RNS FIRST GRADE COLLEGE

Channasandra, Bengaluru-98

DEPARTMENT OF BBA
V SEMESTER

CONSUMER BEHAVIOUR
UNIT 2

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Name: ………………………………………………

Class: ……………………………………………….

SYLLABUS
M.K 5.5 CONSUMER BEHAVIOUR

Unit 2: INDIVIDUAL DETERMINANTS OF CONSUMER BEHAVIOUR   **12Hrs**
Consumer needs & motivation; personality and self-concept; consumer perception; learning & memory; nature of consumer attitudes; consumer attitude formation and change.

INTRODUCTION
In a society, different consumers exhibit different consumer behavior because they are unique and have unique sets of needs. Motivation is that internal force that activates some needs and provides direction of behavior towards fulfillment of these needs.

CONSUMER NEEDS AND MOTIVATION
Motivation is concerned with:

- **Needs**-the most basic human requirement

- **Drives**-tell show these needs translate into behaviour

- **Goals**-what these behaviour aim to achieve

Needs: Every individual has needs.
- **Physiological (or primary) needs**: Those needs, which are innate, or biogenics needs and sustain life. E.g., food and air
- **Psychological needs**: personal competence
- **Learned (secondary or cultural) needs**: acquired needs

What determines customer needs?
Personal characteristics of the individual:
- **Genetics** – the branch of science dealing with heredity and chemical/biological characteristics – E.g. food allergies

- **Biogenics** – characteristics that individuals possess at birth – E.g. gender and race

- **Psychogenics** – individual states and traits induced by a person's brain functioning – E.g. moods and emotions.

- Physical characteristics of environment: Eg- Climate including temperature, attitude and rainfall.

MOTIVATION
Motivation: Motivation can be described as the driving force within individuals that impels them into action. For instance, at the basic level, our body has a need (say hunger), which will translate into a drive (here the drive will e to obtain food) and the goal will be to satisfy the need (in this example to fee full in the stomach).

Definition of Motivation: Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

- According to **Koontz and 'O' Donnell,** 'Motivation is a general term applying to the entire class of drives, needs, wishes and similar forces."

- According to **Dale Breachus,** 'Motivation is the willingness to expand energy to achieve goals and rewards."

Positive or negative Motivation

Motivation can be either positive or negative. A positive motivation happens when an individual experiences a driving force towards an object or person or situation. This is also called person motivation. On the other hand, a driving force compelling the person to move away from someone or something will be known as negative motivation.

Consumer Motivation

The study of **consumer motivation** essentially addresses the question: ―Why do people shop?‖ The answer, really, is that people shop for a variety of reasons and it is very difficult to make generalizations. Shopping for food can, on one level, is seen as satisfying some basic survival need. The problem with that, however, is that most of us buy far more food than we would actually need for basic subsistence and many of the items we purchase in a supermarket are ―luxuries‖ (relatively speaking).

THEORIES OF MOTIVATION
1. MASLOW'S HIERARCHY OF NEEDS

Assumptions of Abraham Maslow based on human needs

1. Man is a wanting animal motivated by needs.

2. Only dissatisfied needs motivate an individual.

3. Once a need s satisfied, it ceases to be a motivator.

4. Needs are arranged a particular order or hierarchy.

5. The higher an individual moves in the need hierarchy, the greater will be the additions to his personality.
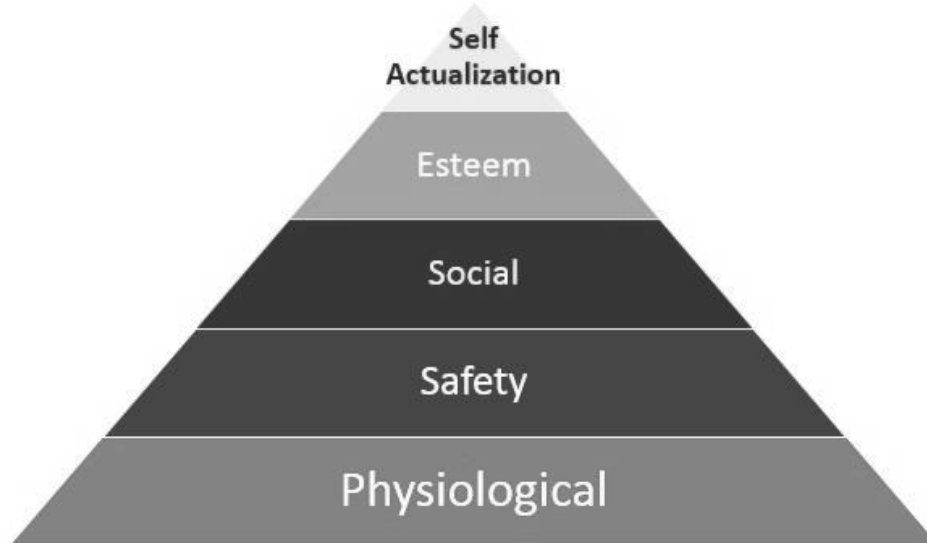
The above Hierarchy of needs pyramid is explained below-

1. **Physiological or basic or biological needs:** The fundamental of the needs are the physiological needs. They are food, clothing & shelter. Any one would give first preference to these needs. Once an individual is satisfied reasonably with these basic needs, he thinks of in terms of higher level needs.

2. **Safety & security needs:** These are the needs for protection against danger, threat, deprivation and the need for job security. These needs arise only when an individual is reasonably satisfied with the basic needs.

