types and academic motivation, longitudinal studies must be done. Research that

examines the differences between genders in emotional preferences and motivation for academic pursuits should be conducted. To discover the cause-and-effect rather than only the link, studies other than correlation should be conducted.

REFERENCES

Ba, M. R. C. (2023, February 17). *Emotional Regulation: 6 Key Skills to Regulate Emotions*.

PositivePsychology.com.

<https://positivepsychology.com/emotion-regulation/>

Lebow, H. I. (2022, April 6). *Do You Know How to Manage Your Emotions and Why It Matters?* Psych Central.

<https://psychcentral.com/health/emotional-regulation>

Salters-Pedneault, K., PhD. (2022, July 22). *How Emotion Regulation Skills Promote Stability*. Verywell Mind.

<https://www.verywellmind.com/emotion-regulation-skills-training-425374>

Bridges, L. J., Denham, S. A., & Ganiban, J. M. (2004, March 1). *Definitional Issues in Emotion Regulation Research*. Child Development; Wiley Blackwell.

<https://doi.org/10.1111/j.1467-8624.2004.00675.x>

Raypole, C. (2023, February 14). *Big Feels and How to Talk About Them*. Healthline.

<https://www.healthline.com/health/list-of-emotions>

Emotion (Stanford Encyclopedia of Philosophy). (2018, September 25).

<https://plato.stanford.edu/entries/emotion/>

Magids, S. (2019, September 23). *The New Science of Customer Emotions*. Harvard Business Review.

<https://hbr.org/2015/11/the-new-science-of-customer-emotions>

Cherry, K. (2022b, November 7). *What Is Personality?* Verywell Mind.

<https://www.verywellmind.com/what-is-personality-2795416>

Holzman, P. S. (1999, July 26). *Personality / Definition, Types, Nature, & Facts*. Encyclopedia Britannica.

<https://www.britannica.com/topic/personality>

Cherry, K. (2022a, November 7). *What Is Personality?* Verywell Mind.

<https://www.verywellmind.com/what-is-personality-2795416>

Ferguson, S. (2022, June 22). *All About Human Personality: Definition, Disorders, and Theories*. Psych Central.

<https://psychcentral.com/health/what-is-personality>

MSc, E. H. B., MA PhD. (2022, March 7). *The Difference Between Impulsive and Compulsive Shopping*. Verywell Mind.

<https://www.verywellmind.com/difference-between-compulsive-and-impulsive-shopping-22336>

Satter, S. (2022, September 6). *Impulsive Buying: What It Is & Main Indicators*.

QuestionPro.

<https://www.questionpro.com/blog/impulsive-buying/>

Cruze, R. (2022, June 27). *Impulse Buying: Why We Do It and How to Stop*. Ramsey Solutions.

<https://www.ramseysolutions.com/budgeting/stop-impulse-buys>

Cherry, K. (2022a, November 7). *What Is Behaviorism?* Verywell Mind.

<https://www.verywellmind.com/behavioral-psychology-4157183>

What Is Behavioral Psychology? Definition And Applications | BetterHelp. (n.d.).

<https://www.betterhelp.com/advice/psychologists/what-is-behavioral-psychology-definition-and-applications/>

Muruganantham, G., & Bhakat, R. S. (2013b, April 22). *A Review of Impulse Buying Behavior*. International Journal of Marketing Studies; Canadian Center of Science and Education

<https://doi.org/10.5539/ijms.v5n3p149>

Redine, A., Deshpande, S., Jebarajakirthy, C., & Surachartkumtonkun, J. (2022, August 20). *Impulse buying: A systematic literature review and future research directions*. International Journal of Consumer Studies; Wiley-Blackwell.

<https://doi.org/10.1111/ijcs.12862>

Rook, D. W., & Fisher, R. N. (1995, December 1). *Normative Influences on Impulsive Buying Behavior*. Journal of Consumer Research; Oxford University Press.

<https://doi.org/10.1086/209452>

Weinberg, P. D., & Gottwald, W. (1982b, March 1). *Impulsive consumer buying as a result of emotions*. Journal of Business Research; Elsevier BV.

[https://doi.org/10.1016/0148-2963\(82\)90016-9](https://doi.org/10.1016/0148-2963(82)90016-9)

Hull, C. L. (1950, May 1). *Behavior postulates and corollaries—1949*. Psychological Review; American Psychological Association.

