

Effect of Education and Emotional Intelligence on Consumers' Impulsive Buying Behavior

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Abstract

Today, marketing has become highly competitive across the industry, and understanding consumers' behavior has become a challenging task for the marketers. In strategic marketing planning, consumer behavior is an integral part of said process as the consumer plays the role of the user, the buyer and the payer. The behavior of the consumers changes as the factors that affect the consumer's behavior change. The goal of this research is to examine the effect of education on consumers' impulsive buying behavior. Data is collected using a 30-question questionnaire to test the respondents' impulsive buying behavior, their attitude to impulsive buying, and their education level and Emotional Intelligence. The sample size is 200, of which 184 are valid. Statistical Product and Service Solutions (SPSS) is used to analyze the acquired data to discern the correlation between the level of education and impulsive buying behavior.

Keywords: *Impulsive Buying, Demographic Factors, Education, Lebanon.*

Introduction

Rook (1987) defines impulsive buying as the unplanned and sudden purchases that are triggered on the spot, and are accompanied by pleasure and excitement. Several other definitions were given for impulsive buying; for instance, Beatty & Ferrell (1998) define it as a sudden and immediate purchase decision made inside a store with no previous intentions to buy the specific product. Further, impulsive buying is explained as the urge to purchase a product without the consideration of the consequences of the decision to buy it (Rook, 1987; Kacen & Lee, 2002). It occurs when an item that was not pre-planned is purchased (Park, Iyer, & Smith, 1989).

To have a clear and an upfront idea of impulsive buying, a special interview was conducted with a professional female on the topic; it resulted in the following short case study which is used as a prototype that represents many Lebanese females and most possibly others. The name is kept confidential.

“She is a 34-year old female, living in Dubai, a Registered Nurse by training, and works as a Nurse Manager at the American Hospital of Dubai. She holds a Bachelor of Science in Nursing and a Master in Business Administration. She is labeled by her family ‘an impulsive buyer’, but she begs to differ.

She hates shopping, and she rarely does unless she has to. Her behavior in this matter is controversial and has evolved over time. When she started working and earning (in Lebanon), she wanted to get whatever she had wished for. However, she kept her distance and kept busy at work and other commitments. When her status became a bit better, she visited the malls every now and then, and always bought without thinking. Sometimes she bought things that she knew she will never use, and ended up distributing these goods to whomever needed them. Shortly after, she started inhibiting herself from over buying and over spending by not shopping at all. However, she still bought without thinking whenever she had an occasion-cloths, gifts, perfume, and especially make up.

Her behavior kept on changing, or adapting to her lifestyle; she started putting in the cart whatever she saw and liked; however, before paying, she went over the items she had and refrained from buying some of them. This method helped her in limiting the habit, but did not curb her over spending whims. When she moved to Dubai and became totally independent, she had to put limitations since she had to watch out and manage her expenses. She started by purchasing essential things for her house to make it “homey”. She thought things through and analyzed whether the bought items were essential, necessary or complimentary. She got the essentials and then the necessary... She kept this pattern for a year and few months. She then moved to another house; it needed more stuff... It was necessary to make some changes, and she bought complementary furniture that was fairly expensive, though not necessary or urgent at that time, but she never regretted having bought them. This habit totally stopped afterwards; she stopped buying. As for the clothes, it posed a dilemma to her; especially since she hates to get to the shopping center and try on clothes. Usually, she goes once in a semester and collects items she likes, tries them on and gets everything that fits at once.

Her overspending habit did not stop when it came to her family, especially her kid nieces. Actually it increased. Whenever she is somewhere and she sees things that can be interesting or nice for any of them, she just buys the items; for instance, for the recent birthday of one of them, she went to get the gifts for herself, her mother and her sister. She just got whatever she felt like. She still does not know how much she had paid and she does not care.

Basically, she consciously pays big bills on herself every now and then, to just get what is necessary or urgently needed. Now, she has channeled her urge to over-spend into saving strategies which are working bit by bit: buying gold or saving the amount aside.”

Consequently, several questions arise from the aforementioned case:

- What is an impulsive buying behavior?
- What are the types of impulsive buying behaviors?
- What are the general factors that affect customers’ buying behavior?
- More specifically, how are the consumers’ educational level and Emotional Intelligence related to the impulsive buying behavior?
- And finally, how much are the citizens of the MENA region in general, and in Lebanon in particular, aware of impulsive buying behavior and its characteristics

Problem Statement

Marketing as a science, with all its disciplines, has been implemented to investigate the causes, factors, action mechanisms and consequences of consumer behavior; much has been discovered and achieved in this aspect. However, marketing theories and practices are still far from explaining all the aspects of

consumer behavior; hence, due to its discernable diversity and multitude factors, consumer behavior is the most complex contemporary issue of marketing theory and practice (Žnideršić, Grubor, & Marić, 2014).

This study aims to explain the phenomenon of impulsive behavior by indicating factors and clarifying the principle of impulsive behavior. Specifically, this research examines the effects of education per se and Emotional Intelligence on consumers' impulsive behavior; these two factors that were masked by most of the researches done previously.

Research Dilemma

Market researchers have had a persistent interest in the pervasive phenomenon of consumers' impulsive behavior, but many questions about impulsive purchase behavior still remain unanswered (Rook, 1987). Although the topic has received research interest, such as that of Abratt and Goodey (1990) — South Africa, and that of Kacen & Lee (2002) — the United States, little is known about how education level influences unplanned purchases in the MENA (Middle East and North Africa) region, precisely in Lebanon, where little to no studies have been done on this matter.

Research Objectives

The primary research objective is to determine the impact of education and emotional intelligence on consumers' Impulsive Buying Behavior (IBB). The secondary objective of this study is to determine the impact of education and Emotional Intelligence on the Lebanese consumers' IBB.

Research Questions

Accordingly, the following specific research questions arise:

- How does education affect the customers' impulsive buying behavior?
- What is Emotional Intelligence and how does it affect the IBB?
- How do the education level and Emotional Intelligence affect the Lebanese consumers' impulsive buying behavior?

Research Significance

The economic relevance of impulsive buying behavior has assumed significance with the opening up of the international markets, the enrichment of the consumer society and the creation and spread of the mall culture (personal communication, Dr. Bassam Hamdar, economist, September 14, 2018). Impulsive buying behavior is better understood by examining the impulsive buying tendency that prompts such behavior; moreover, and since consumers' behavior differs across cultures, it is vital and of utmost importance to study the effect of education on these tendencies and behaviors. Also, manufacturers and retailers need information on the extent that education influences consumers' purchasing behavior so as to differentiate their stores from those of competitors and gain competitive advantage through devising more effective promotion and marketing strategies.

Literature Review

Marketing, Consumer Behavior and Impulsive Buying

Marketing as a science, with all its inferred disciplines, has endeavored ever since its development to examine the causes, components, action mechanisms and results of consumers' behavior; however, in spite

of the fact that much has been found and accomplished in this perspective, marketing theories and practices are still far from clarifying all the perspectives of consumers' behavior (Gaurav & Sahu, 2017). Consumer behavior is the foremost complex issue of marketing theory and practice due to its stamped diversity and a huge number of variables that have a combined effect on it, in more or less assorted ways, depending on the business event (Žnideršić, Grubor, & Marić, 2014).

