

Consumer Behaviour
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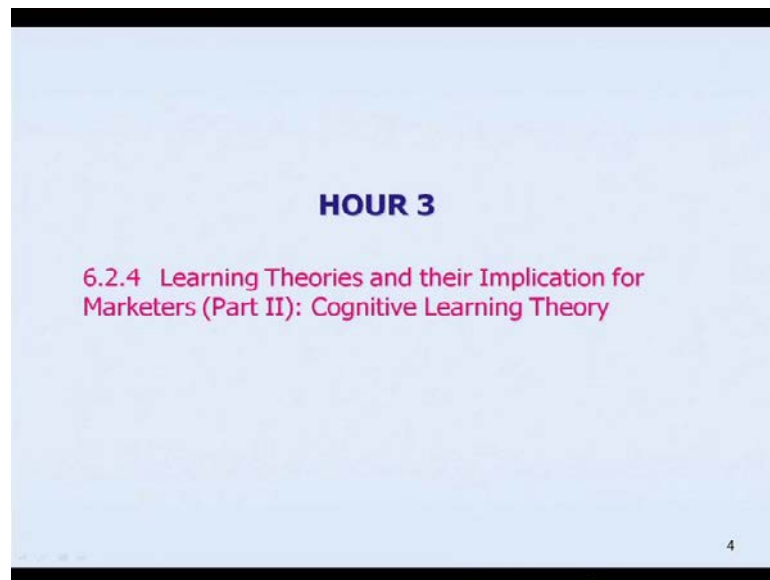
Lecture - 20
Consumer Learning (Contd.)

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MODULE 6.2:	
CONSUMERS LEARNING (4 hours)	
6.2.1	Definition and Meaning of Consumer Learning
6.2.2	Basic elements, Nature and Characteristics of Consumer Learning
6.2.3	Approaches to Learning
6.2.4	Learning Theories and their Implication for Marketers (Part I, Part II and Part III)
6.2.5	Consumer Learning and Implications for Marketers

Today we will continue with our topic 6.2 on consumers learning, and we shall be discussing the remaining of theories on consumer learning. We have discussed in the previous session the definition and meaning of consumer learning, the basic elements, the nature, characteristics of consumer learning. Thereafter, we have discussed the approaches to learning and we have also discussed the learning theories about we have discussed the first learning theory. We did mention the learning theories may be classified into three categories: the behavioral theories, the cognitive theory and social cognitive theory. In the previous class we have done the classical conditioning theory and operant conditioning theory, which are the behavior theories to learning.

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Today we will be moving beyond and we will be discussing the learning theories, part two with the implication for a marketer, and here we shall be doing the cognitive learning theory.

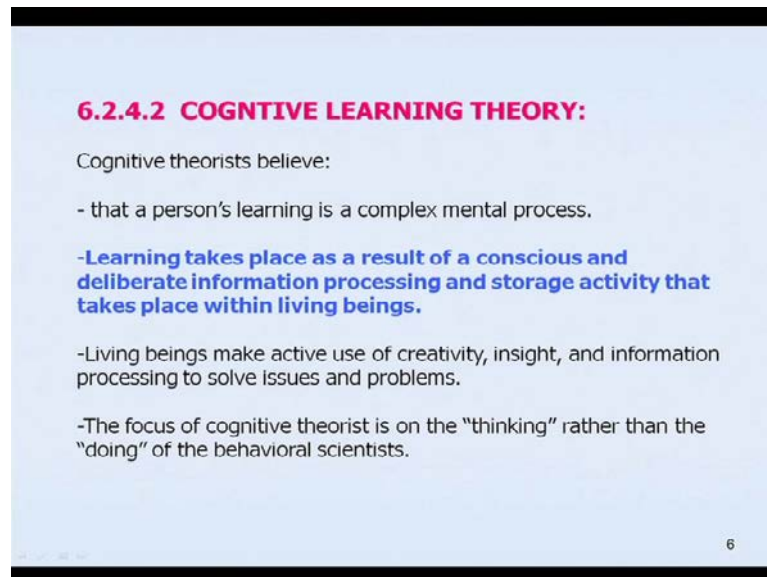
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Now, we as we all know, there are two approach to learning, the behavioral approach and cognitive approach. And as we have discussed earlier the behavioral theorist feels, that learning takes place as a result of responses to happenings or events in a person and external environment. On the other hand, if we recall while we discuss the approaches to

learning, that we did make mention that the cognitive theorists used to believe, that learning actually takes place as result of a person's conscious attempt to collect information to process information and store. So, we will start today with the cognitive approach and subsequent session will be with the social cognitive approach.

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6.2.4.2 COGNITIVE LEARNING THEORY:

Cognitive theorists believe:

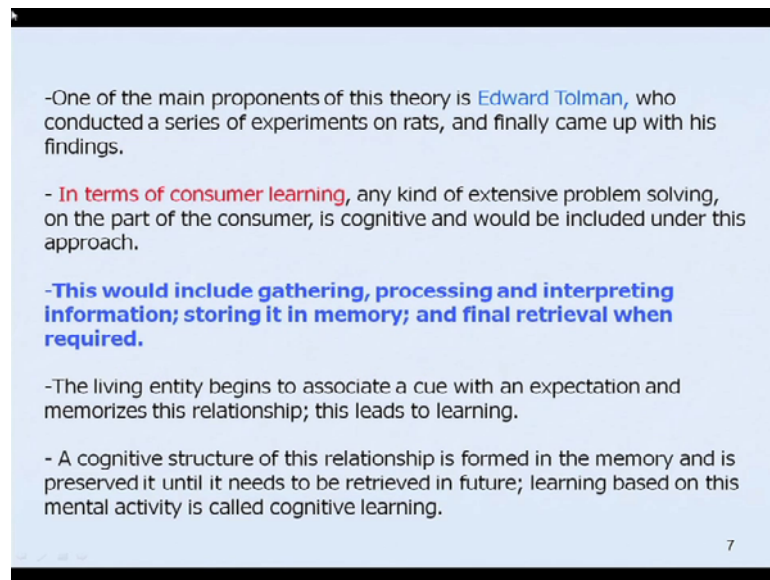
- that a person's learning is a complex mental process.
- **Learning takes place as a result of a conscious and deliberate information processing and storage activity that takes place within living beings.**
- Living beings make active use of creativity, insight, and information processing to solve issues and problems.
- The focus of cognitive theorist is on the "thinking" rather than the "doing" of the behavioral scientists.

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Now, according to the cognitive theorists learning is something, which is very complex mental process. It takes place as a result of a conscious attempt and very deliberate attempt in terms of information processing and storage activity that takes place within the living entity. So, human being, basically, makes use of their creativity, their inside, their information processing ability to, basically, solve problems, to solve issues. And the focus here of the cognitive theorist is of thinking rather than doing.

So, the behavioral theorist, scientist, spoke of behavior, spoke of stimulus, spoke of response, but the cognitive theorist basically believe, that it is not that doing, which leads to learning, but it is the thinking, which leads to learning. So, they basically, focus on learning, also a complex mental process, where people consciously make deliberate attempts at searching for information and processing information and they store this information to be retained, to be, you know, retained and to be used later on. So, learning is the result of person's very conscious and deliberate attempt at information processing and storage.

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- One of the main proponents of this theory is **Edward Tolman**, who conducted a series of experiments on rats, and finally came up with his findings.
- **In terms of consumer learning**, any kind of extensive problem solving, on the part of the consumer, is cognitive and would be included under this approach.
- This would include gathering, processing and interpreting information; storing it in memory; and final retrieval when required.**
- The living entity begins to associate a cue with an expectation and memorizes this relationship; this leads to learning.
- A cognitive structure of this relationship is formed in the memory and is preserved until it needs to be retrieved in future; learning based on this mental activity is called cognitive learning.

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So, the main proponent of this particular theory was Edward Tolman, who conducted a series of experiments on rats and he, he, he said, that it is a, as you will see, the living entity begins to associate a cue with an expectation and memorizes the relationship between the cue and the expectation and it is this, which leads to learning patterns in, in living entities. And you know, he basically conducted this experiment on rat where the rat learned to exhibit a behavior and retain the association between the cue and his expectation of arriving at the cue and he memorized this relationship and this is what led to learning in terms of consumer behavior.

Any kind of, any, any kind of extensive problem solving, that occurs on the part of the consumer is cognitive in nature and is included in this particular approach called the cognitive approach to learning. So, this will include gathering of information, processing of information, interpreting it, storing it and retrieving it when, as when requires.

So, what happens is, that the living entities begins to associate a cue or a minor stimuli with an expectation and he memorized this relationship and it is this, which actually leads to learning patterns in living entities. A cognitive structure of this relationship is formed in the memory and it is preserved until it needs to be retrieved in future. So, learning is based on this mental activity. So, this is what Tolman had to, had to say.