3. **Social & belonging needs:** Need to have groups, need for affiliations. These needs include those of association, acceptance, friendship and love. These needs become important to an individual only when he is basically satisfied with physiological and safety needs.

4. **Self esteem needs:** These needs include those of self-confidence, independence, achievement, status and recognition. It is divided into two parts: self respect and respect from others. It refers to the need to feel independent, competent, and adequate. While respect from others mean, the need to feel appreciated, admired and noticed by others.

5. **Self-actualization or self fulfillment needs:** These needs are concerned with the need to realize one's capacities and potentialities by achieving specific goals.

## 2. HERZBERG'S HYGIENE THEORY (TWO FACTOR THEORY)

Herzberg's Motivation Theory model, or Two Factor Theory, argues that there are two factors that an organization can adjust to influence motivation in the workplace.

This was proved with 200 accountants and engineers in Pittsburgh, U.S.A.

1. *Hygiene factors or job context or extrinsic needs or dissatisfies*: - Absence of these needs leads to dissatisfaction but the presence does not motivate or satisfy them.

2. *Motivational factors or job contact needs or intrinsic needs or satisfiers*: Presence of which motivate or satisfy employees. Challenging job, additional responsibility etc are the example.

Intrinsic factors lead a worker from the stage of no job satisfaction to job satisfaction where as extrinsic factors lead from the stage of dissatisfaction to no dissatisfaction only.
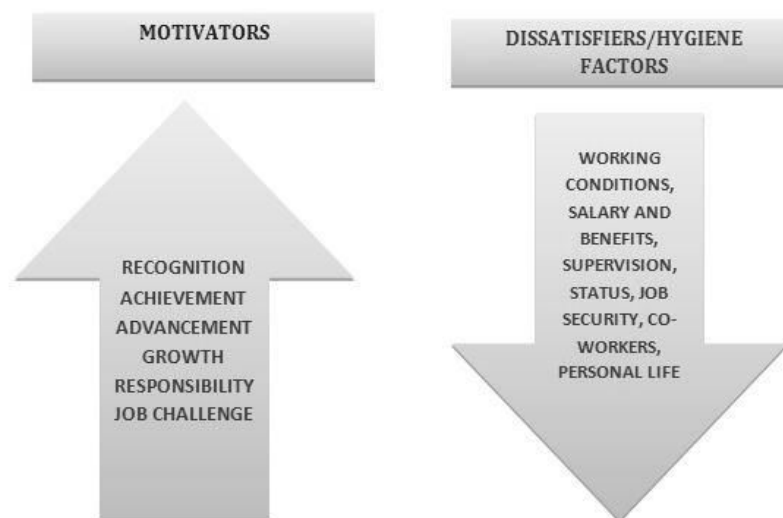
Hygiene factors include:

- **Company policies**: These should be fair and clear to every employee. They must also be equivalent to those of competitors.
- **Supervision**: Supervision must be fair and appropriate. The employee should be given as much autonomy as is reasonable.
- **Relationships**: There should be no tolerance for bullying or cliques. A healthy, amiable, and appropriate relationship should exist between peers, superiors, and subordinates.
- **Work conditions**: Equipment and the working environment should be safe, fit for purpose, and hygienic.

- **Salary**: The pay structure should be fair and reasonable. It should also be competitive with other organizations in the same industry.
- **Status**: The organization should maintain the status of all employees within the organization. Performing meaningful work can provide a sense of status.
- **Security**: It is important that employees feel that their job is secure and they are not under the constant threat of being laid-off.

Motivating factors include:
- **Achievement**: A job must give an employee a sense of achievement. This will provide a proud feeling of having done something difficult but worthwhile.
- **Recognition**: A job must provide an employee with praise and recognition of their successes. This recognition should come from both their superiors and their peers.
- **The work itself**: The job itself must be interesting, varied, and provide enough of a challenge to keep employees motivated.
- **Responsibility**: Employees should "own" their work. They should hold themselves responsible for this completion and not feel as though they are being micromanaged.
- **Advancement**: Promotion opportunities should exist for the employee.
- **Growth**: The job should give employees the opportunity to learn new skills. This can happen either on the job or through more formal training.

3. MC. GREGOR'S 'X' AND 'Y' THEORY

Theory X and **Theory Y** are **theories** of human work motivation and management. They were created by Douglas McGregor while he was working at the MIT Sloan School of Management in the 1950s, and developed further in the 1960s.
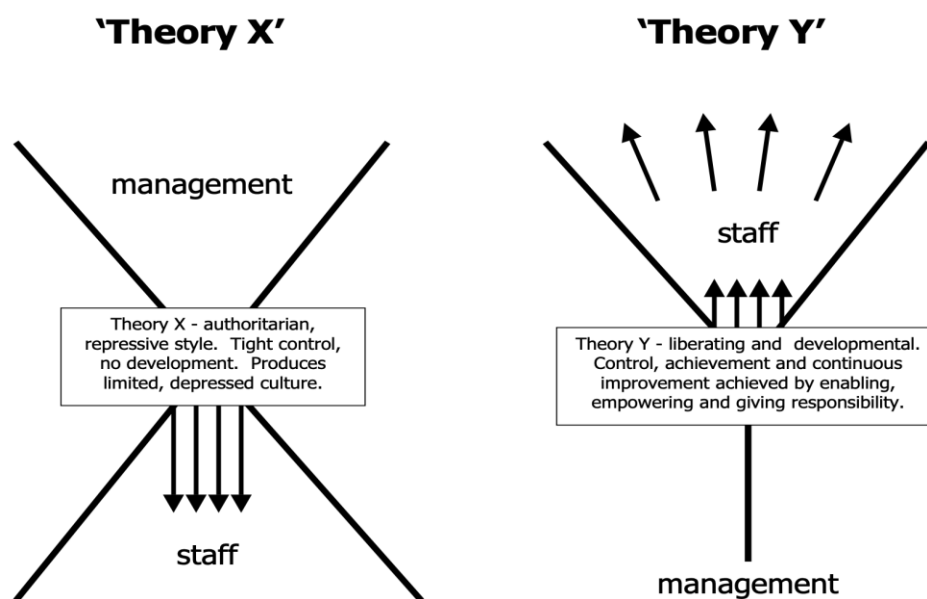
Theory X Comprises of negative and pessimistic assumptions regarding employees:

1.   Workers are generally lazy and work does not come naturally to them.

2.   They generally avoid responsibility and are unwilling to take up any work on their own.

3.   The only way in which workers can be stimulated to work is through fear.

4.   Workers generally want to remain in the position of status quo and do not want to advance in the enterprise.

5.   Lack of self-direction and always want to be directed by others.

6.   "They are like any other factors of production and do not deserve any special treatment.

7.   Monetary rewards or incentives are the only way in which they can be motivated.

8.   Lack initiative and do to come forward to shoulder any responsibility.

9.   Avoid decision-making and do not want to take decisions on their own.

10.   Autocratic and authoritarian leadership is suitable and preferred by these workers.

Theory Y is optimistic approach and assures positive assumptions regarding employees:

1. The average human being does not inherently dislike the work. Once he understands the purpose of work, he exerts himself to perform it regardless of the kind of remuneration.

2. The worker will exercise self-direction and self control for achieving the objectives to which he is committed.

3. If the right motivational schemes are available every worker will take delight in shouldering responsibility and discharging successfully.

4. IT is not correct to think that the worker is incompetent for the job and cannot make the right decisions.

5. A worker wants that his achievement to be noticed by others and expects recognition for the successful accomplishment of responsibility

6. For a worker, financial reward is not the only inspiration. He works efficiently even for non-financial rewards like recognition, greater participation in decisionmaking, increased responsibility etc.,

7. In the present day industrial life, the intellectual potentialities of an average human being are not utilized fully.

Motivation and Consumer Behavior

In today's scenario, despite the criticisms or shortcomings, motivational research is still regarded as an important tool by marketers who want to gain deeper insight into the why's consumer behaviour. Research shows that unconscious mind may understand and respond to nonverbal symbols, can form

emotional responses and also their actions can be independent of conscious state of mind. Semiotics is the new science field that is concerned with the conscious and subconscious meanings of nonverbal symbols to consumers. This is possible through motivational research.

Marketers use motivational research in developing new ideas for promotional campaigns. That is through this, they are able to penetrate the consumer's conscious state of mind. Marketers are now able to explore consumer reactions to ideas and advertising copy at an early stage, to avoid the financial setback later.

Now profit organizations also use motivational research so that more and more number of people participates in their organization.

In the end, we can say that motivational research analyzes and usually suggests new ways for Marketers to present their products to the public.

PERSONALITY AND SELF-CONCEPT

Personality: The term 'Personality' has been derived from the Latin term persona which means to 'speak through' the Latin term denotes the *masks* worn by across in ancient Greece and Rome. Common usuage of the word 'Personality' signifies the role which the person (actor) displays to public.

Meaning
Personality refers to the sum total of internal & external traits of the individual which are relatively stable & which make the individual different from others.

Definitions:
- According to *Gordon Allport* Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustments to his environment.
- According to *Fred Luthans* Personality means how a person affects others & how he understands & views himself as well as the pattern of inner & outer measurable traits & the Person situation interaction.

Characteristics of Personality/ Personality trait
- **Personality has both internal and external elements**. The external traits are the observable behaviors that we notice in an individual. Personality internal states represent the thoughts values & genetic characteristic that we infer from the observable behaviors.
- An individual's **personality is relatively stable**. If it changes at all, it is only after a very long time or as the result of dramatic events.
- An individual's personality is **both inherited as well as shaped by the environment** our personality is partly inherited generically from our parents. However these genetic personality characteristics one altered some what by life experiences.

- **Each individual is unique** in Behaviour. There are striking differences among individual. Thus personality refers to the sum total of internal & external traits of the individual which are relatively stable & which make the individual different from others.