Researchers have been extensively seeking to reach an understanding as to how consumers behave in the market; they have widened the scope of their studies on consumption trends/characteristics, to extend from disciplined buying to compulsive spending (Lee & Mysky, 2004), including factors that differentiate "good" consumption from "bad" consumption habits. Due to the aforementioned consumption trends/characteristics, researchers have been focusing on the destructive consequences of consumers' impulsive buying behavior on self, family, and society (Faber & O'Guinn, 1992). In the same vein, Žnideršić, Grubor, & Marić (2014) state that marketing researchers have been attempting, for decades now, to discover all the aspects of consumers' impulsive buying behavior; the researchers' target is to investigate the types and categories of products/goods that may induce impulsive buying behaviour, and characterize the companies' marketing offer and marketing techniques based on the aforementioned discoveries. In addition, several researches have been conducted in the field of impulsive buying; they ranged from defining Impulsive Buying Behavior (IBB) to classifying it into several sub-categories (Kacen & Lee, 2002). Consumer impulsive buying is an extensively known phenomenon in the US (Kacen & Lee, 2002; furthermore, studies investigated the cause of consumers' impulsive buying behavior and classified these causes according to individual characteristics, demographics, Emotional Intelligence, cultural, situational characteristics and others (Mihic & Kursan, 2010). However, Workman & Paper (2010) support the fact that additional investigations are vital to understand the phenomenon of Impulsive Buying Behavior, which had been defined by Faber & O'Guinn (1992, p. 155) as "a response to an uncontrollable drive or desire to obtain, use, or experience a feeling, substance, or activity that leads and individual to repetitively engage in a behavior that will ultimately cause harm to the individual and/or others."

After extensive reading, the researchers of this paper agree with the following comprehensive definition: "Impulsive buying is a sudden, compelling, hedonically complex purchasing behavior in which the rapidity of the impulse purchase decision process precludes thoughtful, deliberate consideration of all information and choice alternatives" (Kacen & Lee, 2002, p. 163). In other words, it is considered to be a more exciting, less cautious, and more seductive buying behavior; it is attributed to almost 70% of all purchasing decisions (Heilman, Nakamoto, & Rao, 2002). Solomon (2002) and Vohs & Faber (2007) support the aforementioned definition by stating that impulsive buying is an unplanned, sudden, and spontaneous impulse to buy; an act that doesn't consider careful evaluation of product and purchase consequences. While Karbasivar & Yarahmadi (2011) handle impulsive buying in a different manner and define it as a state where consumers' focus is on satisfying their powerful needs, neglecting the real problem, which is to be resolved in a higher quality manner. Furthermore, Shahjehan, Qureshi, Zeb & Saifullah (2012) contend that before providing a definition, one needs to begin by defining impulsivity as a personality trait characterized by a tendency to act without provision, make quick decisions, and fail to recognize the consequences. They describe Impulsive Buying Behavior (IBB) as a "spontaneous or sudden desire to buy something, and when compared to more contemplative approaches to decision making, is considered emotional, reactive, and prone to occur with diminished for the consequences" (p. 2188). In the same vein, Rana & Tirthani (2012) state that impulsive buying is a disruption of the normal decision making; it occurs when "a customer sees a product in the store and purchases it with little or no deliberation due to a strong urge to possess the item" (p. 145). Whereas impulsive buying is defined as "a sudden, compelling, hedonically complex purchase behavior in which the speed of the impulsive purchase decision on precludes any thoughtful, deliberate consideration of alternatives or future implications" (Masouleh, Pazhang, & Moradi, 2012, p. 1054). Similarly, Žnideršić, Grubor, & Marić (2014) describe impulsive buying as the customers' deviation from standard and rational behavior to satisfy their physiological and personal psychological needs.

To sum up, impulsive buying arises when a costumer goes to buy a product and then he/she buys another product which he/she did not intend to buy (Howlett, Kees, & Kemp, 2008; Verplanken & Sato, 2011).

Hence, it is deduced from the aforementioned definitions the following characteristics of customers' buying behaviors (Rana & Tirthani, 2012):

- The feeling of an irresistible drawing/compelling force emitted by the product
- An immediate sense of ownership of the product
- A disregard of any negative consequences of the purchase decisions
- A feeling of excitement in the heat of the moment
- A dilemma between control and indulgence

Types and Factors of Impulsive Buying

Han, Morgan, Kotsiopoulos, & Kang (1991) and Etzioni (1999) have initially enumerated four types of Impulsive Buying which were adopted by others, namely:

- 1) Pure Impulse Buying: It is when customers buy unplanned products which appeal to them, and had no intention of buying initially (Ferber, 1973).
- 2) Reminder Impulsive Buying: It is the process in which customers' need for an item is triggered when they see this item or are reminded of it (Lee & Kacen, 2008).
- 3) Suggestion Impulsive Buying: It is defined as " the process of buying those products which customers see first time in the store and realize that they might need" (Nadeem, Akmal, Omar, & Mumtaz, 2016, p. 3; Bell, Crosten, & Knox, 2011)
- 4) Planned Impulsive Buying: It occurs when customers visit the market with no plan to buy any special product, but to check promotions and deals (Agee & Martin, 2001; Madhavaram & Laverie, 2004)

Researchers also focused on the factors that influence impulse buying and consumers' behavior and differentiated two main factors. Herein is a consise list of said factors as perecieved by Chen (2008, p. 155), Karbasivar & Yarahmadi (2011, p. 175), Yang, Huang, & Feng (2011, p. 275), and Gaurav & Sahu (2017):

- External impulsive purchase factors are fully controlled by companies to provoke the impulsive buying mechanism; these factors include
 - Store appearance
 - In-store displays
 - Shopping environment
 - Price discounts and point-of-sale promotions
- Internal impulsive purchase factors can be influenced by the company, but are solely controlled by the consumer; they include
 - The consumer's personality traits
 - The consumer's emotional and affective state
 - Demographic factors
 - Profession, educational level, marital status, social position etc.

What concern us in this research are the internal impulsive prurchase factors, especially the consumers' affective responses; hence, the effect and characteristics of these responses are discussed. Affects reflect the consumers' immediate and automatic response to stimulas delineated herein (Maričić, 2011, p. 133):

- Effect of affects on consumers' behavior:
 - "Positive mood accelerates the consumer education process and shortens the decision-making time when choosing products or services"
 - Strengthened mood favors products with positive associations
 - Emotions trigger consumer's motivation to buy
- Characteristics of affect-driven response:
 - These responses are either beyond or under slight control of the consumer
 - They include consumers' physiological responses
 - They are learnt

It is of utmost importance to discuss, at this stage, the process that consumers undergo while buying impulsively. Coley & Burgess (2003, p. 283) claim that instantaneous effect of external and internal stimuli results in positive shopping emotions and directs consumers' moods, shadowed by a powerful need and desire to buy that is irresistible, leading to the emergence of impulsive-driven behavior. This statement is also upheld by Žnideršič, Grubor & Marić (2014) who describe impulsive purchases as characterized by abrupt unplanned urge to buy, which can be opposite to the consumer's earlier behavior, followed by a state of psychological imbalance and loss of control over the consumer's own behavior, occurrence of psychological struggle caused by the analysis of satisfaction and significances, decrease in the consumer's cognition, and lastly, appearance of impulse-driven behavior.

Several researchers linked consumers' impulsive buying behavior to emotions and Emotional Intelligence; Youn & Faber (2000) indicate that consumers involve in impulsive buying behavior whenever they experience a strong urge to buy because they are more concerned about their affective state (emotions) than their cognitive state (logic); these emotions might include an "irresistible urge to buy, mood management, amusement, delight and joy" (Coley & Burgess, 2003). Furthermore, Hanna & Wozniak (2001), Lavack, & Kropp (2008), Maričić (2011), Silvera, and Sarki, Bhutto, Arshad, & Khuhno (2012) state that the consumer while experiencing impulsive buying driver, has little time for decision-making and that there is a limited existence or total lack of cognitive effort in decision making; the latter is impacted by emotional appeals.