<https://doi.org/10.1037/h0062809>

Kacen, J. J., & Lee, J. A. (2002, January 1). *The Influence of Culture on Consumer Impulsive Buying Behavior*. Journal of Consumer Psychology; Elsevier BV.

https://doi.org/10.1207/s15327663jcp1202_08

Badgaiyan, A. J., & Verma, A. (2014, July 1). *Intrinsic factors affecting impulsive buying behaviour—Evidence from India*. Journal of Retailing and Consumer Services; Elsevier BV.

<https://doi.org/10.1016/j.jretconser.2014.04.003>

Muruganantham, G., & Bhakat, R. S. (2013c, April 22). *A Review of Impulse Buying Behavior*. International Journal of Marketing Studies; Canadian Center of Science and Education.

<https://doi.org/10.5539/ijms.v5n3p149>

Park, J., & Lennon, S. J. (2006, February 1). *Psychological and environmental antecedents of impulse buying tendency in the multichannel shopping context*. Journal of Consumer Marketing; Emerald Publishing Limited.

<https://doi.org/10.1108/0736376061065499>

Rook, D. W. (1987, September 1). *The Buying Impulse*. Journal of Consumer Research; Oxford University Press.

<https://doi.org/10.1086/209105>

Badgaiyan, A. J., & Verma, A. (2015, January 1). *Does urge to buy impulsively differ from impulsive buying behaviour? Assessing the impact of situational factors*. Journal of Retailing and Consumer Services; Elsevier BV.

<https://doi.org/10.1016/j.jretconser.2014.10.002>

Stern, H. (1962, April 1). *The Significance of Impulse Buying Today*. Journal of Marketing; American Marketing Association.

<https://doi.org/10.1177/00222429620260021>

Badgaiyan, A. J., Verma, A., & Dixit, S. (2016, December 1). *Impulsive buying tendency: Measuring important relationships with a new perspective and an indigenous scale*. Iimb Management Review; Elsevier BV.

<https://doi.org/10.1016/j.iimb.2016.08.009>

Kalla, S. M., & Arora, A. K. (2011, February 1). *Impulse Buying*. Global Business Review; SAGE Publishing.

<https://doi.org/10.1177/097215091001200109>

Weinberg, P. D., & Gottwald, W. (1982c, March 1). *Impulsive consumer buying as a result of emotions*. Journal of Business Research; Elsevier BV.

[https://doi.org/10.1016/0148-2963\(82\)90016-9](https://doi.org/10.1016/0148-2963(82)90016-9)

Dameyasani, A. W., & Abraham, J. (2013, October 8). *Impulsive buying, cultural values dimensions, and symbolic meaning of money: A study on college students in Indonesia's capital city and its surrounding*. International Journal of Research Studies in Psychology; Consortia Academia Publishing.

<https://doi.org/10.5861/ijrsp.2013.374>

Gross, J. J. (1999, September 1). *Emotion Regulation: Past, Present, Future*. Cognition & Emotion; Taylor & Francis.

<https://doi.org/10.1080/026999399379186>

Campos, J. J., Frankel, C. A., & Camras, L. A. (2004, March 1). *On the Nature of Emotion Regulation*. Child Development; Wiley-Blackwell.

<https://doi.org/10.1111/j.1467-8624.2004.00681.x>

Garnefski, N., & Kraaij, V. (2007, July 6). *The Cognitive Emotion Regulation Questionnaire*. European Journal of Psychological Assessment; Hogrefe Verlag.

<https://doi.org/10.1027/1015-5759.23.3.141>

Aldao, A., Sheppes, G., & Gross, J. J. (2015, January 1). *Emotion Regulation Flexibility*. Cognitive Therapy and Research; Springer Science+Business Media.

<https://doi.org/10.1007/s10608-014-9662-4>

Ba, M. R. C. (2023, February 17). *Emotional Regulation: 6 Key Skills to Regulate Emotions*. PositivePsychology.com. <https://positivepsychology.com/emotion-regulation/>

Emotion (Stanford Encyclopedia of Philosophy). (2018, September 25).