Factors influence Personality/ Determinants of Personality
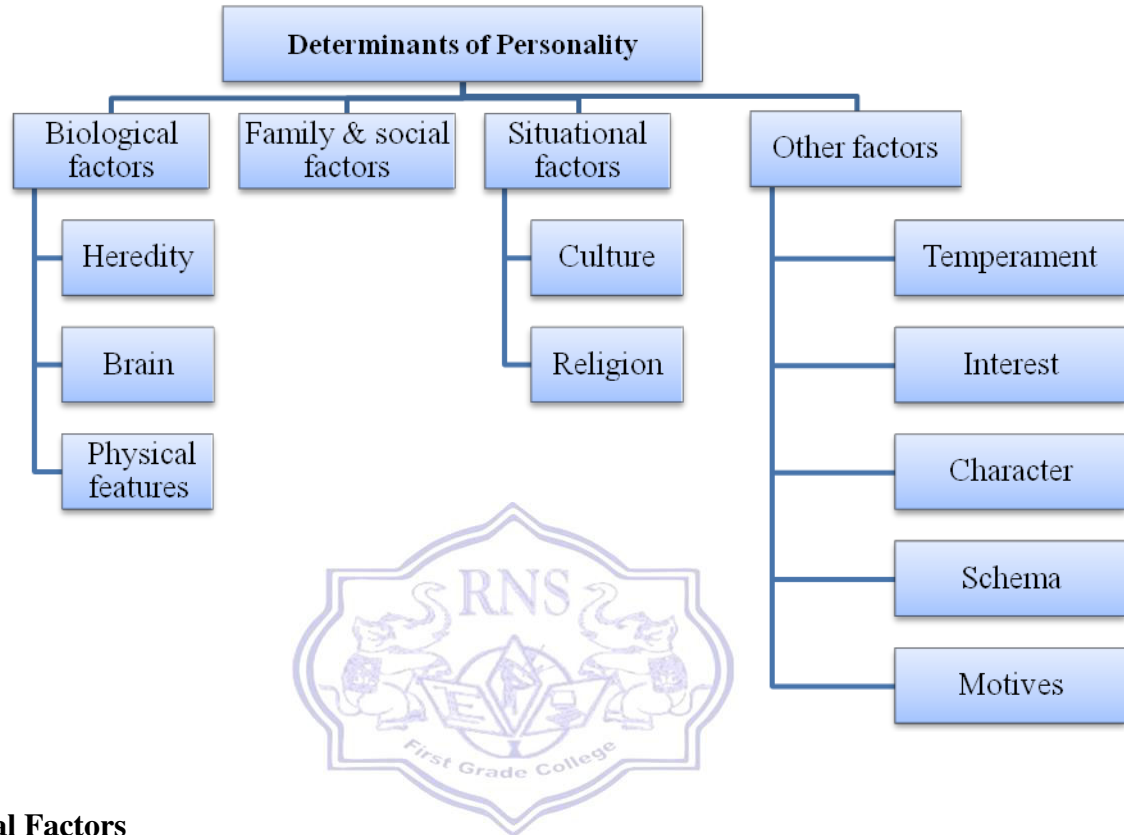
1. Biological Factors
a. Heredity: It has a great influence on biological and mental features. It means the transmission of the qualities from ancestor to descendant through a mechanism lying primarily in the chromosomes of germ cells. Physical stature facial attractiveness, sex, temperament, muscle composition, reflexes are inherited from one's parent.

b. Brain: There is a general feeling that brain plays an important role in development of one's personality persons with a broader forehead, big right hemisphere i.e. left handed have a learning towards truth, welfare beauty, justice, kindness artistic, emotional musician poet etc, similarly persons having broader left hemisphere i.e. right handed with sharp nose, big ears are logical, analytical, strong & have criminal

c. Physical features: An individual's external appearance may have a tremendous effect on his personality. Some people give relatively higher weightage to the physical features of an individual while defining his personality. Such factors include height, weight, colour, facial features.

Eg: - Good physical appearance is an asset for the job of a sales person & public relations.

2. Family & Social factors: The family has considerable influence on personality development, particularly in early stages children learn from their parents, siblings etc.

- The mother is the first teacher in initiating personality development. Father motivates & modifies behaviour. Eg:- Mother - dressing, cooking, sense, father – driving

- Family and social factors shape a person's personality through the process of socialization and identification. Socialization is a process by which an infant acquires, from the enormously wide range of behavioral potentialities that are open him at birth, those behaviour patterns that are customary & acceptable to family & social group.

- The identification process occurs when a person tries to identify himself with some person whom he feels ideal in family, generally a child in the family tries to behave like his father or mother.
  Eg:- of impact of socio economic factors on personality child nurtured under a warm, loving stimulating environment are positive & active as compared to children neglected by their parents are.

3. Situational factors: An individual's Personality may change in different situations. The demand of different situation may call for different aspects of one's personality therefore we should not look at the personality factor in isolation.

> **a. Culture**: The accepted norms of social behaviour are referred as cultural. The way in which people behave with others & the driving force of such functions are considered important components of culture children brought up in traditional norms, attitudes & values on the other hand. Modern cultural outlook of family & society has inspired children to become independent, free thinking of self developing. (ex of joint & nuclear family)

> **b. Religion**: Religion plays a significant role in shaping one's personality from those of Muslims & Christians.

- The children in Hindu Societies learn from the very childhood learn about the value of Karma (hard work) and God-feasting attitudes.
- The Protestants are taught about work ethics, family system, friendship & cooperation The Sikh are hard working, dogmatic aggressive.
- The Muslims are ready to undertake any job & vocation & acquire personalities.

4. Other factors

a. Temperament: Temperament and other non-intellectual personality traits are distributive according to normally distribution. Temperament is the degree to which one responds emotionally.

b. Interest: The individual normally has many interests in various areas. The top executives in any organization do not have interest in common task and people. The organization should provide opportunities like job rotation & job enrichment & special training programmer to satisfy the Interest of executives.

c. Character: Character primarily means honesty & integrity. It is resistance to stealing and cheating others. Character integrity & morals of high standards is a very important requirement for responsible jobs. It is likely that an individual may not steal under normal circumstances for ex: If the family of an individual is starving, there is a great probability that one will steal.

 d. Schema: It is an individual's belief, frame of reference, perception and attitude which the individual possesses towards the management, the job, working conditions pay, fringe benefits, incentive system etc. The perception of individual depends upon his socio-economic conditions & particular culture he lives to follow. The Behaviour of an individual depends to a great extent upon his form of reference which he develops from childhood experience.

e. Motives: Motive is inner drives of individual. They represent goal directed behaviour of individual. A motive is a cognitive factor which operates in determining one's behaviour towards a goal.