Education and Emotional Intelligence

Of special interest in this research are the demographic factors that influence the customers' IBB; more specifically, the educational level of these customers. The educational level is considered to be a significant factor in customers' impulsiveness (Bressolles, Durrieu, & Giraud, 2007). Education make customers think, observe and explore the products more; Hugar & Kumar (1996) concluded that the educational level of the consumers has an effect on the quantity and frequency of purchase, in that education inhibits consumers from making particular purchases. Bruyneel, Dewitte, Vohs, & Warlop (2006) argue that customers with higher educational levels have more financial knowledge than common people. These customers spend their money where they could benefit from purchased products; they prefer planned shopping (Manzur, Olavarrieta, Hidalgo, Fariás, & Uribe, 2011). It is believed that the educational level has a negative relationship with impulsive buying (Rana & Tirthani, 2012; Bashar, Ahmad, & Wasi, 2012; Shahjehan, Qureshi, Zeb, & Saifullah, 2012; Nadeem, Akmal, Omar, & Mumtaz, 2016). More specifically, the most professional courses offered in business schools and engineering institutes train the consumers to develop deep understanding of the market, product, brand and utility; this leads to an increase in their awareness and their ability to perform a particular purchase (Khan & Chawla, 2014). In other words, educated consumers are more influenced by their position and place in the society; however, this does not cancel another inherent truth ingrained in one's social behavior, namely that illiterates can control their excesses and would only spend money on products initially thought and planned for (Ekeng, Lifu, & Asinya, 2012). Conversely, if education is negatively related to impulsive buying, then why some educated people are still impulsive buyers? This is mainly caused by their lack of Emotional Intelligence (Xiofang & Miller, 2003); it is believed that consumers' Emotional Intelligence (CEI) positively moderates the relationship between

educational level and IBB (Kidwell, Hardesty, Murtha, & Sheng, 2011; Rana & Tirthani, 2012; Nadeem, Akmal, Omar, & Mumtaz, 2016).

Back to the case introduced earlier; the person of interest shows many types of impulsive buying behavior. For instance, she moved from being a pure impulsive buyer to a reminder impulsive buyer, especially in situations that concerned her interest (clothes and home appliances). However, she is still a pure impulsive buyer when it comes to buying for her loved ones.

Additional factors that affect the consumers' buying behavior are enumerated by different researches:

- Consumers' mood and emotions (Weinberg & Gottwald, 1982; Rook & Gardener, 1993; Tice, Bratslavsky, & Baumeister, 2001)
- Trait buying impulsiveness (Rook & Fisher, 1995)
- Culture (Mihic & Kursan, 2010)
- Store environment (Awan & Abbas, 2015)
- Consumers' income (Ekeng, Lifu, & Asinya, 2012; Awan, Hassan, & Shahid, 2014)
- Demographic factors (Bellenger, Robertson, & Hirschman, 1978; Wood, 1998; Mai, Lantz, & Loeb, 2003); Rook & Fisher (1995) specifically confirm that not only age, but the shoppers' gender and educational level are essential factors in IBB.

In this research, the focus is on the effect of the demographics factors on the impulsive buying behavior, more specifically, the effect of education and Emotional Intelligence. Bashar, Ahmad and Wasi (2012) investigated the effect of demographic factors on consumers' impulsive buying behavior; the results show that educational qualifications have minimal association with impulsive behavior. In addition, the study of Sharma & Kaur (2015) used the Chi-squared test between demographic variables and impulsive buying behavior; this test reveals that education has no significant relationship with impulsive buying behavior. More specifically, this study shows that there is very low positive correlation between education and IBB. On the whole, it is relevant to suggest that study into the effect of education on consumers' impulsive buying behavior has received unclear and limited attention by various past studies in the related disciplines, particularly in the marketing field. Based on this, much attention is required; as such, this study seeks to focus and contribute to advance knowledge of education and consumer's impulsive buying behavior; thus, the importance and value of this study.

Lebanon: Brief Economic Facts

This research is carried out in Lebanon, a small Middle Eastern country which enjoys a free-market economy and a strong laissez-faire commercial tradition (CIA, 2018a). Table 1 shows key economic facts about Lebanon's economic state (globaleEDGE, 1994-2017); of interest in this table are the made sections: the income level is considered to be an upper middle income, the unemployment force forms 6.29% by the year of 2017. Also, this country's imports are greater than its exports. It is worth mentioning that 79% of the GDP is for services.

In 2017, the population in Lebanon consisted of 6,229,794 with a growth rate of -1.1% (CIA, 2018b). In 2009-2010, scholars, university students and students in vocational and technical educational institutions represented about 32% of the total population of Lebanon; overall, the number of school children is approximately 5 times more than the number of university students (Yaacoub & Badre, 2012). In addition, according to Banque BEMO (2014; cited in Hejase & Alaeddine, 2017) "a literacy rate exceeding 90% amongst adults and 98.70% among youth. Lebanon exhibits tremendous gains in terms of more equitable access to formal education: The literacy rate among youth females surpass that of youth males, countervailing the dominance of literate male adults over female adults at 93.50% and 86%" (p. 27). Only 53% of the population of Lebanon aged 15 years and above holding university degree are in employment, the remaining are either inactive or unemployed (Unicef, 2013).

Table 1: Lebanon's Key Economic Facts

Income Level (by per capita GNI)	Upper Middle Income
Level of Development	Developing
GDP, PPP (current international \$):	USD 85.95 billion (2016)
GDP Growth (annual %):	2.00% (2016)
GDP per capita, PPP (current international \$):	USD 14,308.75 (2016)
External debt stocks, total (DOD, current USD):	USD 31,960,710,000.00 (2016)
Manufacturing, value added (% of GDP):	9.06% (2016)
Current account balance (BoP, current USD):	- USD 9.86 billion (2016)
Inflation, consumer prices (annual, %):	- 0.81% (2016)
Labor force, total:	2,207,595 (2017)
Unemployment, total (% of total labor force) (modeled ILO estimate):	6.29% (2017)
Import of goods and services (current USD):	USD 23.37 billion (2016)
Exports of goods and services (current USD):	USD 12.64 billion (2016)

These data will be used as a guide in subsequent analysis of the primary data collected from the implemented questionnaire.

Research Methodology

Research Philosophy

“Research philosophy is the way to go about doing a research” (Hejase & Hejase, 2013, p. 77). A research philosophy includes the set of beliefs as to the nature of the reality being investigated (Bryman, 2012); i.e., the underlying definition of the nature of knowledge.

In this research, the researchers chose the positivism philosophy whereby the researcher acts as an objective observer that describe reality. In other words, the researchers are independent of this research, i.e. had minimal interaction with the research participants (Mkahal, 2016).

Research Strategy

The strategy implemented by the researchers is the questionnaire-survey method; this method ensures the collection of a large amount of data from a sizable population. The data are analyzed quantitatively using descriptive and inferential statistics (Saunders, Lewis, & Thornhill, 2007). The researchers are interested in collecting the data from the Lebanese community of different educational levels. The survey is discussed elaborately in the following parts.

Research Design

This research is an applied quantitative one because it emphasizes the socially constructed nature of reality. It is concerned with recording, analyzing and attempting to uncover the deeper meaning and significance of human behavior and experience that affect customers' impulsive buying behavior in Lebanon. The main interest is in gaining a rich and complex understanding of consumers' buying behaviors and how the said consumers are affected by their level of education. In addition, this research is an exploratory research in nature; it is conducted to assimilate the influence of education on IBB in Lebanon, and will be used as a guide for further detailed and quantitative researches. This research follows the deductive approach since it works from the more general to the more specific. The factors that influence the consumers' IBB are studied first, then the educational element of the Lebanese population is focused on.

