

Doom Spending Among Economics Education Students: A Psychological And Socioeconomic Perspective

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ARTICLE HISTORY

Submitted: June 29, 2025

Reviewed June 29, 2025

Accepted: June 30, 2025

ABSTRACT

The development of digital technology and socio-economic changes have given rise to the phenomenon of doom spending, which is impulsive consumptive behavior in response to emotional stress, anxiety, or future uncertainty. This study aims to examine doom spending among students of the Economics Education Study Program from a psychological and socioeconomic perspective. The approach used is qualitative with a case study design. Data was collected through indepth interviews and reflective questions to students who had engaged in doom spending behavior in the past three months. The results show that psychologically, college students tend to make impulsive spending to relieve emotional stress, which is accompanied by feelings of regret and awareness of a lack of self-control. From a socioeconomic perspective, doom spending behavior is related to limited financial literacy, lack of budget planning, and the influence of social media and the friendly environment. Although some students feel that their pocket money is sufficient, the tendency to engage in non-essential consumption remains high. This study concludes that doom spending is not only caused by individual factors, but is the result of a complex interaction between psychological conditions and socioeconomic backgrounds. Therefore, doom spending strategies need to involve a multidimensional approach, including financial education, emotional regulation training, and social interventions that support rational financial decision making.

KEYWORDS

Doom Spending, Student Life, Psychological, Socioeconomic, Consumptive Behavior, Financial Literacy

1. Introduction

Socio economic changes and the development of digital technology have shifted consumption patterns among the public, including students. Increasingly complex life pressures, high social

expectations, and intense exposure to social media create psychological conditions that are prone to consumptive behavior. One of the phenomena that arises in this context is *doom spending*, which is the impulsive spending behavior that individuals engage in in response to anxiety, uncertainty, or emotional distress towards the future (Mei et al., 2025; Syaugie & Nurhajati, 2025; Zou et al., 2020).

This phenomenon is increasingly relevant in the context of the lives of students, especially Economics Education students, who are in the transition period from adolescence to adulthood. This phase is characterized by academic pressure, social demands, and worries about the future of a career that have the potential to trigger uncontrolled consumptive behavior (Fitrah et al., 2023; Palmer et al., 2021). Although Economics students theoretically have a better understanding of financial management, it does not guarantee that they are free from the risk of *doom spending*. This shows that economic knowledge alone is not enough if it is not accompanied by the ability to regulate emotions and have good self-control (Baumeister et al., 2007)

From a psychological perspective, anxiety about academic achievement, pressure from the social environment, and insecurity about the future often make students seek refuge through impulsive consumption, especially for non-essential goods or services (Kim & Jang, 2020). Meanwhile, from a socioeconomic perspective, the lifestyle pressures that come from the environment of friends and social media encourage students to maintain a certain image, even if it comes at the expense of personal financial stability. The ease of online shopping through digital applications has also worsened this condition (Monica et al., 2020).

Previous studies have revealed that *doom spending* is not only influenced by individual factors such as anxiety or impulsivity, but also by socioeconomic background. Students from families with less stable economic conditions tend to be more prone to impulsive spending as a form of social compensation, in the hope of improving their image or status in the eyes of the surrounding environment (Luo et al., 2021; Zhang et al., 2024). As a result, they are often trapped in a consumption cycle that further exacerbates psychological distress and financial instability. Until now, there is still a lack of research that specifically examines the phenomenon of *doom spending* among Economics Education students, especially in the social and psychological context of Indonesian students. In fact, understanding the interaction between economic knowledge, socioeconomic background, and psychological dynamics of students is very important to develop prevention and education strategies that are more targeted to the target.

By examining the phenomenon of *doom spending* from a psychological and socioeconomic perspective, this research is expected to make a significant contribution to the development of behavioral finance literature, especially in the context of Indonesian students. This research will explore the relationship between economic knowledge levels, family socioeconomic conditions, as well as psychological aspects such as anxiety and emotion regulation in influencing students' impulsive consumption behavior. This holistic approach is very important, because *doom spending* cannot be understood in its entirety from just one point of view, but is the result of a complex interaction between various internal and external factors of the individual. In addition, this research can be the basis for designing intervention strategies that not only focus on improving financial literacy, but also on strengthening students' self-control skills and psychological resilience. Financial education provided in the

campus environment needs to be complemented by a psychosocial approach, so that students are able to make rational financial decisions even though they are under certain emotional or social pressures (Peltier et al., 2013, 2016; Suwatno et al., 2020). The findings of this study can also be used as a basis for higher education institutions, especially the Economics Education study program, to design a curriculum or student development program that is more adaptive to contemporary socio-economic challenges. Thus, this research is expected to not only provide academic benefits, but also have a practical impact in helping students build healthy and sustainable consumption patterns in the midst of the complexity of modern life.