Now, Tolman basically established his relationship between environmental cues and expectation based on these experiments, which he conducted on white rats. A special T-

maze was designed and the white rats are taught to obtain the food in the maze. So, to start with, he kept the food in the right corner of the T-maze and white rat was put in the maze and he was trained to turn towards the right to obtain the food. So, the relationship between the cue, this is the smell of the food, and the expectation, that is, the appropriate movement would lead to the food, was established.

So, what was happening here, that because the rat was placed in the cage or sorry, he was placed in the maze, food was kept in one corner, it was the cue, which made the rat, made an appropriate movement toward the food. Now, the rat began to associate the cue or begin to relate the cue, which was the smell of food with the expectation, that he will be able to reach the food if he made the appropriate movement. This relationship was established and the rat memorized this relationship. So, he memorized the relationship between the cue, which is the smell of the food and the appropriate movement, which made him reach the food and he, he, the rat learnt to remember this association between the cue and the expectation, so between the food and his expectation, that he will be able to reach the right point or where the food was kept. So, so this particular relationship was memorized by the rat and he made the appropriate movement and this is what led to learning.

So, what we speak of here is, a cognitive structure is formed between a, cognitive structure is of the relationship between the, between the cue and expectation is formed in the memory and is preserved till it is to be used later on and learning, which is based on such a mental activity, such a complex mental activity is referred to as cognitive learning.

So, it is purely, it would include gathering information, processing information, interpreting it, storing it in memory, retaining it and retrieving it as and when it is required. So, moving beyond, you know, what happened subsequently with the experiment was, that Tolman, after few days changed the, you know, position where the food had been kept. So, he, he, he, and started the rat from the opposite direction. Now, according to past conditioning, which had happened or instrumental conditioning, if you say, so where response led to a stimuli and it was this cue, which led to, led to him behave in a particular manner and let to a reward. Instead of this happening, instead of response to a stimuli what happened gradually was that, you know, this theory of Skinner was, Tolman established his relationship between the environmental cues and

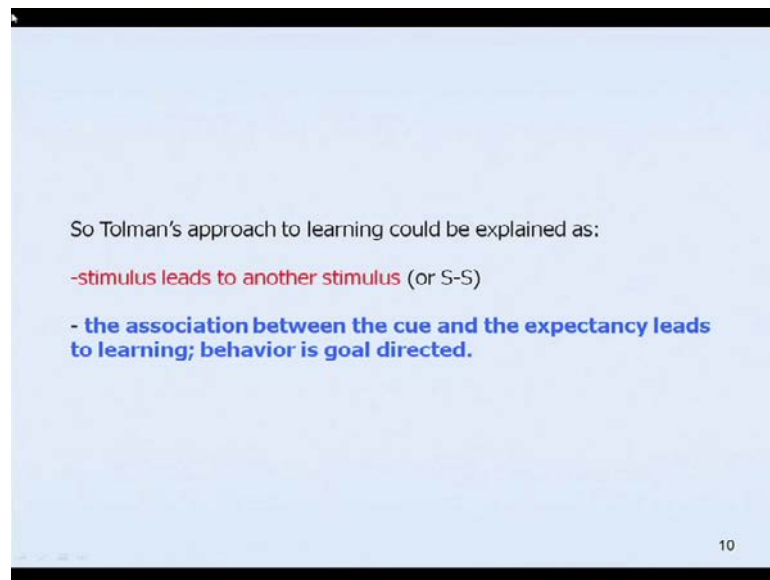
expectation. So, Tolman established this relationship between environmental cues and expectation based on his experiments, which he conducted on white rats.

A special T-maze was designed and the white rats were taught to obtain the food in the maze. To start with, Tolman kept the food in the right corner of the T-maze and which rat was put into the maze and was trained to turn right to obtain the food. So, relationship between the cues, which is the smell of the food and the expectation, that the appropriate movement would lead him to the food was established. So, so the, the rats basically begin to remember or they began to memorize this relationship between the cue and the expectation. Thereafter, Tolman changed the position of the rat and started him from the opposite part of the maze.

So, according to past conditioning or in terms of the instrumental conditioning where the response would lead to another stimuli, the rat, instead of, you know, as per his past grooming or as per his past conditioning where the response lead to stimuli or you know, the, the right movement would have led him to the food, he did not move right, but he moved towards the left where the food was kept. So, he instead of moving right, he moved toward the opposite direction where the food had been kept. The rat basically learnt to move through the maze with the motive and a direction toward the goal and toward the food and a connection was built between a stimulus and stimulus. So, the rat learnt to move through the maze with the motive and with the direction toward the food and a connection was established between the stimulus and stimulus. So, a S led to a S.

So, the rat had not only learnt to form an association between the cue and the expectation, that the smell of the food act as cue and right movement acted as response, but he also had memorized this relationship. So, it was not just R leading to S or the smell of the food and right movement, you know, relationship, but was also memorizing this relationship and that is how you know, the rat had learnt to move with the motive and direction towards the food and connection was built between a stimulus and the stimulus. So, the rat had learnt this or memorized this relationship as the association between the cue and the expectancy was strengthened learning occur.

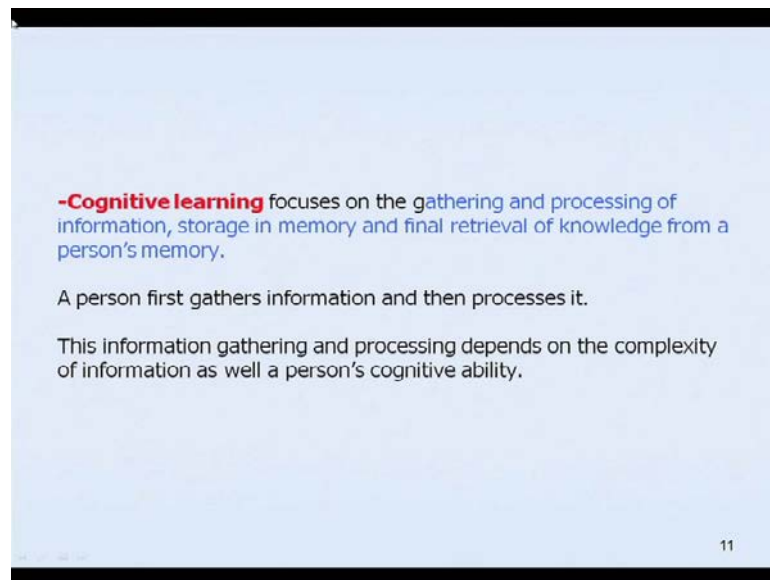
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So, we will talk of this as an approach where one stimulus leads to another stimulus and the association between the cue and the expectancy learn led to, led to learning on part of the rat. So, behavior, as such, is typically goal directed and this is what Tolman concluded from his experiment where he said, that the rat had not only learnt to form an association between the cue and the expectancy, but it had also memorized this association. So, one stimulus led to another stimulus.

It was as per instrumental conditioning. He should have just, you know, moved toward the reinforcement, should have acted as a stimulus and should have again proceeded or you know, he should have repeated the behavior proceeded. But Tolman went beyond and said it is just not instrumental conditioning was comes to play, but it is also important, that the living entities begin to realize and remember this relationship between the cue and you know, and the expectancy and it is not only realize and but also remember and memorize this relationship between the cue and expectancy, which leads to learning. So, association between cue and expectancy leads to learning and learning is any form of behavior, is goal directed.

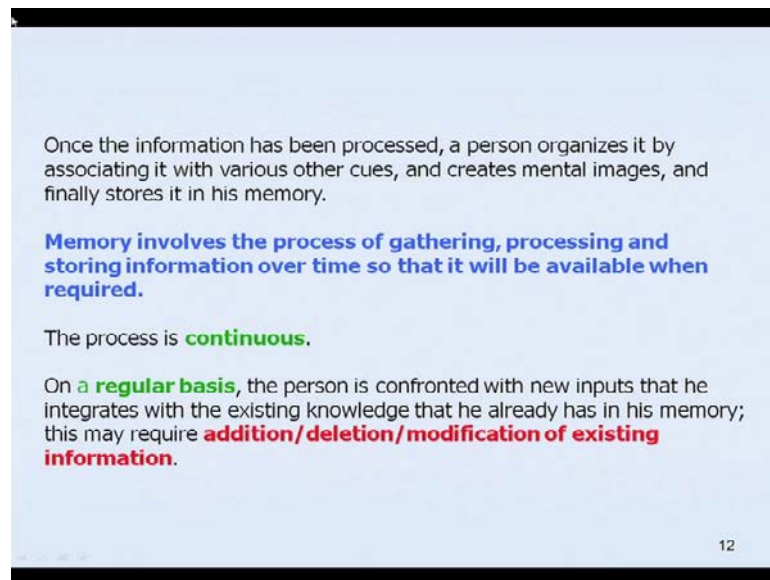
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Now, cognitive learning basically focuses on gathering information and processing information and storing information and retrieving it form a person's memory. So, a person will first gather information and he process it, but this particular gathering of information, processing of information, depends upon two things. One is the complexity of the information itself and second is the cognitive ability of the person.