THEORIES OF PERSONALITY

1. PSYCHO ANALYTIC THEORY / FREUDIAN THEORY

This theory was developed by Sigmund Freud This theory is based on unconscious nature of personality, i.e. man is influence by unseen forces.

Freud saw that personality is composed of three elements:-

The ID:- Word 'ID' is the Latin word for 'IT' and refers to innate component of personality. The 'ID' is the mental agency contains everything inherited and fixed & present in individual which is raw, animalistic, unorganised, knows no laws, rules and free from all in inhibitors & remains basic to individual throughout life. ID helps to rid the personality out of tension through reflex actions & primary process refers to attempt of an individual to form a mental image of the object that will remove tension. **Ex: -** Hungry man experiences partial relief of his hunger by imagining a delicious meal. In reflex action's the ID responds automatically to sources of irritation by promptly removing the tension which irritant elicts. **Ex: -** Coughing, Sneezing, Blinking etc.

The EGO: - Ego means development of the person out of the ID in order to deal with the real world. **Ex: -** Man needs good to satisfy the hunger.

The Super EGO: - Super Ego third part of personality represents values and morals of society as taught to the child by parents and others super Ego judges whether an action is right or wrong according to the standards of society. ID seeks pleasure, EGO test reality and super Ego strives for perfection.

2. BIG FIVE MODEL OF PERSONALITY

Personality is composed of external traits & no two individual possess identical characteristics. There are thousands of words representing personality characteristics which were reduced to five abstract personality dimension of personality defined in Big five model

Big 5 Trait	Example Behavior for LOW Scorers	Example Behavior for HIGH Scorers
Openness	Prefers not to be exposed to alternative moral systems; narrow interests; inartistic; not analytical; down-to-earth	Enjoys seeing people with new types of haircuts and body piercing; curious; imaginative; untraditional
Conscientiousness	Prefers spur-of-the-moment action to planning; unreliable; hedonistic; careless; lax	Never late for a date; organized; hardworking; neat; persevering; punctual; self-disciplined
Extraversion	Preferring a quiet evening reading to a loud party; sober; aloof; unenthusiastic	Being the life of the party; active; optimistic; fun-loving; affectionate
Agreeableness	Quickly and confidently asserts own rights; irritable; manipulative; uncooperative; rude	Agrees with others about political opinions; good-natured; forgiving; gullible; helpful; forgiving
Neuroticism	Not getting irritated by small annoyances; calm, unemotional; hardy; secure; self-satisfied	Constantly worrying about little things; insecure; hypochondriacal; feeling inadequate

1. Extroversion: Person who score positive on this dimension have a comfort level of relationship & relatedness with others. They are sociable, talkative, assertive, open to establish new relationship with and who scores negative on this dimension are introverts and are less sociable, talkative and lack of establishing good relationship & relatedness with others.

2. Agreeableness: - Agreeableness shows persons ability to get agreed with others. Person who scores positive in this dimension are co-operative, trusting and value harmony and agree on thoughts of others more than on their own saying & thoughts. Person who score low on agreeableness lacks of co-operation trust & harmony with others & only focus on their needs and thoughts.

3. Conscientiousness: - Conscientiousness refers to number of goals that a person focuses on. A highly conscientiousness person focuses on relatively few goals at one time. They are more organized, systematic, careful, thorough, responsible, self-disciplined and achievement oriented. A person scoring negative on this dimension focus on higher no. of goals are disorganized, less systematic, careless, irresponsible less thorough & self-disciplined.

4. Emotional Stability:- This dimension focus on individual's ability to cope with stress. Highly emotional stability in individual make them calm, enthusiastic & secured. Person with low emotional stability are nervous, depressed & insecured.

5. Openness to experience:- This dimension shows one's range of interest. Positively scoring people are open to new thoughts, ideas, beliefs and are fascinated by novelty, innovation & creativity. They have positive attitude towards new ideas & information. On the other hand people with low level of

openness are less receptive to new ideas and less willing to change their minds towards new thoughts, ideas, beliefs & suggestions.

3. MYERS-BRIGGS INDICATOR MODEL/ TRAIT THEORY

(1) Extroversion/Introversion: How people focus their attention on others.

(2) Sensitivity/Intuition: Deals in collecting information by people. Sensitive types use an organized structure to factual and preferably, quantitative details. They are able to synthesizing large volume of data and can draw quick conclusion. Intuitive people collect information nonsystematic ally and hat able to draw conclusion on large no. of data.

Thinking/Feeling: - Thinking type rely on rational, logical & scientific of making decision & analysing a situation Feeling types analyze the situation on their personal value rather thinking logically. More emotional approach towards a situation.

Judging/Perceiving: - Judging types personality enjoys the control of decision making and want to resolve problems quickly. Perceiving types personality are more flexible and adopt spontaneously according to situations before giving decisions.