Data Collection

Considering the nature of the research, the study made use of both primary and secondary data. Secondary data is accessed through the use of published journal articles, text books and the Internet. While the primary data is collected via a survey questionnaire that was posted online, and was distributed to people of different socio-economic and educational levels, and who were chosen at random. The questionnaire was also distributed in some institutions, universities and published online for the purpose of having a wide and diverse sampling. Also, the questionnaire was translated into Arabic, the native language, so that the researchers may reach a wide variety of the population. 200 valid questionnaires were collected.

Survey Questionnaire Design

This research is conducted using a simple structured questionnaire that consists of 37 questions distributed among four sections that cover the respondents' impulsive buying behavior, attitude towards impulsive buying, the effect of education and Emotional Intelligence on impulsive buying behavior, and demographical questions.

The questionnaire begins with a passage that informs the participant of the objective and transparency of the said questionnaire, and the topics discussed. Section 1 includes eight questions using a four-point Likert scale (4= Frequently and 1= Never), and are to assess the respondents' habits in buying and shopping. Section 2 includes six questions using five-point Likert scale questions (5= Strongly Agree and 1 = Strongly Disagree) that focus on the respondents' attitude towards impulsive buying. Section 3 has 16 questions to assess the respondents' Emotional Intelligence and level of education, also using a five-point Likert scale. Section 4 uses multiple choice questions and dyadic questions pertaining to demographics of the sample including age, gender, educational level, major, and basic yearly income.

One final open-ended question is designed to motivate respondents to add to the questionnaire any remarks on related points that have not been discussed. In addition, the questionnaire was translated to Arabic so that it can reach a larger section of the population who have low educational levels.

Sampling

The target sampling population for this study is all the Lebanese working population, the main purpose of this study is to understand the effects of education on the consumers' buying behavior of said population. Therefore, any Lebanese buyer or purchaser, willing to participate was considered in this research.

The data was collected over a period of one month; the Arabic and English versions of the questionnaire were shared on social media, and printed versions were distributed in different universities and corporations to different employees. The total number of acceptable questionnaires is 184 out of 200. 12 questionnaires were rejected because they were wrongly filled, and 4 were incomplete. Therefore, the response rate is 92%, which is an acceptable percentage for such a study.

Descriptive Analysis

All responses were entered to the SPSS version 23 program "Statistical Product and Service Solutions", an IBM product acquired by IBM in 2009 (Hejase & Hejase, 2013, p. 58). The study is performed using exploratory statistics; data tables including frequency and percentage distributions and supported by their respective figures. Moreover, cross tabs and regression analysis are performed to study relationships between variables that may add value to the findings of the research.

Results and Findings

The purpose of the current research thesis is to assess a sample of Lebanese respondents' impulsive buying behaviour, their attitude towards impulsive buying, and the impact of their education level and Emotional Intelligence on impulsive buying.

Descriptive Analysis

Section 1: Respondents' Impulsive Buying Habits

Purpose of shopping

The relation of shopping to the current respondents' mood is delineated as follows:

IBB is described as a "spontaneous or sudden desire to buy something", and is accompanied by pleasure and excitement. Results show that 14.1% of the respondents go shopping frequently to change their mood; 35.3% occasionally does so, giving a cumulative of 49.5% for occasionally and frequently. 32.1% of the respondents state that shopping rarely lightens their moods, and 18.5% never recourse to shopping to change their moods. Does the high percentage of 49.5% indicates lack of education, or Emotional Intelligence vis-à-vis the impulsive shopping?

Feeling of happiness after the purchasing of an unplanned item

Results show an interesting positive impact on the respondents' feelings of happiness when they buy an unplanned item. 27.2% responded with "Frequently" and 34.2% with "Occasionally", for a cumulative of 61.4% which is more than half of the sample of respondents. 29.9% responded with "Rarely" and only 8.7% answered "never" to the question. It is true that shopping might affect the mood positively; however, the answers to the question show that shopping has a positive impact even when the item being purchased is not planned for. What would be the indication or meaning of this? Is there a correlation between feelings and the impulsive buying habit? Would that imply that 61.4% of the respondents have Pure Impulsive Buying habit?

Feeling of Regret after an unplanned purchase

Results show that only 9.8% frequently regret buying without a plan, whereas 28.8% occasionally does; 35.3% rarely regrets buying without a plan and 26.1% never does. The cumulative of "Frequently and Occasionally" is only 38.6%, whereas 61.4% is rarely or never regretful. Thus, a happy feeling generated by an unplanned purchase is rarely followed by a feeling of regret, as per the respondents' responses.

Control of the urge to buy when a good offer is seen

Planned Impulsive Buying occurs when customers visit the market, with no plan to buy any special product, for the purpose of checking promotions and deals (Agee & Martin, 2001). Results show that 17.4% frequently loses control when they see a good offer, 25.5% occasionally faces this difficulty, 36.4% rarely does, and 20.7% never does. 42.9% has difficulty controlling the urge to buy something when a good offer is displayed, leading to an assumption that the sample respondents have impulsive buying habits that are pure and not planned.

Tendency to increase the intent to buy when promotions are offered

Table 2 indicates that 60.3% of the respondents have no control on the amount of purchase of promotions

that are offered; 25% frequently buys more when they see good deals; 35.3% occasionally does the same; 30.4% rarely buys more when they see good offers; and, 9.2% never does. These results are again reflective of the Planned Impulsive Buying; however, it contradicts the results of the previous question. This discrepancy makes us think that even though the minority of the respondents does not show a Planned Impulsive behavior; however, they directly exhibit Pure Impulses when surrounded by offers.

Table 2: When I see a good deal, I tend to buy more than I intended to buy

		Frequency	Percent	Valid Percent
Valid	Frequently	46	25.0	25.0
	Occasionally	65	35.3	35.3
	Rarely	56	30.4	30.4
	Never	17	9.2	9.2
	Total	184	100.0	100.0

Intent to visit malls

Results show that 28.8% frequently visits malls and 50% occasionally does (cumulative of 78.8%); whether or not frequenting malls has an effect on the IBB, it would be very interesting to study the correlation between these questions. 19% of the respondents rarely visit malls and only 2.2% never does.

Buying something other than the intended

Results also show that 21.7% frequently buys more than they had planned when they go shopping, and 28.3% occasionally ends up doing the same; whereas, 39.1% rarely does and 10.9% never does. The cumulative of 50% is indicative of either reminder IBB or suggestion IBB. 50% of the respondents can be part of the category of people who are reminded of the things they want when exposed to the items or when they think they need the items they see and buy them even if they are not on their shopping list.

Money as obstacle to shopping

Consumers' income is considered as a factor that affects the impulse buying behavior; respondents in this case opine that 10.9% frequently does not consider money as being an issue when they go shopping, and 35.3% occasionally does not consider money as obstacle to their shopping, 32.1% sometimes sees money as an issue, and 21.7% considers money as a main issue. 46.2% of the respondents have no problem of money; they are not inhibited by the availability of money or the lack of it, and will continue their shopping habit whether it is planned, pure, or reminder IBB.

Section 2: Attitude towards impulsive buying

Results show that 27.7% of the respondents agree with the statement "Just do it" when they go shopping, 28.3% is neutral, and 44% disagrees. The analysis of the question by itself does not explain the attitude towards IBB; it simply gives a glimpse of the respondents' description of IBB.