<https://plato.stanford.edu/entries/emotion/>

Badgaiyan, A. J., & Verma, A. (2015, January 1). *Does urge to buy impulsively differ from impulsive buying behaviour? Assessing the impact of situational factors*. Journal of Retailing and Consumer Services; Elsevier

BV. <https://doi.org/10.1016/j.jretconser.2014.10.002>

Cruze, R. (2022, June 27). *Impulse Buying: Why We Do It and How to Stop*. Ramsey Solutions.

<https://www.ramseysolutions.com/budgeting/stop-impulse-buys>

Zillig, L. M. P., Hemenover, S. H., & Dienstbier, R. A. (2002, June 1). *What Do We Assess when We Assess a Big 5 Trait? A Content Analysis of the Affective, Behavioral, and Cognitive Processes Represented in Big 5 Personality Inventories*. *Personality and Social Psychology Bulletin*; SAGE Publishing.
<https://doi.org/10.1177/0146167202289013>

Roberts, R., & Woodman, T. (2017, August 1). *Personality and performance: moving beyond the Big 5*. *Current Opinion in Psychology*; Elsevier BV.
<https://doi.org/10.1016/j.copsyc.2017.03.033>

Cherry, K. (2023, March 11). *What Are the Big 5 Personality Traits?* Verywell Mind.
<https://www.verywellmind.com/the-big-five-personality-dimensions-2795422>

Shahjehan, A., J., Qureshi, L., Zeb, F., & Saifullah, K. (2012, February 15). *The effect of personality on impulsive and compulsive buying behaviors*. *African Journal of Business Management*; Academic Journals.
<https://doi.org/10.5897/ajbm11.2275>

Effects of Personality on Impulsive Buying Behavior: Evidence from a Developing Country Munich Personal RePEc Archive. (n.d.).
<https://mpra.ub.uni-muenchen.de/id/eprint/87401>

Gangai, D. N. (2016, January 1). *The Influence of Personality Traits on Consumer Impulsive Buying Behaviour*.
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3482230

Ahn, J., & Kwon, J. (2020, August 24). *The role of trait and emotion in cruise customers' impulsive buying behavior: an empirical study*. Journal of Strategic Marketing; Taylor & Francis.

<https://doi.org/10.1080/0965254x.2020.1810743>

Jie, W., Poulouva, P., Haider, S., & Sham, R. B. (2022). Impact of internet usage on consumer impulsive buying behavior of agriculture products: Moderating role of personality traits and emotional intelligence. In *Frontiers in Psychology* (Vol. 13).Frontiers Media.

<https://doi.org/10.3389/fpsyg.2022.951103>

APPENDIX A

Informed consent form

Hello This is ShireenNazar, Ain Kayyal and Tia Mary Kurien pursuing B.Sc Psychology at St.Teresa's College, Ernakulam. We are currently conducting a study on emotional regulation, personality and impulsive buying behaviour, as a part of our final year research, under the guidance of assistant professor Annleena Anil.

We would truly appreciate if you could take 5-10 minutes of your time and fill out the following questionnaires. Kindly fill the form if you're a college-going student.

Participation in the study is voluntary. You may withdraw from this study at any time you wish to discontinue. We assure that the responses shall be strictly kept confidential, anonymous, and be used for academic purposes only. Please read the questions carefully and answer them honestly.

We thank you in advance for choosing to be a part of this study.

For further queries, feel free to contact us at:

shireennazar7@gmail.com

tia121now@gmail.com

ainkayyal666@gmail.com

By clicking on 'I Agree',

1. You have read the above description of the study.
2. You attest that you are a college-going student.
3. You are currently unemployed.
4. You have freely consented to participate in this research study.
 - I agree to be a part of this study.
 - I do not agree to be a part of this study.

APPENDIX B

Socio-demographic data sheet

Name (Initials)

Age

Gender

Socio-economic status

- High
- Middle
- Low

Employment status

- Employed
- Unemployed

APPENDIX C

Emotion Regulation Questionnaire

We would like to ask you some questions about your emotional life, in particular, how you control (that is, regulate and manage) your emotions. The questions below involve two distinct aspects of your emotional life. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem similar to one another, they differ in important ways.