1. Reserved	vs.	Outgoing
2. Less intelligent	vs.	More intelligent
3. Affected by feelings	vs.	Emotionally stable
4. Submissive	vs.	Dominant
5. Serious	vs.	Happy-go-lucky
6. Expedient	vs.	Conscientious
7. Timid	vs.	Venturesome
8. Tough-minded	vs.	Sensitive
9. Trusting	vs.	Suspicious
10. Practical	vs.	Imaginative
11. Forthright	vs.	Shrewd
12. Self-assured	vs.	Apprehensive
13. Conservative	vs.	Experimenting
14. Group dependent	vs.	Self-sufficient
15. Uncontrolled	vs.	Controlled
16. Relaxed	vs.	Tense

Myers-Briggs Sixteen Primary Traits

PERSONALITY TRAITS AND THEIR APPLICATIONS

Consumer Innovativeness: This aspect of personality may be useful to both FMCG products and durables. It enables marketers to identify and target consumers who would be receptive to new product categories. A number of new product categories are being introduced and specifically these categories will benefit from identifying the innovators. (Mobile phones, electronic toys, watches such as 'Ecodrive' from Citizen and electric cars are some categories, which may benefit from the identification of innovator profile). Innovators would also form a good base of consumers who would spread the word about the category or brand. There is a need to ensure that innovators are not only satisfied with the product but also with the service that is packaged with the product. It may be worthwhile for marketers to find out if these types of consumers perceive the benefits offered by a new category of products. For instance, products such as a three-in-one (which comprised a transistor, tape recorder and record player) introduced in the early seventies did not catch on even though a few innovators bought this product. With a narrow plane of differentiation existing in the cola market, a brand could come out with a cola fortified with vitamins and the success of such a product would depend on the perception of innovators.

Ethnocentrism

Ethnocentrism is the tendency of a consumer to prefer products made in his/her country (*vis-à-vis* products made in a foreign country). The Ruf and Tuf jeans brand is a good example of a brand attempting ethnocentrism. Jeans as a category are of foreign origin and consumers have been used to a number of foreign brands. Arvind Mills (which launched Ruf and Tuf) found that aspirational levels of consumer groups in semi-urban towns with regard to the product category were high but their affordability only permitted them to buy jeans, which were clones/duplicates of well-known brands and of inferior quality. There was a need for a good quality jeans brand at affordable prices.

Optimum Stimulation Level

The intensity of physical or mental or sensory activity in individual experiences could be referred to as stimulation level. Due to the differences in personality factors and lifestyles, individuals vary in the stimulation levels they experience. Individuals with a high level of stimulation are likely to find ways to reduce the stimulation levels and individuals with a low level are likely to make attempts to increase their level of stimulation.

Dogmatism

This refers to a trait which is responsible for the individual's resistance whenever the information provided to the individual is not in tune with his/her beliefs (degree of rigidity towards beliefs not in tune with this belief). Consumers who have a low level of dogmatism are likely to be more open to marketing communication than those who have a high level of dogmatism.

SELF CONCEPT

Self concept is defined as the way, in which we think, our preferences, our beliefs, our attitudes, our opinions arranged in a systematic manner and also how we should behave and react in various roles of life. Self concept is a complex subject as we know the understanding of someone's psychology, traits, abilities sometimes are really difficult. Consumers buy and use products and services and patronize retailers whose personalities or images relate in some way or other to their own self-images.

Characteristics of Self Concept
- Self-Concept is organized
- Self Concept is learned
- Self Concept is dynamic

CONSUMER PERCEPTION

Perception is the selection and organization of environmental stimuli to provide meaningful experience for the perceiver. Perception refers to factors that shape and produce what we actually experience. It is described as a person's views of reality and is affected by, among other things, the individual's values. Perception can be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Thus, perception refers to giving colour to sensory inputs.

Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

Definition

According to Joseph Reitz, "Perception includes all those processes by which an individual receives information about his environment—seeing, hearing, feeling, tasting and smelling. The study of these perpetual processes shows that their functioning is affected by three classes of variables—the objects or events being perceived, the environment in which perception occurs and the individual doing the perceiving."

Nature of Perception
- Perception refers to the interpretation of sensory data. In other words, sensation involves detecting the presence of a stimulus (a thing or event that evokes a specific functional reaction in an organ or tissue.) whereas perception involves understanding what the stimulus means.
- Perception is determined by both physiological and psychological characteristics of the human being
- Perception is a subjective process, therefore, different people may perceive the same environment differently based on what particular aspects of the situation they choose to selectively absorb, how they organize this information and the manner in which they interpret it to obtain a grasp of the situation.

Factors influencing perception
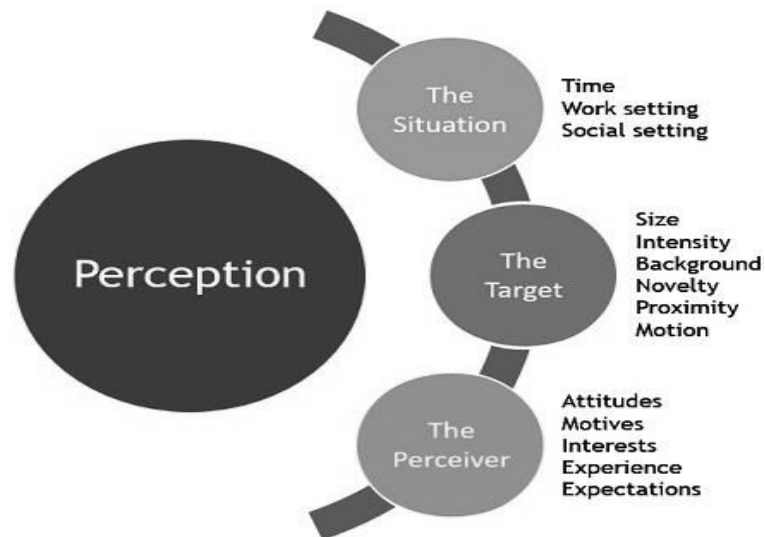
Elements of Perception

Sensation

Sensation is the immediate and direct response of the sensory organs to stimuli. A stimulus may be any unit of input to any of these senses.