Results show that 19% of the respondents buy first and think later. 14.1% is neutral, and a cumulative of 66.9% does not have the impulse to buy just anything; they do think of the purchase that they are making. Hence, having purchasing impulses as shown in the section of habits to IBB, may be controlled as to what to buy; further correlation is needed to prove this theory.

Results show that 25.50% of the respondents agree on having no control as to what they buy, whereas 60.90% disagrees on being out of control over their purchasing abilities; however, 13.6% remains neutral.

The results of this question and the one before are in agreement. The majority replied that they do think of their purchases first; they seem to have control of their behavior as well.

Table 3: Attitude towards impulsive buying

No.	Statement	A	N	D
1	When I shop, I "just do it"	27.70	28.30	44.00
2	"Buy now, think about it later" describes me	19.00	14.10	66.90
3	I am a bit out of control over what I buy	25.50	13.60	60.90
4	I usually find great pleasure in shopping	59.80	22.80	17.40
5	When I see an item, I purchase it because I am reminded of it	47.90	33.70	18.40
6	I go to malls to check promotions and deals, and end up purchasing them	25.00	29.30	45.70

59.80% of the respondents agree on having a satisfactory feeling when they shop, 22.8% is neutral, and 17.40% disagrees. Having 59.8% of the respondents state that they find pleasure in shopping, makes sense given the results mentioned before.

Reminder Impulse Buying is the process in which customers' need for an item is triggered when they see this item or are reminded of it (Lee & Kacen, 2008). Results show that 47.90% of the respondents purchase an item because they are reminded of it, 33.7% is neutral, and 18.40% disagrees on the statement. Therefore, 47.8% of the responders have Reminder IBB.

The intent to go to the malls to check promotions and deals is called Planned IBB. 25.00% agrees on the intent to go to the malls to check on offers, 29.3% is neutral, and 45.70% disagrees. 25% of the respondents have Planned IBB, whereas 45.7% does not have this behavior even if they might be displaying other categories of IBB.

Section 3. Education and Emotional Intelligence

Previous questions show that the majority of the respondents have a category of IBB or another or a combination. The relation between their habits and their attitudes is yet to be determined; however, results in Table 4 show that 62% of the respondents do think about the items they are buying, regardless of whether or not they display IBB. 43.5% of the respondents go shopping depending on how they feel. In terms of Emotional Intelligence, it seems that people with high emotions may resort to the buying habits to relieve their tension. Further correlation need to be done in this regards.

Table 4: Education and Emotional Intelligence

No.	Statement	A	N	D
1	I consider all types of merchandise before purchasing an item	62.00	19.00	19.00
2	I go shopping depending on how I feel at the moment	43.50	19.50	37.00
3	I think about the product's benefits before purchasing it	81.00	13.00	06.00
4	I analyze every purchase I make	60.30	23.40	16.30
5	I purchase products based on their value and need to me	83.70	10.90	5.40
6	I think about the value of each item before purchasing it	78.90	14.10	7.00
7	Before buying an item, I check if I can afford it	90.20	5.40	4.40
8	My purchase is affected by people around me (family, friends, colleagues)	40.80	23.90	35.30
9	I feel satisfied with my purchase	80.40	16.80	2.80
10	The purchases I make are keys to maintaining my self-image and status	48.40	32.10	19.50
11	I feel in control whenever I am shopping	60.90	23.90	15.20
12	I regret buying the merchandise I did not intend to buy	37.00	34.80	28.20

13	I study each item before buying it	70.10	15.20	14.70
14	I advise my friends to buy things just for the fun of it	12.00	22.30	65.70
15	I am in control whenever I am shopping	72.80	16.30	10.90
16	My buying habits do not get affected by my mood	47.80	21.70	30.50

81.00% of the respondents agree that they think about the product's benefit before making the purchase. Getting to an 81% approval on the statement, which is much higher than the 62% obtained in question 1, decreases the percentage of respondents who act in answer to their impulse without considering the benefits. The results of this question compared to those of question 1 make us think that Emotional Intelligence has a role in the behavior of the IBB, even though it seems that the majority of the respondents display IBB, and even though some do buy without considering the need of the merchandise; very few are those who buy without reflecting on the benefit of the item for them.

60.3% (17.9% Strongly Agree and 42.4% Agree) of the respondents analyze their purchases before making them. This result conforms to the results of the previous question, where a cumulative 81% of the respondents usually think about the benefit of the product before the purchase. 83.70% of the respondents agree that their products' purchase is based on their value to them. This result matches those gained from the previous questions (3 and 4). A cumulative of 83.7% agrees that the value of the item limits their purchase, irrespective of their impulsive behavior; a cumulative of 78.90% thinks about the value of each item before purchasing it. These results also match the ones of the previous questions.

The results of questions 3 through 6 test the ability of the respondents to analyze their purchase according to the latter's value, need and benefits. The results of these questions are somehow identical, leading to the same conclusion; the majority of the respondents do analyze all the aspects of the purchase they make. However, these results contradict previous results concerning respondents' impulsive buying behavior (questions 1-6).

Furthermore, 90.20% of the respondents agree that before buying an item, they check if they can afford it. These results indicate that impulses are impeded by the cost of the item, which can stop the impulse. 40.80% agrees on the fact that their purchases are affected by the people around them. These respondents might have a certain Emotional Intelligence in this aspect; they do have an increase in their purchases because they care about the people around them and they make informed decisions of the cost, benefit, and they do consider the purchases. 80.40% of the respondents are satisfied with their purchases. This high percentage may be related to the impulse buying itself and the evaluation of the purchase, which lead to a satisfaction with the purchase.

Other results show that 48.4% of the respondents make their purchases to maintain their self-image and status. This high percentage indicates that the purchases made by these respondents are planned and purposeful. 60.90% of the respondents agree that they feel in control whenever they go shopping. While a cumulative of 15.20% is not in control whenever they are buying; this indicates a small percentage of people with an impulsive buying behavior. 37% of the respondents regret buying the merchandise they did not intend to buy. These results contradict with the results of questions 3 to 5, where the respondents planned and analyzed every purchase made.

Table 4 also shows that 70.1% of the respondents study each item before buying it. This high percentage indicates that these respondents analyze and explore every item before purchasing it. This result contradicts with that of the previous question. These conflicts lead to a confusion concerning the respondents' understanding of the topic or even the questions. 65.70% of the respondents do not advise their friends to buy things for the fun of it. This high percentage indicates that the majority of the respondents don't exert a buying influence on their friends and they don't remind them to buy a certain item. 72.80% agrees that they are in control whenever they are shopping. This result matches that of questions 3 (section 2) and 11 (section 3). Finally, 47.8% agrees that their buying habits do not get affected by their moods. While a

cumulative of 30.4% of the respondents disagree on this matter. However, question 1 (section 1) shows that 49.5% of the respondents go shopping to change their mood. Thus, these results are inconclusive regarding the effect of the respondents' buying habits and their mood.