So, you know, when we say, that cognitive learning means information gathering, information processing, information storage, information retrieval and information usage as and when required, it, it, it basically, it, cognitive learning depends lot upon the, the complexity of information and also with respect to the person himself or the cognitive ability of the person himself.

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Once the information has been processed, a person organizes it by associating it with various other cues, and creates mental images, and finally stores it in his memory.

Memory involves the process of gathering, processing and storing information over time so that it will be available when required.

The process is **continuous**.

On a **regular basis**, the person is confronted with new inputs that he integrates with the existing knowledge that he already has in his memory; this may require **addition/deletion/modification of existing information**.

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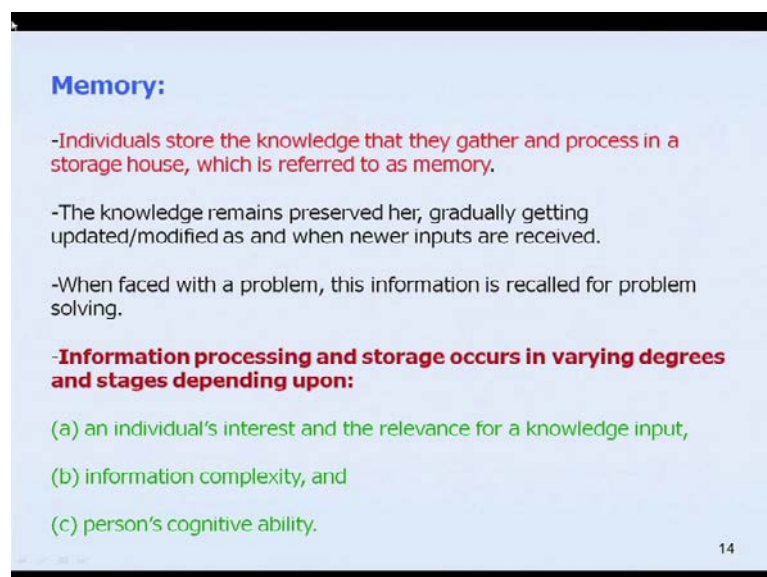
So, once this information is processed a person organizes it by associating it various other cues and he forms mental images and finally, stores it in his memory. Now, memory involves the process of gathering and processing and storing information over a period of time, so that it will be available when it is required. It is continuous, it is on a regular basis a person is exposed to new stimuli, he is exposed to new inputs and he integrates this with the existing body of knowledge that he already has. So, this may require addition or deletion or modification of existing information.

So, once a person basically collects information, he, you know, tries to associate it with other cues, he associates it with other cues in his memory and he forms mental images, which facilitates you know, which gets stored in his memory and facilitates easy recall later on. So, anything, which goes as an input gets related to other cues, gets formed in the form of mental images, mental pictures and gets stored in one memory, which can be retrieved later on as and when required. So, it, it, it basically involves gathering information, processing and storing it. The memory learning, the, the, the person is exposed to newer inputs on a day-to-day basis, it is a regular process, it is a continuous process and he is confronted with newer information, newer inputs day-to-day, which he updates on his memory, either it could mean addition or deletion or modification to existing information.

Now, in terms of consumer behavior if we see this consumers are exposed to a lot of new products or services or changes in existing products and services on a day-to-day basis, there are new products and services, which are introduced. There are newer brands, which come into the market, they, they, they can be either totally new innovation or they can be, you know, modification to existing products and service categories. So, marketers constantly updated consumers with lot of information, which they provide through their marketing communication, through their advertisement, through personal selling or through sales first. It could also be providing information via dealers opinion, leaders, marketer talk about the brand, about features, about the attributes, benefits, prices, the availability and so forth.

And consumers begin to learn about, the consumers gain, gather this information, they form mental images of these, you know, updated information and they add it up to their memory and they, they, they can form mental images about the various brands through imagery. And thus, mental images not only facilitate easy storage in the memory, easy memorizing, but they also facilitate easier recall later on. Once a consumer receives this information he integrates it in his memory and he, he would retrieve it as and when he requires, as and when he has a problem. And in case of a problem state, either an actual state or desired state type, he moves back his memory and retrieves it, retrieves so that he can solve a product, so that he can purchase a product and service offering and solve his particular need though usage of such product or service offerings.

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Memory:

- Individuals store the knowledge that they gather and process in a storage house, which is referred to as memory.
- The knowledge remains preserved here, gradually getting updated/modified as and when newer inputs are received.
- When faced with a problem, this information is recalled for problem solving.

Information processing and storage occurs in varying degrees and stages depending upon:

- (a) an individual's interest and the relevance for a knowledge input,
- (b) information complexity, and
- (c) person's cognitive ability.

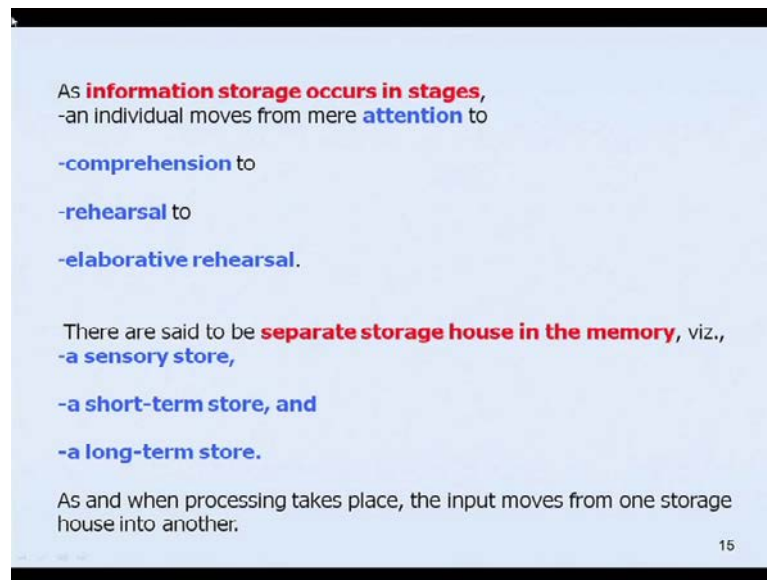
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Now, let us talk a little bit about memory. Now, individuals store knowledge, that they gather in a storage house and this storage house is, is, is called a memory. Whatever inputs people are exposed to in their day-to-day life, whatever knowledge they gain in their day-to-day life, they gather it and process it in this storage house, which is called the memory. Now, this, this memory is, is something, which is going to be added upon or you know, modified on a day-to-day basis. People keep getting information, people keep gathering information, gathering knowledge and all this gets stored in the memory, either as an addition to or as a modification to or as an updation. So, the knowledge remains preserved until unless there is an addition to it or modification to it or an updation when newer inputs are received, as and when there is problem or this information is recalled for problem solving.

Now, information processing basically depends upon three, you know, elements. One is the person's interest with respect to a product or service category and the relevance that he attaches to such a product or service category. So, we could relate this to consumer motivation, we could also relate this to consumer involvement. Second thing, which you know, which could affect the manner in which people process information and store information is the complexity of the information, how technical is it, how, you know, cumbersome to understand or how ambiguous it is, how technical it is, another factor, which will affect information processing and storage.

And third of course, is the consumer's cognitive ability, which also has an impact on how he process information and how he stores it. So, as and when we receive information it gets stored in our, in a storage house called the memory and here, the people keep on adding bits and pieces of information or knowledge to this memory into this storage house, where the information is processed and stored, whatever it is stored till and remains in its preserved form, till newer inputs are added. So, this (()) of memory here, the data base or the inputs inside the memory keep getting updated, either in the form of addition or modifications as and when newer inputs are received and this information processing will depend upon a person's ability, depend upon the information complexity and very much on an individual's interest and involvement and his relevance for a knowledge input or his need want pattern.

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As **information storage occurs in stages**,
-an individual moves from mere **attention** to

- comprehension** to
- rehearsal** to
- elaborative rehearsal**.

There are said to be **separate storage house in the memory**, viz.,

- a sensory store**,
- a short-term store**, and
- a long-term store**.

As and when processing takes place, the input moves from one storage house into another.

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Now, information storage basically happens in three states. We, we, we, we will talk of it in terms, so comprehension rehearsal and elaborative rehearsal. But actually, person moves through four stages, he moves from attention to comprehension to rehearsal to elaborative rehearsal. We have spoken about this when we talked about the level of information processing model, when we did consumer involvement. And as, as we see, there are separate storage houses in our memory, as well there is sensory store, then there is short term memory or the short term store, then we have a long term memory or the long term store.