2. Research Method

This study uses a **qualitative** approach with a **case study design**, which aims to deeply understand the phenomenon of *doom spending* among college students. The qualitative approach was chosen because it is able to explore the subjective experiences of individuals in complex social and psychological contexts (Creswell., 2017; Takona, 2024; Weyant, 2022). The subject of the study is a student of the Economics Education Study Program, University of Jambi who has carried out *doom spending* behavior in the last three months. The sampling technique used **purposive sampling**, taking into account the diversity of economic backgrounds, genders, and the year of the batch of 24 informants.

Data was collected through **in-depth interviews** and **direct observations**. Semi-structured interviews are used to explore the motivations, social influences, and psychological impacts of impulsive spending behavior. Meanwhile, observations are carried out in campus environments, such as canteens or gathering areas, to identify the social context in which expenditure occurs. The entire interview process was recorded and analyzed using **the source triangulation technique** to improve the validity of the data, namely by comparing the findings from interviews and observations (Faulkner & Atkinson, 2023; Ghafar, 2023).

3. Findings

Psychological Perspective

Based on the results of interviews conducted with several students of the Economics Education Study Program, a number of findings were obtained that reflect the complexity of *the phenomenon of doom spending* from a psychological and socio-economic perspective. Most of the informants admitted that **they never consciously felt** compelled to do *doom spending*. However, in the context of social media use, the majority of respondents admitted that **social media has an influence on their consumptive tendencies**. Some say that social media has a "pretty strong" influence, although it doesn't always lead to overspending. This indicates an inherent socioeconomic aspect, especially in terms of unconscious social pressures through exposure to peer lifestyle and consumption standards.

Psychologically, the majority of students revealed that they **experienced regret after making unplanned spending**, albeit with varying intensity. Some informants stated that the feeling of regret was present "occasionally", while others said that regret only appeared in mild or even considered normal. This shows the existence of psychological ambivalence in responding to consumptive behavior. When asked about the **frequency of impulsive spending due to emotional distress**, the responses received were quite

diverse. Some say "sometimes" or "several times", while others claim to be "very rare". This answer suggests that *doom spending* behavior is not a consistent habit, but rather situational.

From the perspective of socioeconomic pressure, the informants' answers show that pressure **from the social environment, both friends and societal expectations, is not the main factor that drives doom spending behavior**. Most stated that they did not feel pressured by the environment in their shopping decision-making. This reinforces the assumption that internal factors such as emotion regulation, stress, and other psychological needs have a greater influence than external pressures.

Finally, when asked about the **strategy for controlling consumptive behavior**, the respondents' answers were divided into two. Some state that they do not have a specific strategy, while others claim to have implemented control measures, such as making budget planning or restricting access to content that triggers consumptive desires. This shows that there is an early awareness of the importance of personal financial management, even though its implementation has not been comprehensive.

Socio Economic Perspective

This study examines the phenomenon of *doom spending* from a socio-economic perspective among students of the Economics Education Study Program. Based on the results of the interviews, several important findings were obtained related to financial sources, expenditure management, and the influence of personal economic conditions on consumptive behavior. The majority of informants stated that **their main source of finance came from parents and scholarships**, with some students completely dependent on parents. In this context, economic support from the family has an important role in shaping students' daily financial capabilities.

Regarding the **adequacy of pocket money**, most informants consider that the funds they receive **are relatively sufficient to meet their monthly needs**. Even so, some of them still leave room for non-essential expenses that are not always well planned. Regarding **the percentage of expenditure allocated for unplanned or consumptive spending**, respondents' answers were quite varied. Some call the nominal amount such as "Rp100.000", while others call the percentage estimate such as "60 persen" or "70 persen" of the total monthly expenses. This shows the tendency of students to continue to make impulsive spending within certain limits, regardless of the adequacy of the funds they have. In terms of socioeconomic influences, most respondents admitted that **personal economic conditions have a great influence on their consumptive behavior**. In this case, students who feel lacking tend to be more careful in managing expenses, while those who feel insufficient or excessive tend to be more free to spend.

However, when asked about **monthly budget planning**, most informants stated that they **do not have a structured budget**. This shows that financial literacy and managerial skills in managing personal finances still need to be improved among students, in order to avoid excessive consumptive behavior. However, there is awareness among respondents about **the importance of financial management**, especially in order to maintain a balance between needs and wants. Some informants stated that financial planning is important to ensure personal economic stability and avoid financial stress later on.

In an effort to deepen understanding of *doom spending* behavior, the researcher conducted reflective interviews with several Economics Education students to explore their perceptions in a more personal and contextual way. The results of this reflection provide a deeper picture of the awareness, meaning, and

solutions they offer to excessive consumptive behavior. Most informants define *doom spending* as **impulsive spending behavior that occurs as a result of emotional urges or psychological distress**, such as stress, academic pressure, or the influence of the social environment. Some respondents described *doom spending* as a form of emotional venting that is spontaneous and often not based on real needs. This confirms that students' consumptive behavior is not only influenced by economic aspects, but also by their psychosocial conditions.