Section 4: Demographics

Results show that 38.59% of the respondents are males and 61.41% are females. Also, 69% of the respondents are single, 26% married and only 5% divorced. Moreover, data show that the 18-25 years old is the age group with the most percentage (30.40%); the second being 26-30 years old (20.70%); the third 31-35 years old (16.18%); and, the fourth 36-40 years old (14.70%). The other six age groups have a total percentage of 17.40%. However, the mean reflects that the majority belongs specifically to the range of 30-35 years old with a value of 2.95. Thus, the majority of the respondents are working adults. This shows that the sample chosen is of a young age. Further, 80.40% of the respondents have earned undergraduate and graduate degrees (26.60% Bachelor and 53.30% Master degrees, respectively), 6.50% has a High School or lower diploma, and an equal number of respondents (6.50%) have either a PhD or continue to follow their undergraduate studies. As for the respondents' salary ranges, results show that 60% of the respondents have an annual salary range between \$0 and \$18,000, 10.59% between \$18,001 and \$24,000, 12.94% between 24,001 and 36,000, and 16.47% more than \$36,000. Furthermore, results show that 39.90% of the respondents' primary industry is in general business, 25.10% engages in engineering, sciences, IT and communications, 22.30% is in healthcare and education, while 12.70% of the respondents deal with media, arts, society and logistics. The aforementioned distribution of fields of specialization represent the respondents who learned and studied the most professional courses offered in their schools and institutes which at the same time train the consumers to develop deep understanding of the market, product, brand and utility; this leads to an increase in their awareness and their ability to perform a particular purchase (Khan & Chawla, 2014).

Results and Findings: Inferential Statistics

Correlations

Hejase and Hejase (2013) contend that to study the relationship between two variables a contingency table is to be used; it "is a table used to classify cases according to two identifiable nominal or ordinal measurement characteristics. A contingency table is a cross-tabulation that simultaneously summarizes two variables of interest" (p. 292). Next, several relationships are tested with the purpose of exploring later the necessary causal equations which will help assess the research concepts under study. It is important to mention that only the significant correlations have the complete analysis with Chi-Square tables.

A. Impulsive Buying versus Educational Level

Crosstab 1: I go shopping to change my mood * Educational level (if applicable)

Results show that 79 out of 184 (42.93%) respondents who have earned their bachelor degree, their master degree and their doctorate do not go shopping to change their mood. On the other hand, an almost equal number of 81 out of 184 (44%) respondents do go shopping to change their mood. Results from cross-tabulation of both variables show a very small Pearson $R = 0.080$, negligible, and statistically insignificant; $P = .283 > \alpha = 0.05$.

Crosstab 2: I feel happy when I buy an item that I didn't plan for * Educational level (if applicable)

Results show that 105 out of 184 (57.1%) respondents who have earned their bachelor degree, their master degree and their doctorate feel happy when they buy an item that they didn't plan for. On the other hand, 55 out of 184 (29.9%) respondents do not. While Tables 2 and 3 show that the cross-tabulation of both

variables show a small Pearson $R = 0.254$, however statistically significant; $P = .000 < \alpha = 0.05$. The Chi square test confirms the statistically significant relationship, whereby $\chi^2 = 33.915$ and $P = .004 < \alpha = 0.05$.

Table A: Chi-Square tests: Crosstab 2

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	33.915^a	15	.004
Likelihood Ratio	31.454	15	.008
Linear-by-Linear Association	11.834	1	.001
N of Valid Cases	184		

a. 17 cells (70.8%) have expected count less than 5. The minimum expected count is .17.

Table B: Symmetric Measures: Crosstab 2

	Value	Asymptotic Standardized Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval Pearson's R	.254	.075	3.547	.000^c
Ordinal by Ordinal Spearman Correlation	.192	.075	2.635	.009 ^c
N of Valid Cases	184			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Crosstab 3: I regret buying without a plan * Educational level (if applicable)

Results show that 101 out of 184 (54.89%) respondents who have earned their bachelor degree, their master degree and their doctorate regret buying without a plan. On the other hand, 59 out of 184 (32.1%) respondents do not. Results from cross-tabulation of both variables show a very small Pearson $R = -0.082$, negligible, and statistically insignificant; $P = .270 > \alpha = 0.05$.

Crosstab 4: I have difficulty controlling my urge to buy when I see a good offer

*** Educational level (if applicable)**

Also, 94 out of 184 (51.1%) respondents who have earned their bachelor degree, their master degree and their doctorate do not have difficulty controlling their urge to buy when they see a good offer. On the other hand, 66 out of 184 (35.87%) respondents do. In addition, results from cross-tabulation of both variables show a very small Pearson $R = -0.131$, negligible, and statistically insignificant; $P = .076 > \alpha = 0.05$.

Crosstab 5: When I see a good deal, I tend to buy more than I intended to buy

*** Educational level (if applicable)**

63 out of 184 (34.24%) respondents who have earned their bachelor degree, their master degree and their doctorate do not buy more than they intended to buy when they see a good deal.

On the other hand, 97 out of 184 (52.72%) respondents do. Moreover, results from cross-tabulation of both variables show a very small Pearson $R = -0.052$, negligible, and statistically insignificant; $P = .487 > \alpha = 0.05$.

Crosstab 6: I visit the malls * Educational level (if applicable)

126 out of 184 (68.48%) respondents who have earned their bachelor degree, their master degree and their doctorate visit the malls. On the other hand, few or 34 out of 184 (18.48%) respondents visit malls. Results from cross-tabulation of both variables show a very small Pearson $R = 0.025$, negligible, and statistically insignificant; $P = .737 > \alpha = 0.05$.

Crosstab 7: I usually plan on buying something and end up with lot of things * Educational Level (if applicable)

83 out of 184 (45.11%) respondents who have earned their bachelor degree, their master degree and their doctorate usually plan on buying something and end up with lot of things. On the other hand, few or 77 out of 184 (41.85%) respondents do not. Results from cross-tabulation of both variables show a very small Pearson $R = 0.101$, negligible, and statistically insignificant; $P = .172 > \alpha = 0.05$.

Crosstab 8: Having enough money is not an issue for me when I go shopping * Educational level (if applicable)

88 out of 184 (47.83%) respondents who have earned their bachelor degree, their master degree and their doctorate do not agree that having enough money is not an issue for them when they go shopping. On the other hand, few or 72 out of 184 (39.13%) respondents do agree. Results from cross-tabulation of both variables show a very small Pearson $R = 0.094$, negligible, and statistically insignificant; $P = .204 > \alpha = 0.05$.

B. Attitude towards impulsive buying versus Educational Level

Results of this section are gathered as follows: 16 statements that are cross tabulated against the respondents' educational level do not show that there are statistically significant relationships [Sig. P is less than 5%] neither is the Pearson R, reflecting no relationships [R negligible] between the different statements that describe the respondents' attitudes towards impulsive buying.

Summary

Table 5: Crosstabs for Attitude towards Impulsive Buying versus Educational Level

Statement	Mean	Std. Dev.	R	Sig. P
Section 2				
1. "Just do it" describes my way of shopping	2.83	1.138	-.046	.532
2. "Buy now, think about it later" describes me	2.36	1.171	.065	.382
3. I am a bit out of control about what I buy	3.32	.938	-.081	.272
4. I usually find great pleasure in shopping	2.63	1.078	-.059	.428
5. When I see an item I purchase it because I am reminded of it	3.45	1.072	-.149	.044
6. I go to malls to check promotions and deals, and end up purchasing them	3.06	1.175	-.096	.195
Section 3				
1. I consider all types of merchandise before purchasing an item	4.04	.868	-.079	.284
2. I go shopping depending on how I feel at the moment	3.56	1.034	-.012	.870
3. I think of the product's benefits before purchasing it	4.13	.851	-.014	.850
4. I analyze every purchase I make	4.02	.888	.036	.393
5. I purchase products based on their value and need to me	4.26	.844	-.048	.518

6. I think about the value of each item before purchasing it	3.03	1.268	- .014	.850
7. Before buying an item, I check if I can afford it	4.02	.685	- .024	.745
8. My purchase is affected by people around me (family, friends, colleagues)	3.40	1.075	.036	.632
9. I feel satisfied with my purchase	3.54	1.016	- .052	.480
10. The purchases I make are keys to maintaining my self-image and status	3.11	1.026	- .039	.603
11. I feel in control whenever I go shopping	2.32	1.071	- .042	.571
12. I regret buying the merchandise I did not intend to buy	3.74	.947	- .042	.567
13. I study each item before buying it	3.13	1.183	.097	.191
14. I advise my friends to buy things just for the fun of it	2.83	1.138	.014	.846
15. I am in control whenever I go shopping	2.36	1.171	- .061	.412
16. My buying habits are not affected by my mood	3.32	.938	- .089	.230

Table 5 shows that the only aspect of attitude that is correlated to education is the reminder to buy an item when seen. All other statements are not correlated to the education level, and vary one from the other.