So, as and when information processing takes place, person moves from one stage into another or one storage house to another. So, we start with attention to a comprehension to, to, to rehearsal and elaboration. Initially, there is just preattention or attention, which leads to comprehension, which leads to rehearsal and which leads to elaborate rehearsal. But as this is happening, information is getting processed, you know, the level of processing is getting more complex, getting more elaborate and person is moving gradually, from one storage house to another, from sensory store to short term memory to long term memory. So, we will, we will talk about this as and when processing takes place, inputs moves from one storage house to another.

Let us start with the sensory store. Sensory store is the first storage house information, that is received is by the senses is stored here for a very, very short duration and

information processing is very shallow and the capacity of this storage house is also very, very limited. In case if person gives little attention to the input, it is transmitted into the short term memory. So, the information is received by these senses and through, we called it sensory store. It is a very short duration, it is a very shallow phase of information processing and the capacity of storage is very, very small, very, very limited. In case a person gives some attention to it, it moves to the short term; in case a person gives little attention, it moves to short term store.

Now, what happens in the short term store is that the information processing takes place here and input is analyzed for some meaning. We also call it as the working memory or we also call it as the second storage house. So, whatever input has been received as a part of attention is given some level of comprehension here, some level of information processing takes place and the input is analyzed. However, again here information is stored for a short time that is why, it is called short term memory as our senses are being exposed to near stimuli and are always interpreting it. Short term memory could become overburdened and only those stimuli, which are relevant and which are of little interest to the consumer or the person, will be retained for further processing and further storage.

So, movement of information from short term to long term will depend upon rehearsal. If the information input undergoes rehearsal, it would be transferred into the long term memory. Rehearsal is the process, that entails a silent repetition of information in the mind and encoding is the process by which a sign or a symbol or a word is used to represent this stimuli or the information. So, I, I, I repeat, that incase the input, which is received by the senses and is a part in the sensory store, in case it receives little bit of attention, it moves to the second storage house, which is the short term memory store.

Now, this short term memory store also information is analyzed, it is processed, it is analyzed for further meaning, for further comprehension. And but however, information is again stored for a shorter time here because the, the, as we are exposed to newer, our newer stimuli, as our senses are getting exposed to newer and newer stimuli, the short term memory is getting overburdened or overloaded. So, it begins to shun off or it begins to leave up anything, which it finds irrelevant or insignificant. In case the information, in case the information input, which is received or the stimuli holds some relevance or interest to the person, in that case it is retained for further usage, for further processing, for further storage and moves, it moves to the long term store.

Now, whether it would be moved to the long store or not, will be preceded by a phase called rehearsal and encoding. In rehearsal the process, which includes silent repetition of information, input received by the senses and processed in the short term store. In case the information input is repeated or is, it undergoes, it is, it is repeated silently, in case, in case there is silent repetition of the information and the mind, it will go into the long term memory and its gets encoded in the forms of signs or symbols or words, which are used to represent the information input or the stimuli or the information.

Now, we move to the long term store and this is the storage house where information will be retained for a relatively longer period of time because this particular information has been rehearsed in the short term memory. It is finally, transmitted to the long term for storage and retrieval later on. Now, this long term has an unlimited capacity and information gets stored here in two ways, either episodically or semantically. Episodically is in terms of the sequence in which it has been received and as and when it is reacquired, you know, one after the other. Semantically is as per the relevance and is significant of the information inputs or the stimuli. So, they occurs a process called elaborative rehearsal in the long term memory.

Some inputs are stored in the long term memory using elaborative rehearsal. Now, what is the elaborative rehearsal? It is similar to rehearsal, but it is the process of evaluating information input for comprehension and meaning. It is just not silent repetition as was the case of rehearsal, but here it is more to do with evaluating information for comprehension and meaning and storing it in the long term. This comprehension of information is subjective to, from person, and subjective and vary from person to person based on his background and his psychographics, on his demographics, etceteras.

Factors, which will affect the, the elaborative rehearsal or the impact of the elaborative rehearsal, will again be familiarity with information relevance, of the information interest, of the information or the form in which it is provided. So, if we talk about the, you know, little bit more about the short term. We also discussed here activation and retrieval. So, as and when a person is exposed to another, some new information, the new information gets integrated into the already existing organized body of knowledge and this process is called activation.

So, the organized knowledge in the person's memory, the organized knowledge in the person's memory about the domain of knowledge is known as the associated network. So, whatever is new, keeps get added, modified into the already existing base, already existing associated network. So, it is called an associated network because one node, one activating node tends to be active and tends to activate other nodes as well, which further activate other nodes.

Information is finally, retained in the long term memory and also, and when a person faces a problem he retrieves it. This process by which he recovered information from long term memory is called retrieval and in retrieval, information is accessed from long term memory. It is again impacted by psychological factor or physiological factor, the relevance of the information, the familiarity of the information, the ability of the individual, the ambience, the environment, the moods, the emotions, etceteras.

So, if I quickly, if we, you know, move back, if we see what is happening is that information processing and storage is occur, information processing is happening in stages, we are moving from attention to comprehension to rehearsal and to elaborate rehearsal. And as we move from attention, from you know, attention, as we move toward, as we move to attention we speak about the sensory store. When we give a little bit of importance to it, when we begin to comprehend the information input, it goes into the short term store. In the short term store we have rehearsal where there is silent repetition of the information, that has been received and then it move into the long term and in the long term we have an elaborate rehearsal where the information is analyzed. It is not only processed, but it is analyzed, it is evaluated with respect to other inputs, that we have and we are receiving and we final, finally, we store it in the long term memory to be, you know, retrieve later on. That is also something activation, which occurs as new information gets added to already existing ones and to the associated network and there is retrieval, which occurs when, as and when problem occurs and the person goes back to his memory and tries to retrieve the information, that is, store in his memory.

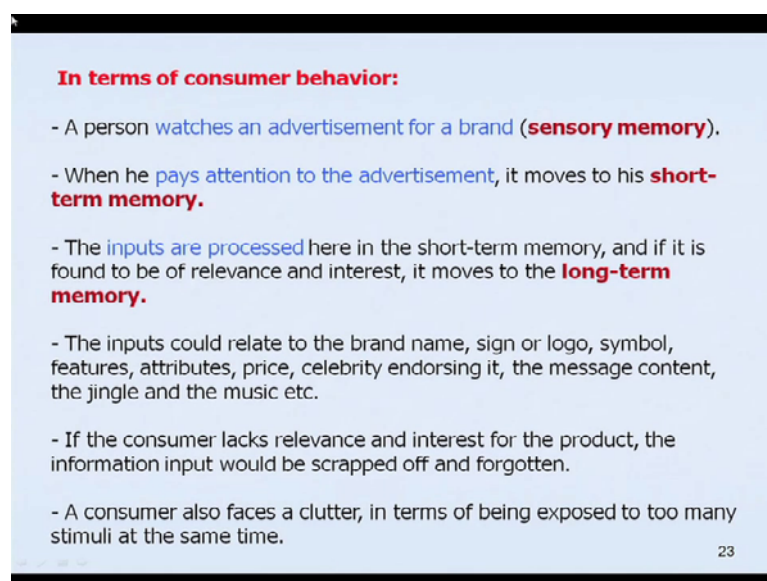
So, we move form a sensory store where, which means, at senses, you know, identifying an input, the sensory impression, they come to it is a sensory store. In the sensory store the information input, if receives some level of importance, some level of comprehension, it moves into the short term memory, like the sensory store. The short term memory is short term, is also limited in capacity, it gets overburdened. And in case

the information input is, is irrelevant to the person it would be shunned away, it would, it would just pass off, it would just shunned away from the memory. Otherwise it would be retained, it goes to the long term as a part of rehearsal and as a part of encoding, and in rehearsal, once it is rehearsed, it goes to long term memory, which is an unlimited capacity of storage, but varies from person to person and information here gets stored episodically and semantically.

Episodically means, in terms of the, the sequence in which it was received one input after the other and semantically, is in terms of the relevance or the importance of the information. So, here, it is this stage where elaborate rehearsal takes place. The information input is, is, is analyzed, it is comprehended for its meaning and the level of comprehension here will be based on a person's ability, his familiarity with the information, importance of the information, interest and the form in which it is received and thereafter, it remains in the long term. There is activation, which takes place as newer and newer inputs are added and also, there is retrieval as and when required.

So, here in retrieval, the information is processed from the long term memory and it will again depend upon physiological factors or the ability of the person, as well as, psychological factors, emotions, moods, relevance of the input or familiarity of the input, the situation involved, etcetera.