For each item, please answer using the following scale:

1	2	3	4	5	6	7
Strongly disagree			Neutral			Strongly Agree

1. ____ When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.
2. ____ I keep my emotions to myself.
3. ____ When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.
4. ____ When I am feeling positive emotions, I am careful not to express them.
5. ____ When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.
6. ____ I control my emotions by not expressing them.
7. ____ When I want to feel more positive emotion, I change the way I'm thinking about the situation.
8. ____ I control my emotions by changing the way I think about the situation I'm in.
9. ____ When I am feeling negative emotions, I make sure not to express them.

10. ____ When I want to feel less negative emotion, I change the way I'm thinking about the situation.

APPENDIX D

The Big Five Inventory–2 Short Form (BFI-2-S)

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

1	2	3	4	5
Strongly disagree	Disagree a little	Neither agree or disagree	Agree a little	Strongly agree

I see myself as someone who...

1. Tends to be quiet.

disagree strongly 1 2 3 4 5 agree strongly

2. Is compassionate, has a soft heart.

disagree strongly 1 2 3 4 5 agree strongly

3. Tends to be disorganized.

disagree strongly 1 2 3 4 5 agree strongly

4. Worries a lot.

disagree strongly 1 2 3 4 5 agree strongly

5. Is fascinated by art, music, or literature.

disagree strongly 12345 agree strongly

6. Is dominant, acts as a leader.

disagree strongly 12345 agree strongly

7. Is sometimes rude to others.

disagree strongly 12345 agree strongly

8. Has difficulty getting started on tasks.

disagree strongly 12345 agree strongly

9. Tends to feel depressed, blue.

disagree strongly 12345 agree strongly

10. Has little interest in abstract ideas.

disagree strongly 12345 agree strongly

11. Is full of energy.

disagree strongly 12345 agree strongly

12. Assumes the best about people.

disagree strongly 12345 agree strongly strongly

13. Is reliable, can always be counted on.

disagree strongly 1 2 3 4 5 agree strongly

14. Is emotionally stable, not easily upset.

disagree strongly 1 2 3 4 5 agree strongly

15. Is original, comes up with new ideas.

disagree strongly 1 2 3 4 5 agree strongly

16. Is outgoing, sociable.

disagree strongly 1 2 3 4 5 agree strongly

17. Can be cold and uncaring.

disagree strongly 1 2 3 4 5 agree strongly

18. Keeps things neat and tidy.

disagree strongly 1 2 3 4 5 agree strongly

19. Is relaxed, handles stress well.

disagree strongly 1 2 3 4 5 agree strongly

20. Has few artistic interests.

disagree strongly 1 2 3 4 5 agree strongly

21. Prefers to have others take charge.

disagree strongly 1 2 3 4 5 agree strongly

22. Is respectful, treats others with respect.

disagree strongly 1 2 3 4 5 agree strongly

23. Is persistent, works until the task is finished.

disagree strongly 1 2 3 4 5 agree strongly

24. Feels secure, comfortable with self.

disagree strongly 1 2 3 4 5 agree strongly

25. Is complex, a deep thinker.

disagree strongly 1 2 3 4 5 agree strongly

26. Is less active than other people.

disagree strongly 1 2 3 4 5 agree strongly

27. Tends to find fault with others.

disagree strongly 1 2 3 4 5 agree strongly

28. Can be somewhat careless.

disagree strongly 1 2 3 4 5 agree strongly

29. Is temperamental, gets emotional easily.

disagree strongly 1 2 3 4 5 agree strongly

30. Has little creativity.

disagree strongly 1 2 3 4 5 agree strongly

APPENDIX E

Buying Impulsiveness Scale

1. I often buy things spontaneously.

disagree strongly 1 2 3 4 5 agree strongly

2. "Just do it" describes the way I buy things.

disagree strongly 1 2 3 4 5 agree strongly

3. I often buy things without thinking.

disagree strongly 1 2 3 4 5 agree strongly

4. "I see it. I buy it" defines me.

disagree strongly 1 2 3 4 5 agree strongly

5. "Buy now. think about it later" describes me.

disagree strongly 1 2 3 4 5 agree strongly

6. Sometimes I feel like buying things on the spur-of-the-moment.

disagree strongly 1 2 3 4 5 agree strongly

7. I buy things according to how I feel at the moment.

disagree strongly 1 2 3 4 5 agree strongly

8. I carefully plan most of my purchases.

disagree strongly 1 2 3 4 5 agree strongly

9. Sometimes I am a bit reckless about what I buy.

disagree strongly 1 2 3 4 5 agree strongly