Examples of stimuli include products, packages, brand names, advertisements and commercials. Sensory receptors are the human organs that receive sensory inputs. Their sensory functions are to see, hear, smell, taste and feel. All of these functions are called into play, either singly or in combinations, in the evaluation and use of most consumer products.

The Absolute Threshold

The lowest level at which an individual can experience a sensation is called the absolute threshold. The point at which a person can detect a difference between "something" and "nothing" is that person's absolute threshold for that stimulus.

The Differential Threshold

The minimal difference that can be detected between two similar stimuli is called the differential threshold or the just noticeable difference.

Subliminal Perception

People are motivated below their level of conscious awareness. People are also stimulated below their level of conscious awareness; that is, they can perceive stimuli without being consciously aware that they are doing so. Stimuli that are too weak or too brief to be consciously seen or heard may nevertheless be strong enough to be perceived by one or more receptor cells. This process is called subliminal perception because the stimulus is beneath the threshold, or "limen" of conscious awareness, though obviously not beneath the absolute threshold of the receptors involved.

Attention

Attention always precedes perception. Attention is the central process and perception is not at all possible without attention. The process of attention serves the various functions in the organization of our perception and other cognitive functions.

Functions of Attention

The following are some of the key functions relating to Attention, which are listed below −

- Alerting Function

Attention here refers to a state of focused awareness with the readiness to respond. Distraction in such a case occurs with some interference which prevents the individual to continue with the task.

For example, when a teacher in a class asks the student to pay attention, it means the student can create such conditions where he prepares himself to be alert.

- Selective Function

The most important function of attention is selectivity. The selective function acts as a filter that allows information in and the unwanted information out. Here, the attention is focused on stimulus of ongoing interest, others being ignored.

For example, when you are in a tea party organized by your friend, you take a plate of snacks and cup of tea and stand chatting in your group of friends. While you are chatting, if you suddenly hear your name from some other group, your attention is diverted and you might start paying attention towards the group where you heard your name. This example shows that we can selectively attend to one task at a time and the ongoing task in this case is ignored.

- Limited Capacity Channel

It has been observed that we have quite limited capacity to process information that is available in the outside world. It means, we can process one task at a time. The task that requires multi-tasking cannot be carried out simultaneously because we have limited capacity to process the information.

For example, it is difficult to study or learn something from your book while you are listening to music. It is difficult as the task requires a lot of attention, so it is difficult to perform both simultaneously unless one task is highly practiced and done in routine to carry out these functions.

- Vigilance Function

Maintaining attention on a continuous task for a long time leads to vigilance. It has been observed that, attending to a task for long, particularly if the task is monotonous leads to poor performance.

For example − When you go on writing the same thing for 700 times, you tend to make mistakes after some time and this is because of central fatigue occurring due to monotonous task.

Thus, attention processes serves the tuner function in filtering information selected for further processing that finally leads to perception.

LEARNING & MEMORY

Meaning
In simple terms, learning is the modification of behaviour through practice, training or experience.

Learning is the process by which individuals acquire knowledge & experience to be applied in future reaction to situation. Learning from particulars phenomenon depends upon one's personality, perception, motivation & situation. The learning process involves motivation, eyes, responses & reinforcement.

Definition
Learning has taken place if an individual behaves, reacts, and responds as a result of experience in a manner different from the way he formally behaved. - *W. Mchehee*

Elements of Consumer Learning
Motivation is the driving force of all important things to be learnt. Motives allow individuals to increase their readiness to respond to learning. It also helps in activating the energy to do so. Thus the degree of involvement usually determines the motivation to search information about a product.

For example, showing advertisements for summer products just before summer season or for winter clothes before winters.

Motives encourage learning and cues stimulate the direction to these motives. **Cues** are not strong as motives, but their influence in which the consumer responds to these motives.

For example, in a market, the styling, packaging, the store display, prices all serve as cues to help consumers to decide on a particular product, but this can happen only if the consumer has the motive to buy. Thus, marketers need to be careful while providing cues, especially to consumers who have expectations driven by motives.

Response signifies how a consumer reacts to the motives or even cues. The response can be shown or hidden, but in either of the cases learning takes place. Often marketers may not succeed in stimulating a purchase but the learning takes place over a period of time and then they may succeed in forming a particular image of the brand or product in the consumer's mind.

Reinforcement is very important as it increases the probability of a particular response in the future driven by motives and cues.

Theories of Learning

1. Classical Conditioning Theory

Classical conditioning theory is developed by Ivan P. Pavlov (1849-1936), Russian physiologist in the early 1900s. This is called classical because this is the first theory in the area of learning. Pavlov was trying to discover the fact regarding digestive system but he obtained the theory of learning. Later than, he worked out to uncover and establish underlying principles of classical conditioning.

Classical conditioning theory has introduced a simple cause and effect relationship between stimulus and response. This theory states that learning a conditioned response involves association between conditioned stimulus and unconditioned stimulus. It explains simple reflexive behavior which is unlearned behavior.

Contribution of the theory: Classical conditioning theory is simple explanation of relation between stimulus and response. This explains that for learned behavior, there should be motivating factor (stimulus). It also makes the reflective or involuntary after the stimulus-response relationship has been established. In many situations, this theory explains the human behaviors.

2. Social learning theory (Observational learning)

Also called observational learning, social learning theory, emphasizes the ability of individual to learn by observing others. The important may include parents, teachers, Peers, Motion Pictures TV artists, bosses & others.