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In terms of consumer behavior:

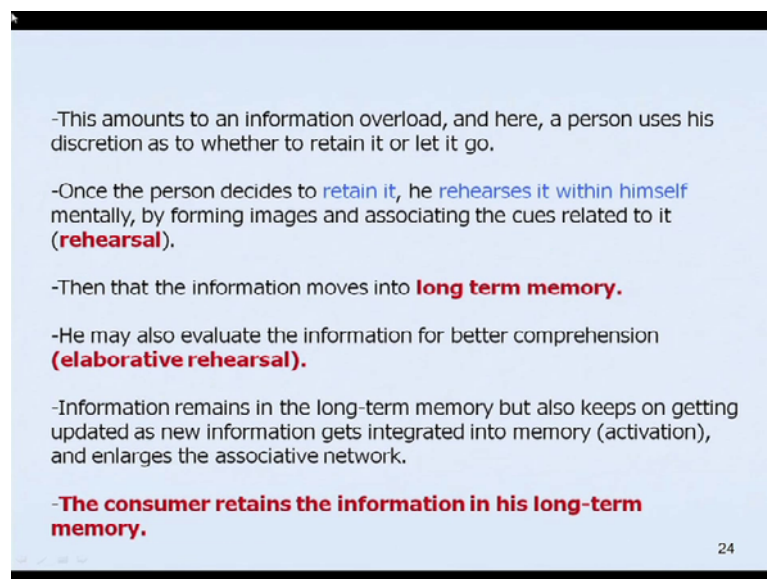
- A person watches an advertisement for a brand (**sensory memory**).
- When he pays attention to the advertisement, it moves to his **short-term memory**.
- The inputs are processed here in the short-term memory, and if it is found to be of relevance and interest, it moves to the **long-term memory**.
- The inputs could relate to the brand name, sign or logo, symbol, features, attributes, price, celebrity endorsing it, the message content, the jingle and the music etc.
- If the consumer lacks relevance and interest for the product, the information input would be scrapped off and forgotten.
- A consumer also faces a clutter, in terms of being exposed to too many stimuli at the same time.

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Now, we should discuss this in the context of the, the, the consumer behavior. So, if we discuss in context of consumer behavior, let us say, a person watches an advertisement for a brand. So, it is a part of the sensory memory, when he pays attention to the advertisement it moves to the short term. The inputs are processed here and if it is found to of relevance and interest, it goes into the long term. The input here could relate to the brand or the sign or the logo or the symbols, the feature, the jingle, the celebrity, the endorser, the message content and any and all of these.

On the other hand, if the consumer lacks relevance and interest, the information input would immediately vanish and be scrapped off and forgotten. Consumer may also face clutter because he may be facing or exposed to too many stimuli at the same time. So, again here it just gets scrapped off and forgotten.

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- This amounts to an information overload, and here, a person uses his discretion as to whether to retain it or let it go.
- Once the person decides to **retain it**, he **rehearses it within himself** mentally, by forming images and associating the cues related to it (**rehearsal**).
- Then that the information moves into **long term memory**.
- He may also evaluate the information for better comprehension (**elaborative rehearsal**).
- Information remains in the long-term memory but also keeps on getting updated as new information gets integrated into memory (activation), and enlarges the associative network.
- The consumer retains the information in his long-term memory.**

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But in case the, you know, the person feels it is relevant to him he would like to retain it, he rehearses it within himself, he forms images about it and this is called rehearsal. Thus, the memory moves into his long term memory where he also evaluates the information for better comprehension. So, we call it elaborative rehearsal and newer and newer information keeps on getting added to the already existing memory. So, it gets newer inputs, newer information keeps getting added and integrated into the memory. So, we call it activation and that enlarges his associated network, associated network here,

meaning the nodes, one node leading to activate another, so another leading to activate another, so forth.

So, once it is rehearsed and once elaborate rehearsal takes place, the memory, the information input or the information from the add goes and gets stored in the long term memory to be retained later on as, and when the person requires the product and he goes back in his memory to look for or gain information about the various brands. So, when you see an advertisement it is a sensory store, if you give some importance to it, it goes to short term memory.

In case, you know, you find it relevant, you rehearse on it, it goes to a long term memory and in long term memory it gets stored, either episodically or semantically, and to be retrieved later on, activation takes place as. And when newer inputs are added, newer information is added and the elaborative rehearsal takes place where you basically try to, you know, analyze this information, comprehend and evaluate it with respect to other information, that you have with respect to the product category or with respect to the brands and then gradually through this analysis, basically, finally, it becomes a part of your long term memory to be retrieved or to be looked upon as and when required. So, then finally, it goes into your long term memory.

Now, the ability to retain information or in the memory will depend upon a lot of things. It will depend upon a person's cognitive ability, his ability to rehearse, his ability to elaborate rehearse, his ability, you know, to, to, to rehearse and elaborate rehearse and his ability to repeat information in a, to, towards to aid, so as to aid retention, his interest, his relevance, his familiarity with the information, his experiences, his moods, his emotions, his demographic and other psychographic components as well. And very importantly, the, the ability to retain will also depend upon the time, which has elapsed since he was exposed to the information.

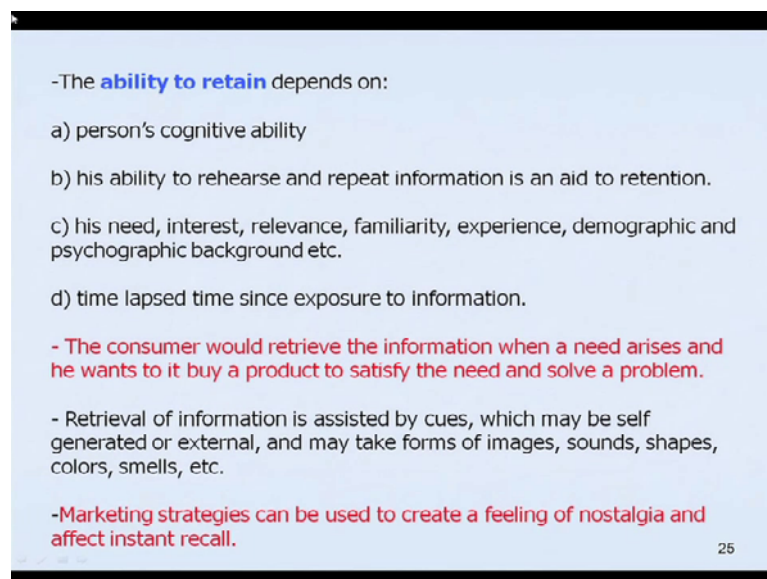
Now, ability to retain, as we said, depends upon a person's ability, cognitive ability, depends upon his ability to rehearse and elaborately rehearse, as well as, depends upon other, other psychographic and demographic characteristics, his emotions, his moods, the, the relevance of the information, the significance of the information, etcetera.

But the fourth point, which I just mentioned, which is time, the, the, the ability to retain information also depends upon time, since he has had the first exposure. So, so that is the

reason why marketers spend a lot of money on advertisement because it, in case they do not and if a substantial amount of time gets lapsed between the communication, between the marketer and the segment in terms of you know, an add not been flashed for a few days, in that case the person, the consumer may begin to forget the marketer.

So, it is very important, that you time, you, you say something and keep saying it time and again, so that the time has an impact and you, it can help retain information and it retrieve information later on. In case you do not communicate with your consumer as marketer, it is sooner or later, consumer may begin to forget you, he may not recall you and in case he does not recall you and in case he does not recall, you are neither in the awareness set, nor in the consideration set nor in the choice. So, it is going to be very harmful and very, you know, it is going to be disastrous for the, for the company.

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-The **ability to retain** depends on:

- a) person's cognitive ability
- b) his ability to rehearse and repeat information is an aid to retention.
- c) his need, interest, relevance, familiarity, experience, demographic and psychographic background etc.
- d) time lapsed time since exposure to information.

- The consumer would retrieve the information when a need arises and he wants to it buy a product to satisfy the need and solve a problem.

- Retrieval of information is assisted by cues, which may be self generated or external, and may take forms of images, sounds, shapes, colors, smells, etc.

-Marketing strategies can be used to create a feeling of nostalgia and affect instant recall.

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So, the time factor here is very important. Time aids, you know, the repetition aids retention, repetition of advertisement aids retention. The consumer would retrieve information as and when the need arises and retrieval of information is also assisted by cues, which could be generated or which could be external in the form of sounds, images, shapes, sizes, colors, smells, etcetera. In fact, if you look at the point of purchase stimuli, they are, they are also many a time used to aids, to retrieval or aids to information retrieval. They help you retrieve information and marketing strategies can be used to create nostalgia and recall.

So, it is very important, that you can retain information and retrieve, retrieve it at the right point of the time, so that you can do that. Marketers aid you through advertisement; they also aid you through point of purchase stimuli and also through creation of positive emotions and mood states.

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So, you know, the implication for a marketer is that factors that affect consumer's ability to process, store or retrieve knowledge and knowledge are familiarity with the information, relevance of the information, interest in the information and the form in it is provided.