Regression Analysis

Hejase & Hejase (2013) contend that a “multiple regression model is needed when the researcher faces the scenario where more than one independent variable is causing variations in the dependent variable under study” (p. 478). Therefore, this section aims to test the explanatory variables possible causal relationships which may help analyze impulsive buying behavior. For such purpose, and following the style reported in Hejase, Hamdar, Nouredin, Hejase and Nsouli (2017) to account for the qualitative meaning of the multivariable relationships, “standardized betas models are used, of the form $Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \dots$ ”. All accepted tested models are qualitatively justified, whereby Pearson R’s, R-Square, F-factor (ANOVA), and coefficients (Betas) are statistically significant (psig. $< \alpha = 5\%$).

Table 6 is constructed from three SPSS generated tables, namely, the Model Summary, the ANOVA, and the Coefficients Tables. Table 6 shows that causal analysis has led to the generation of two multivariable relationships. The resultant models are generated using Stepwise analysis, whereby independent variables (explanatory variables) are evaluated through several calculation cycles in which all independent variables are assessed based on 95% statistical certainty. All variables, whose calculated probabilities are greater than the standardized error of 5%, are excluded.

For the sake of brevity, details needed to justify the statistical significance of all the models follow the same approach used herein to analyze Model “1” (Tables 6 & 7). Results indicate that Model ‘1’ is qualitatively suitable due to the acceptable values of the coefficient of correlation ($R = 0.678$) and the adjusted coefficient of determination ($\text{Adj. } R^2 = 0.449$), respectively; however, the model is also qualitatively acceptable and statistically significant with an associated probability of 0.040 (which is less than $\alpha = 0.05$).

ANOVA testing indicates that the regression equation predicts better than would be expected by chance. The F-value = 42.073 with an associated probability of Sig P. = .000 $< \alpha = 5\%$. Furthermore, Model 1 has all standardized Betas which are statistically significant with probabilities (.000, .001, and .040, all less than the standard error of 5%). Durban-Watson test’s result of approximately 2 show that there is no autocorrelation in residuals of the regression equation. Furthermore, the interpretation of standardized Betas is applied to all explanatory variables as follows: The independent variable “ X_1 ” has a regression standardized weight of “ β_1 ”. This means that as this variable “ X_1 ”, increases by one standard deviation (SD), the dependent variable “DV” will increase by “ β_1 ” of a SD.

Table 6: Regression Models Analysis

Model	Pearson's R	Adj. R ²	Sig. P	F	Sig. P	Standardized Betas	Sig. P	D-W
1 (3 Cycles)	.678 ^c	.449	.040	42.073	.000 ^d	$\beta_1 = .542$ $\beta_2 = .224$ $\beta_3 = .137$.000 .001 .040	1.987
2 (6 Cycles)	.746 ^f	.538	.018	30.262	.000 ^g	$\beta_1 = .332$ $\beta_2 = .209$ $\beta_3 = -.199$ $\beta_4 = -.200$ $\beta_5 = .197$ $\beta_6 = .139$.001 .000 .003 .001 .001 .003	2.206

Table 7: Regression Models

Independent Variable	Standardized Betas	Dependent Variable
Model 1 1- I feel in control when I go shopping (X ₁) 2- I study each item before buying it (X ₂) 3- Before buying an item, I check if I can afford it (X ₃)	$\beta_1 = .542$ $\beta_2 = .224$ $\beta_3 = .137$	I am in control when I am shopping (Y)
Model 2 1- I have difficulty controlling my urge to buy when I see a good offer (X ₁) 2- I usually plan on buying something and end up with lot of things (X ₂) 3- GPA (X ₃) 4- I purchase products based on their value and need to me (X ₄) 5- "Just do it" describes my way of shopping (X ₅) 6- I advise my friends to buy things just for the fun of it (X ₆)	$\beta_1 = .332$ $\beta_2 = .209$ $\beta_3 = -.199$ $\beta_4 = -.200$ $\beta_5 = .197$ $\beta_6 = .139$	I am a bit out of control about what I buy (Y)

Regression Model One

Table 7 shows that the three independent variables or "IV" (explanatory variables) have direct relationship with the dependent variable "DV" "I am in control when I go shopping".

IV(1): I feel in control when I go shopping

This direct relation implies that respondents are certain of being in control when they go shopping, and is not only just a feeling of control.

IV(2): I study each item before buying it

This direct relation proves that respondents are in control since they do study their purchases.

IV(3): Before buying an item I check if I can afford it

This direct relation implies that respondents take into consideration the affordability of the items being purchased, thus, putting them in control of their buying habit.

The regression model is:

$$Y = 0.542X_1 + 0.224X_2 + 0.137X_3$$

(.000) (.001) (.040)

Regression Model Two

IV(1): I have difficulty controlling my urge to buy when I see a good offer

This direct relation implies that there is a high temptation to lose control when good offers are found.

IV(2): I usually plan on buying something and end up with lot of things

This direct relation confirms the loss of control over buying when they end up buying more than planned.

IV(3): Grade Point Average

This indirect relation could imply that the higher the GPA, the more control one has over his/her buying habits.

IV(4): I purchase products based on their value and need to me

This indirect relation means that the respondents are more in control when they start looking at the added value of the item and their need for it.

IV(5): "Just do it" describes my way of shopping

This direct relation reflects the loss of control over buying; they just simply buy.

IV(6): I advise my friends to buy things just for the fun of it

This direct relation reflects that respondents lose control over their buying habits and affect their surroundings by providing them with tips to go buy just for the fun of it.

Model two results emphasize the fact of being out of control is multi-factorial, dependent (directly or indirectly) to the need of the item, ability to limit purchases, temptation of good offers and effect on surroundings.

The regression model is:

$$Y = 0.332X_1 + 0.209X_2 - 0.199X_3 + 0.200X_4 + 0.197X_5 + 0.139X_6$$

(.001) (.000) (.003) (.001) (.001) (.003)

Reliability Test

The Internal Reliability of the 22-item scale is assessed using the Cronbach's Alpha technique. Table 8 shows that the 22-item scale produced a Cronbach's Alpha = 0.670, which belongs to the range 0.6 to < 0.7 "Moderate" and acceptable in exploratory research" (Burns and Burns, 2008, p. 481). This indicates a good strength of association and proves that the selection of the questions is suitable for the questionnaire purpose.

Table 8: Reliability Statistics

Cronbach's Alpha	N of Items
.670	22

Conclusions and Recommendations

This paper has shed light on consumers' impulsive buying behavior, its types, and factors affecting it. This research topic have its limitations given the fact of lack of literature, and that it has not been studied in the region. Ergo, the conclusions and implications stated herein are not conclusive, especially that the target population study is limited to 184 (not representative of the Lebanese population). However, the results

shown in this research interestingly open chances for more advanced and in-depth researches that could be completed in the future.