Social learning can takes place through:
1. **Modeling:** People acquire behaviour by directly observing and imitating other. Many pattern of behaviour are learned by watching the behaviour of model such as parent, teacher, film star etc. The following process determines the influence:

- **Attentional process:** People only learn from a model when they recognized and pay attention to its critical feature.
- **Retention process:** A model's influence will depend on how well the individual remember the model action, when after the model is no longer readily available.
- **Motor Reproduction Process:** After a person has been a new behaviour by observing the no del the watching must be converted into doing.
- **Reinforcement /process:** Individual will be motivated to exhibit the modeled behaviour if positive incentives or reward are provided.

2. **Symbolism:** It refers to learning through social action reaction symbolization and interaction.
3. **Self Control:** Learning is self development process; people are introduced in self analysis, appraisal and improvement.
4. **Fore thought:** It issued by Person to anticipate, plan and guide their behaviour and action.
5. **Self Efficiency:** It refers to the individual's perception as he or her ability to perform a specific task in a particular situation

ATTITUDE

Attitudes are learned pre-dispositions towards aspects of our environment. They may be positively or negatively directed towards certain people, service or institutions.

Definition
- "An attitude is a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situation with which is it related.

- **G.W. Allport**

Features / Characteristics of Attitude

- **Attitudes affect Behaviour**. People have the natural tendency to maintain consistency between two attitudes or attitude and behaviour. Attitudes can lead to intended behaviour if there is no external intervention.
- **Attitudes are Invisible**. Attitudes constitute a psychological phenomenon which cannot be observed directly. However, we may observe an attitude indirectly through observing its consequences.
- **Attitudes are Acquired**. Attitudes are gradually learnt over a period time. The process of learning attitudes starts right from childhood and continues throughout the life of a person.
- **Attitudes are Pervasive**. Attitudes are formed in the process socialization and may relate to anything in the world. For example, a person may have positive or negative attitude towards religion, politics, politicians, countries, and so on.
- **Attitude is effective and behavioural**. Attitudes refer to feelings and beliefs of individuals or group of individuals. The feelings and beliefs are directed towards other people, objects or idea.
- **Attitude is evaluative**. Attitudes are evaluative statements, either favourable or unfavourable. When a person says he likes or dislikes something somebody, an attitude is being expressed.
- **Attitude is unconsciously held**. An attitude may be unconsciously held. Most of our attitudes may be about those objects which we are not clearly aware of.

Components of Attitude/ ABC Model

- **Informational or Cognitive Component**: It consists of beliefs, values, ideas and other information a person has about the object. This information can be the key to his attitude.

- **Emotional or Affective Component**: The sentiments, emotion feelings, etc towards an object has an influence on the attitude of an individual.

- **Behavioural Component**: The behavioural component is the tendency of peers on to behave in a particular manner towards an object. This component can be directly observed.

Functions of Attitude

Function	Definition	Explanation
Instrumental function	The individual uses the attitude to obtain satisfaction from the object	The individual thus aims to maximize external reward while minimizing external punishment
Ego-defensive function	Protects against internal conflicts and external dangers	Here the attitude shields the individual from his own failings
Value-expressive function	Opposite of ego-defensive; the drive for self-expression	The attitudes expressed often go against the flow of opinion
Knowledge function	The drive to seek clarity and order	Related to the need to understand what the object is all about. Comes from the belief that if you know what you like or dislike, decision-making is easy

Source: J. Blythe (2008), *Consumer Behaviour*, Thomson Learning, London.

Attribution

ATTRIBUTION THEORY When people attach cause-and-effect explanation to their behaviour, it is known as attribution. The more directly the particular action is attributable to the behaviour the more is the intensity of perceptual judgment by a manger. Attribution is an important factor in perception because it creates a tendency to visualize identical behaviours differently. For instance, if two employees arrive in the office one hour late, one explains late due to scooter repair on route, other attributes the hospitalization of his wife. Manager evaluates these two situations differently and is generally convinced by the case than the repair of the scooter. According to this theory the judgment depends largely on three factors (i) distinctiveness (ii) consensus, and (iii) consistency.

Formation / Sources of attitude

- **Direct Personal Experience**. The quality of a person's direct experience with the attitude object determines his attitude toward it. For example, if a worker finds his work repetitive, inadequately paid, supervisor too tough, and co-workers not so cooperative, he would develop negative attitude towards his job because the quality of his direct experience with the job is negative.
- **Association**. A new attitude object may be associated with an old attitude object and the attitude towards the latter may be transferred towards the former.
- **Social Learning**. Attitudes are also learnt from other as for example, from parents, teachers, neighbors, superiors, models etc. An individual learn by having contact with others or even watching models over the T.V. In fact, social learning makes it possible for a person to develop attitude towards something even when he has no direct experience the attitude object.
- **Institutional Factors**. Religious institutions, social organisations educational institutions, etc. also help in shaping the attitudes of people.
- **Mass Media**. Attitudes are generally less stable as compared to value. Advertising message, for example, attempts to alter the attitude of the people toward a certain product over. Similarly social messages on TV and in newspapers can have mass appeal among the people.
- **Economic Status and Occupations**. Our economic and occupational positions so contribute to attitude formation. They determine, in part, our attitudes towards unions and management and our belief that certain laws are "good" or "bad"
- **Vicarious learning**: This refers to the formation of attitudes by observing the behaviour of others & the consequences of their behaviour.

Change in attitude

Types of Change:

- **Congruent change**: It means that the change is a movement in the same direction but the intensity of the feeling is reduced.
- **Incongruent change**: This refers to a change of direction in the attitude from positive to negative & vice versa.

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