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In terms of consumer behavior:

- Any kind of extensive problem solving, on the part of the consumer, is cognitive.
- There are two sources of product information, internal and external:

Internally, the consumer has memories of his past experiences, as well as knowledge that he has gained from his family, friends, peers, as well as the word-of-mouth.

Externally, he collects information that is provided by the marketer in the form of advertisements, salespersons as well as product packaging and labeling, point-of-purchase stimuli, etc.

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Now, in terms of consumer behavior, any kind of problem solving, extensive problem solving, on the part of the consumer, is cognitive. As we all know, there are two sources of information, internal and external.

Internal is when the consumer, you know, goes back his memory and you know, recalls his past experience or the knowledge, which he has received from his friends, from his peers, from his colleagues or you know, he recalls the advertisement he has seen in audio-visual or something he has read in print media or in brochures or in you know, talking to, through word of mouth. So, these are all internally stored in his memory.

On the other hand, external is when he is going to collect more information about the marketer in the form of adds or you know, brochures or from, you know, time to read articles and blogs on the internet, as well as, any information, that he derives at the time of purchase form the packaging or from the labeling or from the point of purchase stimuli.

So, these sources of information here could be internal. Internal is memory and here it is anything, that he has experienced on his own or heard experiences from other or any information, that he is collected already and stored in his database and or any information, that you know, provided by his friend, peers, colleagues, so that becomes and it is all stored in his internal memory. On the other hand, external sources are when

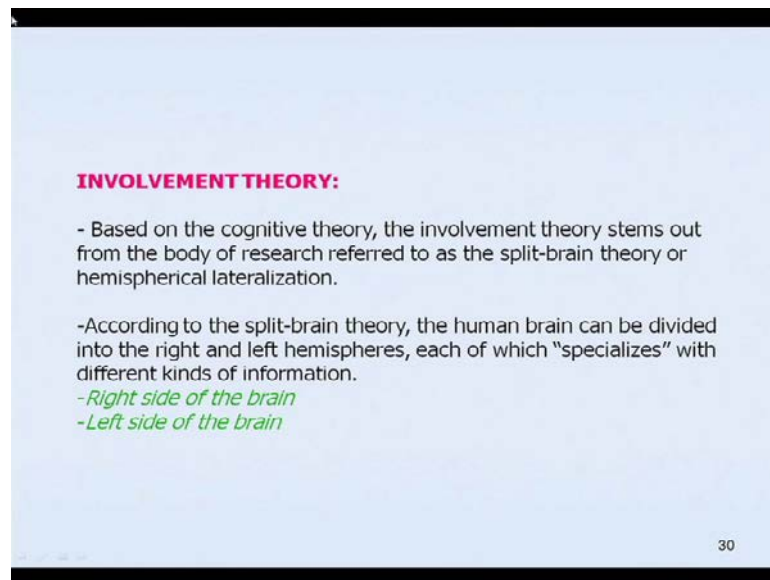
he, you know, puts an effort, talk to people, marketer and friends and tries to gain information. So, these are two sources of information.

Now, consumers are exposed to newer and newer information on a day-to-day basis with respect to product or service categories or with respect to brands. They store this information, they retrieve it later on and as we just said, the factors, which affect, you know, storage or retention or retrieval are either physiological factors, internal to the consumer or you know, psychological factors, again internal to the consumer, or it could be the familiarity with respect to the information, the relevance of the information, the significance of the information or the situation, the ambience, the environment, the moods and the emotions.

So, also remember, you know, we need to remember, that the, the particular product or service or a brand is remembered because it hold relevance to a consumer's need or a want and there is need-benefit associated with it. Also, they remember more, it is very important to stress here, that the consumers tends to remember the benefits more than the attributes or the features. So, it is very important, that while you are talking to consumer or while you are telling them about your product or service or about your brand, we should stress on the benefits rather than the attributes and features. Consumers tend to remember, retain and recall the benefits more than the attributes and the features. So, that is again something, which is very relevant to a marketer.

Now, you know, we will, we will, we will also like to stress here, that familiarity with the product or service category needs to faster attention, faster processing storage and retrieval and retrieval of information is assisted by a lot of cues, which may be self generated or may take the form of images or sounds or the colors or smells and information is stored semantically and episodically. Remember, visuals always gain more importance or always gain over semantics. Information, that is spread thorough images or pictures or images or visual clues is more easily retained, is more easily stored and retried than information, which is passed on either verbally or through speaking or through writing.

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Now, let us move a little more and talk about the involvement theory. We have already discussed involvement in terms of motivation, now we shall talk of involvement here in term of learning. So, based on the cognitive theory, the involvement theory stems out from the body of research, which is referred to as a split-brain theory or the hemispherical lateralization.

Now, according to the split-brain theory, human brain, brain of the human beings can be divided into two, the left and the right. And each of these two hemispheres, the left and the right, specializes in two different kinds of information processing and information storage. So, we, we have the right side of the brain and the left side of the brain. So, so the two, the human brain can be basically divided into two and you have the left side and right side, each specializing in different kinds of information processing, storage, retrieval, etcetera; so the left side and the right side.

So, what does the right side of the brain do? The right side of the brain is more emotional, it is intuitive, it is very metaphoric, very impulsive and it basically concerns itself, very non cognitive, non-verbal, pictorial, which is images and colors and audio-visual information. So, it deals more with the situation of low involvement and passive learning where lesser information is required and it basically falls in line with classical conditioning theory and that the persons learns via repetition. For example, an add being repeated on TV. So, the right side of the brain, as we said, it is, it is, again I repeat it is, it

is emotional, metaphoric, impulsive, intuitive, it is, it is more to do with low involvement and less cognition. So, what, what actually is more relevant to it is in terms of pictures, images, symbols, colors, anything on audio-visual will have, will, will, will actually relate more to the right of the brain and it basically falls in line with the theory of classical conditioning, where person learns via repetition and adds are repeated again and again.

On the other hand, the left side of the brain is said to be more rational, more logical and more realistic. It concerns itself more with cognitive information in the form of alphabets or word or letters or you know, sentences. So, it is more cognitive, like it deals with cognitive activities, like reading, speaking, writing and it concerns itself with situations of high involvement, where more, where an active search for information and more involvement and more cognition is required.

So, the left side of the brain is very cognitive and learning occurs as a result of print media. So, the left side of the brain is more rational, more logical, more factual. The thinking part, which, where, where learning is something, which is very active, it is the part of high involvement, it, it relates more to letters, words, sentences, more to do with print media and learning occurs as a result or via the print media. So, we have two sides of the brain, the left and the right brain.

Now, the two sides of the brain, if we go, if we believe in this theory and if we move along this theory we will say, that both, the left and the right side of the, the brain because they specialized into different kinds of activity and we could say, that the theory of hemispherical lateralization holds relevance for a marketer in terms of his media strategy, non-verbal and pictorial cues trigger a right brain processing and they impact recall and familiarity.

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The involvement theory has implications for selection of a media strategy:

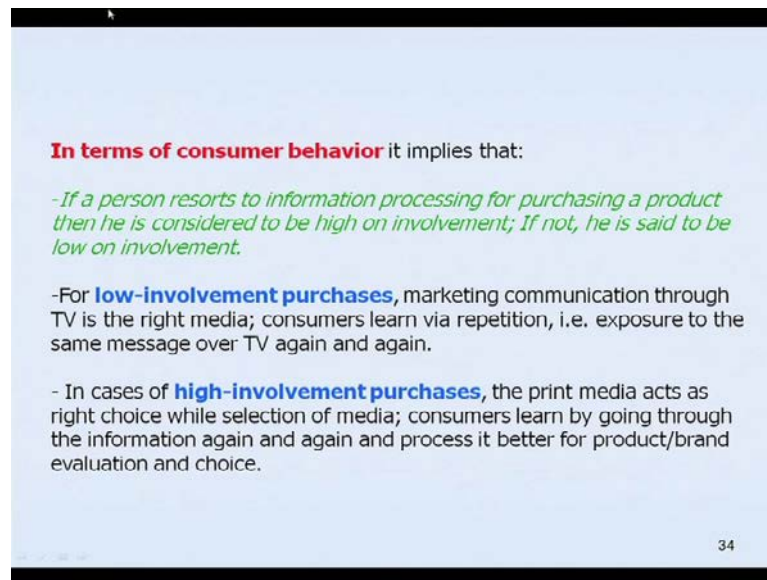
- 1 Non-verbal and pictorial cues trigger *right brain processing*, and impact recall and familiarity.
 - With *involvement being low*, people passively process and store nonverbal, pictorial information.
 - TV being an audio-visual medium, TV watching is regarded as a right-brain activity, and a *low-involvement medium*.
- 2 Verbal or cognitive cues trigger left brain processing and impact evaluation, recall and familiarity.
 - With *involvement being high*, people passively process and store verbal and written information.
 - Print media (i.e. newspapers, magazines, journals, brochures etc) is regarded as a *high-involvement media*, and reading and comprehending is regarded as a left-brain activity.