Impulsive buying is when consumers' experience a sudden, powerful, and persistent urge to buy something immediately. "The impulse to buy is hedonically complex and may stimulate emotional conflict. Also, impulsive buying is prone to occur with diminished regards for its consequence" (Rook, 1987, p. 191).

Rook (1983) identified five crucial elements in impulsive buying:

- a sudden and spontaneous desire to act
- a state of psychological disequilibrium
- the onset of psychological conflict and struggle
- a reduction in cognitive evaluation
- a lack of regard for the consequences of impulse buying

Several researches have classified and enumerated the factors that affect impulse buying behavior.

Conclusions

Impulsive buying behavior has been found to be dependent on demographic factors such as age, gender and GPA. This research gives a general confirmation that the Lebanese population has an impulse buying behavior, more specifically the Reminder Buying type.

This paper has several concepts to explore, test and assess, namely:

1- How does the level of education affect the consumers' impulsive buying behavior?

Analysis of the correlations of impulsive buying versus educational level shows that there is no impact of education on impulse buying. This result confirms findings by Sharma & Kaur (2015) whose Chi squared test reveals that education has no significant relationship with impulsive buying behavior. However, this is in contrast to Bashar, Ahmad & Wasi (2012) who determined the correlation of consumers' demographic factors on the impulse buying behavior with respect to a number of single impulsivity indicators and one collective indicator. Educational qualification produced a marginal association with impulsive buying behavior.

However, the only significant relation found in this research is the feeling of happiness when buying an item that wasn't intended. In fact, 57% of the respondents who have earned their BS, MS, and PhD feel happy when they acquire an unplanned item. Analyzing attitude towards impulsive buying behavior versus educational level show non-significant impact of education on impulsive buying behavior. However, it confirms that 40.76% of the educated people are classified as Reminder Impulsive Buyers.

2- What is Emotional Intelligence? And how does it affect IBB?

Emotional Intelligence by definition is "the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically" (Goleman, 1995).

The domains of Emotional intelligence are:

- Knowing one's emotions
- Managing own emotions
- Recognizing and knowing others' emotions
- Managing the emotions of others

- Motivate self

This paper addresses Emotional Intelligence in the aspect of self-motivation through shopping/impulsive buying, while the persons recognize their own emotions as being low and try to compensate. 62% of the respondents do consider all types of merchandise before purchasing them, and 81% of the respondents think of the products' benefits before buying them. In addition, 83.7% purchases their products based on their needs; and, they think about what they are purchasing. These results show that impulses of buying are controlled by the buyers especially when it comes to affordability (90.2% of the respondents). A minority of the respondents agree on the statements that address the mood's influence on IBB; they do not feel that they go shopping as a trigger for motivation when they feel low. Correlations show however that there is a significant relation of the impact of unintended purchases on the respondents: they do feel happy when they buy something not planned for. Here, Faber & O'Guinn (1992, p. 155) contend that the impulsive buying is "a response to an uncontrollable drive or experience a feeling", while Žnideršić, Grubor, & Marić (2014) describe such happiness as the customers' deviation from standard and rational behavior to satisfy their physiological and personal psychological needs.

3- How is the Lebanese consumers' IBB affected by the aforementioned factors?

Regression analysis of all the components of the questionnaire couldn't show a direct link or impact. It did not add any value to the analysis on culture, mood, and emotions. However, it highlighted two major relations:

- Consumers are in control whenever they go shopping, to the extent that they think of the value of the item and check its affordability before purchasing it.
- There is a positive relationship of not being in control and being impulsive because of the impact of the store environment (good offer, promotions and sales...). This argument conforms to the influence of external impulsive purchase factors which are fully controlled by companies to provoke the impulsive buying mechanism as asserted by the following researchers Chen (2008, p. 155), Karbasivar & Yarahmadi (2011, p. 175), Yang, Huang, & Feng (2011, p. 275), and Gaurav & Sahu (2017).
- Impulsiveness is also shown in buying more than planned, just doing the shopping and being impulsive, and affecting others with one's behavior while advising them of buying items just for the fun of it. At the same time, this impulse is limited (negative relation) by the GPA (reverse relation; when the GPA is high, the impulse decreases) and when the buyer considers the value and the need of the item (the impulse decreases when the value of the item is in question). In this case, in addition to the aforementioned researchers, Maričić (2011, p. 133) contend that affects reflect the consumers' immediate and automatic response to stimulus delineated herein:
 - Mood and emotions
 - Trait buying impulsiveness
 - Culture
 - Store environment
 - Consumer's income
 - Demographic factors.

This paper elaborates on the following:

- 1- The correlation between mood and emotions on IBB is inconclusive; a more detailed research needs to be done with a larger population sample.
- 2- There is an obvious buying impulsiveness trait in the population under study – Reminder Impulsive Buying that is related to the education level. Further studies might shed light on the why; however, at this point of the study, it is not clear why educated people forget what they want to buy and are reminded when they see the item.

- 3- The Lebanese cultural impact on IBB is interesting to be studied; the results of this research do not specify the impact and make it interesting to study more.
- 4- The store environment was not addressed in details in the questionnaire; however, there is a clear impact of the display of items in the store that affect the respondents (buying more when they see good offers and buying more than what is planned). This aspect of the study can also be further expanded to see the correlation with the IBB.
- 5- Consumers' income is not analyzed in depth; however, it has been shown that the majority of the respondents have a yearly income of maximum 18,000\$. The interesting aspect that showed increased answers is that the respondents study and consider the items for affordability and value before they make the purchase. And the regression Model 2 show that the consideration of the item's value decreases the impulse of buying.
- 6- Demographic factors are not all taken in the analysis; the focus of this research is to see the education level over IBB. It shows that there is a positive correlation with the level of education and the Reminder IBB (as stated above). It is also shown in the regression analysis that there is a reverse relation between the GPA and the IBB.

Future Researches

Given the above mentioned, many topics can be further studied, such as:

- 1- Expansion of the same research to include a bigger sample of the Lebanese population living in Lebanon
- 2- Expansion of the same research to include a sample of the Lebanese population living abroad
- 3- Gender effect over IBB in the Lebanese population
- 4- Lebanese cultural effect over the IBB – in correlation with the gender or in general.
- 5- Lebanese income's effect on IBB
- 6- What traits of impulsiveness the Lebanese population have and the reasons for them
- 7- Impact of the mood and emotions on the IBB and effect of the IBB on the mood and emotions
- 8- Education level and specialty impact on IBB in the Lebanese population

All the above mentioned topics can be studied in the Region as well.

This research has apparent attributes manifested in being the first academic and parametric research performed in Lebanon relevant to "Consumers' Impulsive Buying Behavior". Consequently, the findings in this paper add new insights into the body of knowledge of consumer behavior in the Middle East, inciting other researchers to carry out comparative studies needed to construct a general assessment of the topic in the region. 'Consumers' Impulsive Buying Behavior' is an attractive old and new and rather important concept treated worldwide; as such, it is necessary to have a better awareness of it in countries such as Lebanon, where the customer's worth is not fully appreciated, and the 'buying behavior' concept is not comprehensively understood. Though this paper empirical analysis provided actual facts, the findings may not be generalized because of the convenience sampling and limited number of participants. Regardless of such limitations, this research does offer an indispensable insight into and contribution to the assessment and understanding of the Lebanese consumer and what triggers his/her buying impulsiveness. Findings of this research may bring new insights to marketers in their quest to construct successful marketing and advertising campaigns.

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