The majority of students interviewed stated that **Economics Education students should be more aware and responsible for their consumptive behavior**. This is based on the assumption that as students who study economics, they have the knowledge that should be the basis for rational financial decision-making. Some informants affirm that this awareness is important to avoid contradictions between academic understanding and everyday behavior. Regarding **solutions to reduce *doom spending***, the informant gave some constructive suggestions. Among them is the importance of **prioritizing needs, getting used to saving, and building financial independence through adequate financial literacy**. One of the respondents also suggested the need for **social environmental support and education on personal budget management**, which can be done through simple financial training, character building, and frugal living habits from an early age. From these reflective results, it can be concluded that students are aware of the challenges in managing their finances healthily, but they also have the potential to develop preventive and adaptive strategies that are sourced from their personal awareness and academic provisions.

4. Discussion

Dynamic Interaction between Psychological and Socioeconomic Factors

The phenomenon of doom spending in Economics Education students cannot be understood simply as a result of financial shortfall, but as the result of a complex interaction between psychological pressure and socioeconomic dynamics. The results show that although most students have adequate access to funds (both from parents and scholarships), the tendency to make impulsive expenditures remains high. This emphasizes that material sufficiency does not necessarily guarantee rational consumption behavior, if it is not balanced with the ability to regulate emotions and financial awareness.

Psychological aspects such as academic stress, anxiety about the future, and the need for self-actualization in the face of the social environment are the main triggers for doom spending behavior. College students tend to use consumption as an emotional escape, which ultimately results in feelings of regret. This is in line with the self-control theory of (Baumeister et al., 2007), which explains that impulsive financial decision-making is often influenced by limitations in regulating negative emotions and internal pressures.

The Role of Social Media and the Peer Social Environment

Exposure to social media is one of the most significant external triggers in encouraging consumptive behavior. In this context, students are indirectly encouraged to follow certain lifestyle standards in order to maintain social existence. Although most informants stated that they did not directly feel pressured by the social environment, the influence of social media and peer lifestyles still played a role in shaping perceptions of consumption needs and desires.

In other words, doom spending is not the result of rational decisions, but an adaptive response to social pressures hidden in everyday interactions. This phenomenon is reinforced by the findings of the (Luo et al., 2021) dan (Kim & Jang, 2020), which suggests that social exclusion and uncertainty of social status can trigger compensatory consumption among college students.

Financial Literacy and Implementation Challenges

One of the interesting findings in this study is the gap between the economic knowledge that students have and the real implementation in their personal financial lives. Most students do not have a structured budget plan, and still make expenses without careful calculation. This indicates that theoretical financial literacy has not been fully internalized in the form of daily behavior.

In fact, good financial literacy can be a preventive instrument in dealing with excessive consumptive behavior. Peltier et al. (2016) emphasized the importance of strengthening the psychosocial aspect in financial education in order to be able to influence students' financial mindset and decisions. In this context, educational approaches that integrate cognitive and affective aspects need to be developed more systematically.

Prevention Strategies: A Multidimensional Approach

Responding to the results of this study, prevention strategies against doom spending should adopt a multidimensional approach. It is not enough to provide financial management training, but it also needs to be accompanied by training on emotional regulation, character building, and community-based social interventions that encourage a healthy consumptive lifestyle. Students also need to be facilitated to develop support systems, such as financial discussion groups, peer-to-peer mentoring, and digital-based educational media that can be accessed periodically.

It is also important for study programs, especially Economics Education, to design a curriculum that is more responsive to the challenges of the digital economy and the social dynamics of students. Thus, educational institutions not only produce graduates who are academically competent, but also psychologically resilient and socially adaptive in the face of the temptation of modern consumption.

5. Conclusion

Based on the results of indepth interviews and reflective questions that have been analyzed, it can be concluded that *doom spending* is a form of impulsive consumptive behavior that is generally triggered by emotional stress, academic stress, and social and digital environment encouragement. From a psychological perspective, college students tend to overspend to shift their mental burden, even though such spending is often unnecessary. This behavior is reinforced by a lack of self-control and the absence of financial awareness in consumption decision-making.

Meanwhile, from a socio economic perspective, *doom spending* is closely related to the background of students' financial resources, mostly from parents and scholarships, as well as low budget planning skills. Although most college students state that their pocket money is sufficient, the tendency to make unplanned spending remains high. This shows that financial sufficiency does not necessarily guarantee wise consumption behavior, if it is not accompanied by adequate financial literacy.

However, the results of reflection show that students have an awareness of the importance of personal financial management and show initiatives to overcome *doom spending* through financial education, self-control, and more systematic budget planning. Thus, it can be concluded that *doom spending* among Economics Education students is not only a problem of individual behavior, but a structural problem that requires intervention through increasing financial literacy, social environment support, and strengthening students' character in facing the pressures of life in the digital era.

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