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So, non-verbal and pictorial triggered the right brain activity with involvement being low. People, passively store information, the non-verbal and pictorial information TV is regarded as low or you know, is regarded as a right brain activity. It is the low involvement medium. It is, because it is an audio-visual medium it is regarded as a right brain activity and low involvement medium.

On the other hand, we have verbal and cognitive cues, which are related to the left brain processing and they have an impact on recall and familiarity with high, with involvement being high. People actively process and store information and print media, here in terms of journals, newspapers, magazines, brochures, etceteras are regarded as high involvement and reading and comprehensive is again regarded as a left brain activity.

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In terms of consumer behavior it implies that:

-If a person resorts to information processing for purchasing a product then he is considered to be high on involvement; If not, he is said to be low on involvement.

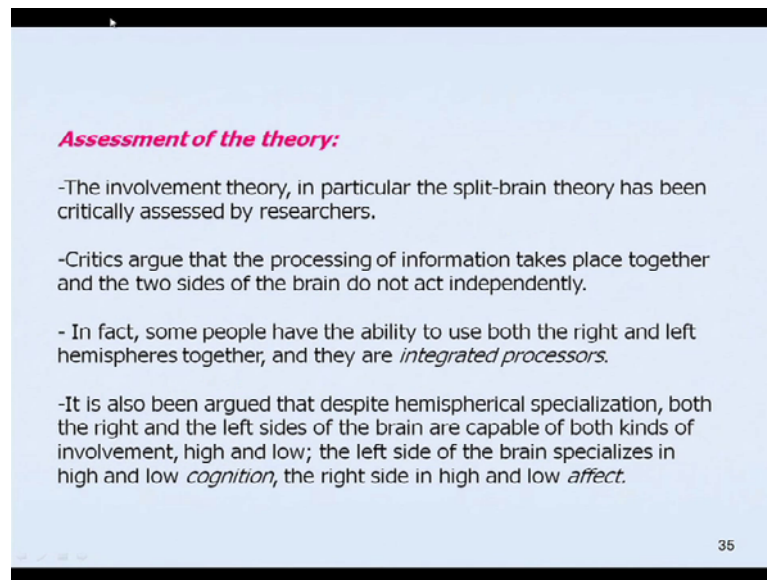
-For **low-involvement purchases**, marketing communication through TV is the right media; consumers learn via repetition, i.e. exposure to the same message over TV again and again.

- In cases of **high-involvement purchases**, the print media acts as right choice while selection of media; consumers learn by going through the information again and again and process it better for product/brand evaluation and choice.

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So, in, in terms of consumer behavior it means, that if a person resorts to information processing for purchasing a product, then he is said to be on high or low involvement. He is said to be high if he resorts to information processing for purchasing a product. He is said to be on high on involvement and not he is said to be low on involvement. So, for low involvement purchase, marketing communication through TV is the right media. Consumers learn by repetition, same message being exposed to again and again and in cases of high involvement purchase, the print media is right choice and the consumer learns by going through the information again and again, and it is the process, it is better for product evaluation and choice.

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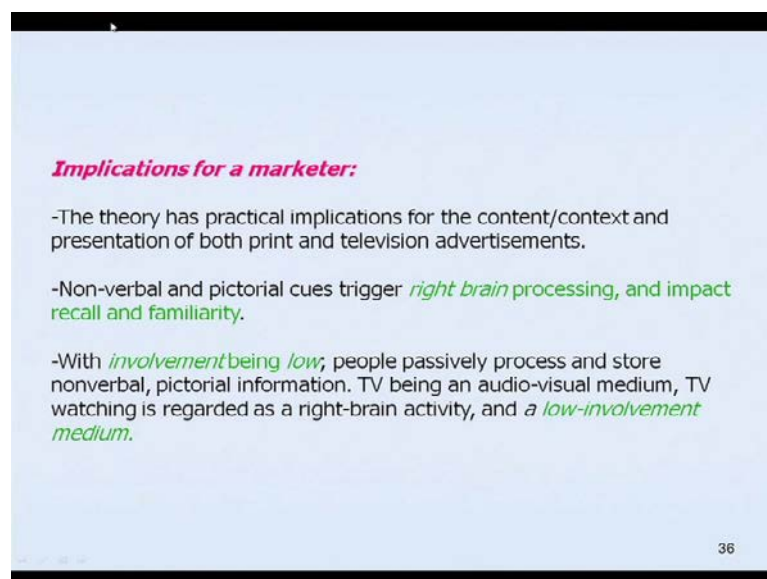
Assessment of the theory:

- The involvement theory, in particular the split-brain theory has been critically assessed by researchers.
- Critics argue that the processing of information takes place together and the two sides of the brain do not act independently.
- In fact, some people have the ability to use both the right and left hemispheres together, and they are *integrated processors*.
- It is also been argued that despite hemispherical specialization, both the right and the left sides of the brain are capable of both kinds of involvement, high and low; the left side of the brain specializes in high and low *cognition*, the right side in high and low *affect*.

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Now, how this theory basically is, is being critically assessed by the researcher? They said that two sides of the brain do not act independently. In fact, they have the ability to work together and they are integrated processor. So, it is being argued, that despite hemispherical lateralization, both the left side and right side are capable of involvement, both high and low involvement and they both act, they act as an integrated processor, they both specialized in different kinds of activities, but they process information together. So, it is an integrated effort on the part of them.

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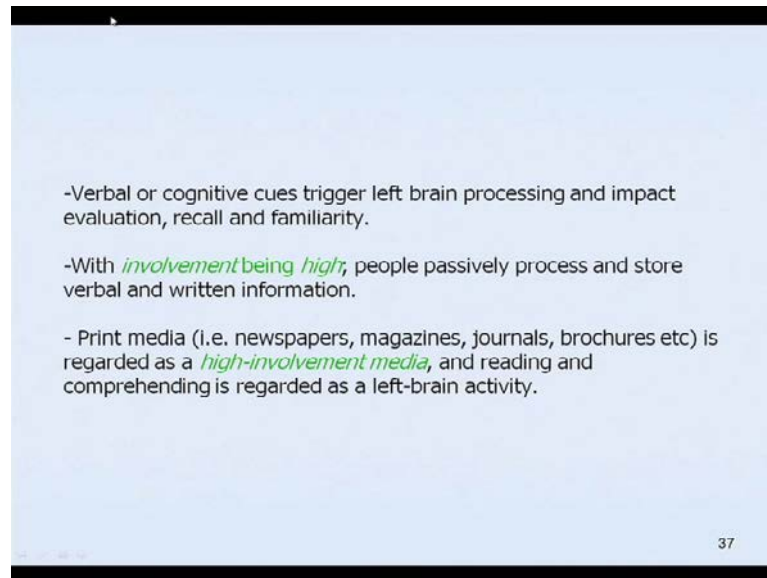
Implications for a marketer:

- The theory has practical implications for the content/context and presentation of both print and television advertisements.
- Non-verbal and pictorial cues trigger *right brain processing*, and impact *recall and familiarity*.
- With *involvement being low*, people passively process and store nonverbal, pictorial information. TV being an audio-visual medium, TV watching is regarded as a right-brain activity, and a *low-involvement medium*.

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As far as implication for a marketer concerned, it has an implication for the content, the context and the presentation of both, print and television advertisements. Non-pictorial and sorry, non-verbal and pictorial cues trigger right brain processing and with involvement being low, people passively process information, store information and TV is regarded as right brain activity and low involvement medium.

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On the other hand, verbal and cognitive cues, they trigger off a left brain processing and you know, with involvement being high, people actively process information and the process, store verbal and little information. So, print media in, whether newspaper, journals, magazines, brochures, they are regarded as high involvement media and reading and you know, comprehending, is regarded as left brain activity. So, you know, now we have spoken about this, we have spoken about the, the cognitive theory and we have also spoken about involvement and how you can relate involvement with the, with the cognitive theory.

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-Nevertheless, **three theories emerge from within the cognitive theories**, especially with reference to high and low involvement purchase situations, viz.,

- a) *central and peripheral routes to persuasion theory*
- b) *elaboration likelihood model*
- c) *the social judgment theory.*

We shall discuss today the *central and peripheral routes to persuasion theory*.

The other two theories would be dealt with in the next session.

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The three other theories, which emerged within the cognitive theories and it, especially what refers to high and low involvement, these theories are the central and peripheral route to persuasion, the elaboration likelihood model and the social judgment theory. So, today we shall be speaking about the central and peripheral route to persuasion theory, and we will be talking about two theories in the next session.

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a) *Central and peripheral routes to persuasion theory :*

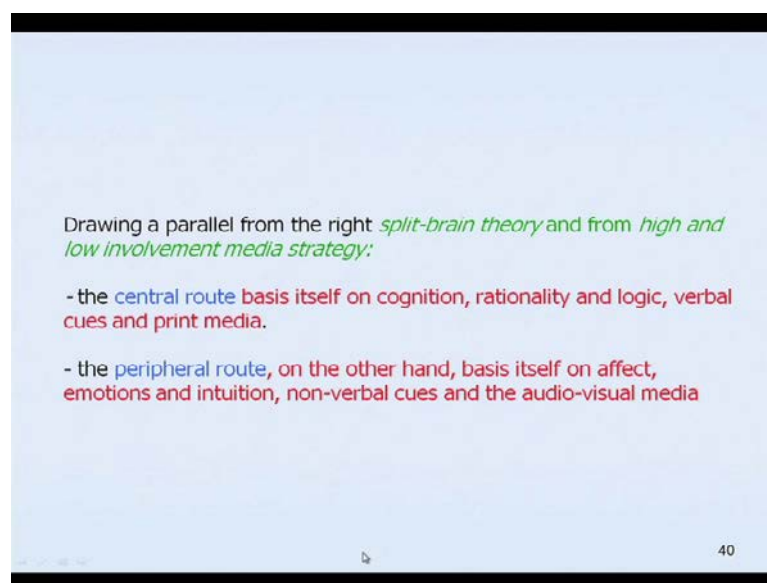
- The theory holds that consumers attach a degree of relevance to a purchase situation, which could take the form of a high involvement purchase or a low involvement purchase.
- Consumers put in a lot of effort in information gathering, processing and storage when the situation is one of high involvement; the amount of cognitive effort that is put is much more when a purchase is of relevance to them and the involvement is high.
- This is in contrast to situations of low involvement, where the purchase is of low relevance, and therefore, information processing and evaluation is much low.
- Thus, the *central route to persuasion*, works in case of **high involvement purchase situations**, and the *peripheral route to persuasion*, works in case of **low involvement purchases**.

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Now, according to central and peripheral route to persuasion theory, the consumers basically attach a level of relevance to purchase situation, which could take place on a

continuum in the form of high or low involvement. So, consumers put in a lot of effort, you know, gathering information, processing it when it is high involvement. So, the amount of cognitive effort in case of high involvement purchase, it is going to be significantly high and more relevant. This is in contrast to the situation where products are low involvement and where purchase is of low relevance. So, over there the level of information processing and evaluation will be much low. So, the central route to persuasion, works for high involvement purchase, situation and the peripheral route to persuasion works in the case of low involvement purchases.

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Now if we draw a parallel form the split-brain theory or and form the high and low involvement media strategy, we can say and conclude, that the central route basically, it is centrally route basis itself on rationality, on cognition, on logic and so we talk of the print media, which would pertain more to central route. On the other hand, speaking about the peripheral route, it is more to do with visual or it is more to do with visual effects, emotion, intuitions and non-verbal cues. And if we relate it to media, it is going to be audio-visual media, which is more, which can be related more with the peripheral route to persuasion.

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Implications for a marketer:

- The central route to persuasion operates in cases of high involvement purchases.
- high involvement purchases require cognitive processing, thus the marketer needs to design his message based on logic and rationality.
- the product attributes, features and benefits as well as the USPs need to be focused upon.
- the marketer could also address comparative analysis with other brands in terms of value (comparative advertisements).
- the media to choose from is the print.

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So, so when we speak about this in terms of relevance for a marketer, the central route operates in case of high involvement. The focus here should be on product attributes, features, benefits, as well as the USPs and the marketer needs to compare or draw out comparative analysis. The media to chose is the print media.

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The peripheral route to persuasion operates in cases of low involvement purchases.

- low involvement does not require cognitive processing, as consumers are less motivated to think.
- the marketer could get away with advertisements based on emotional appeals, social appeals, fun, fantasy and humor.
- the media to choose from is the audio visual, TV with colours, jingles and celebrities.

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On the other hand, when we talk about the peripheral route, it operates in the case of low involvement. The marketer has to basically talk about advertisement and his print media, sorry, his advertisement media is in the form of audio-visual where he has to speak about

emotional appeals, social appeals, fun, fantasy, humor and he has to choose from audio-visual or radio or TV with colors and jingles and music, etceteras.

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References for Further Reading:

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- Loudon, D.L. and Della Bitta A.J., *Consumer Behavior*, Fourth Edition, 2002, Tata McGraw-Hill, New Delhi.
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- Peter, P.J. and Olson, J.C., *Consumer Behavior and Marketing Strategy*, Seventh Edition, 2005, McGraw-Hill Higher Education.
- Schiffman, L.G. and Kanuk, L.L., *Consumer Behavior*, Eight Edition, 2004, Prentice Hall, India.
- Wells W.D. and Prensky, D., *Consumer Behavior*, 1996, John Wiley & sons, Inc.

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Now, with this we come to a conclusion of this session. Let us look at the references for further reading. Assael, *Consumer Behavior and Marketing action*; Loudon and Della Bitta, *Consumer Behavior*, Tata McGraw Hill; Kotler and Keller, *Marketing Management*, Pearson; Peter and Olson, *Consumer Behavior and Marketing Strategy*, McGraw Hill; Schiffman and Kanuk, *Consumer Behavior*, Prentice Hall and Wells and Prensky, *Consumer Behavior*, John Wiley.

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FAQS (FREQUENTLY ASKED QUESTIONS):

Ques 1 Discuss the Involvement theory. How is it relevant for a marketer?

Ques 2 Write notes on:
a) Route to persuasion theory

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Let us come to frequently asked questions. Discuss the involvement theory; how is it relevant for a marketer? So, you will talk about the, the involvement theory in terms of the, the split-brain theory or the theory of hemispherical lateralization, where you will speak about the right side of the brain and left side of the brain. You will talk about how they have relevance for the media strategy and how critically this theory has been assisted. We can also relate it to the central and peripheral route to persuasion. Question number two, write short notes on route to persuasion theory. So, you would talk about the central route to persuasion and peripheral route to persuasion.

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SELF EVALUATION TESTS/QUIZZES:

Section A True/false:

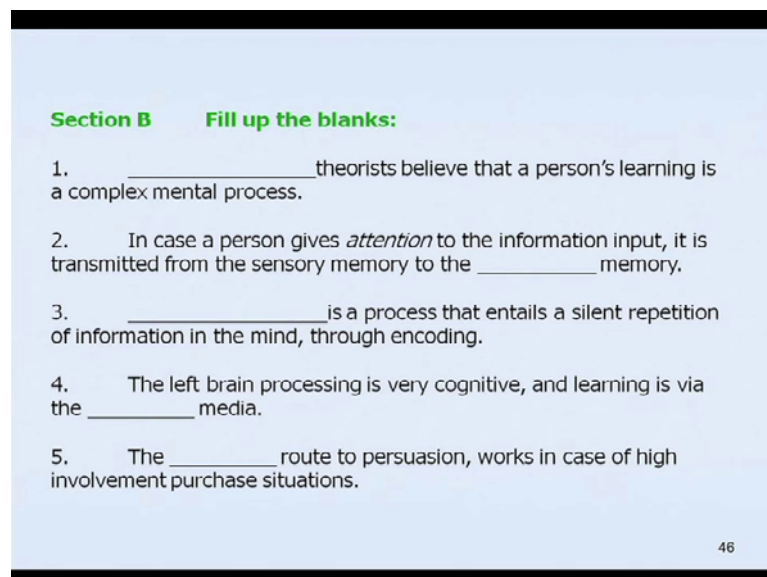
1. According to the cognitive theorists, response towards stimuli are not always reflexive and automatic, or out of pure conditioning.
2. Branding is a perceptual process that enables formation of mental images within a person.
3. Visual cues always gain over semantics in terms of storage, recall and retrieval.
4. Highly involved people are they are said to possess narrow latitude of acceptance and wide latitude of rejection.
5. Consumers, who are involved lowly with a product category are likely to be brand loyal and would tend to patronize select brands.

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A self evaluation test and quiz first is section A, true and false. According to cognitive theorists, response towards the stimulus is not always reflective and automatic or out of pure conditioning. Is it a true or a false statement? Well, this is absolutely a true statement. Two, branding is a perceptual process that enables formation of mental images within person. So, is this true or false? It is false, it is not branding, but it is imagery. The imagery is a perceptual process. Question number three, visual cues always gain over semantics in terms of storage, recall and retrieval. True, it is a true statement. Question number four, highly involved people are said, are, they said to possess narrow latitude of acceptance and wide latitude of rejection. Again, this is a true statement.

And question number five, consumer who are involved lowly with the product category are likely to be brand loyal and would tend to patronize select brands. So, this is partly true and is, this is partly true and partly false, but we will take it as false statement. Consumers who are, low, involved lowly with the product category are likely to be brand loyal and would tend to patronize select brand. This is a false statement. So, you have the first statement, which is true, second, which is false and third and fourth are true and fifth is again false.

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Section B Fill up the blanks:

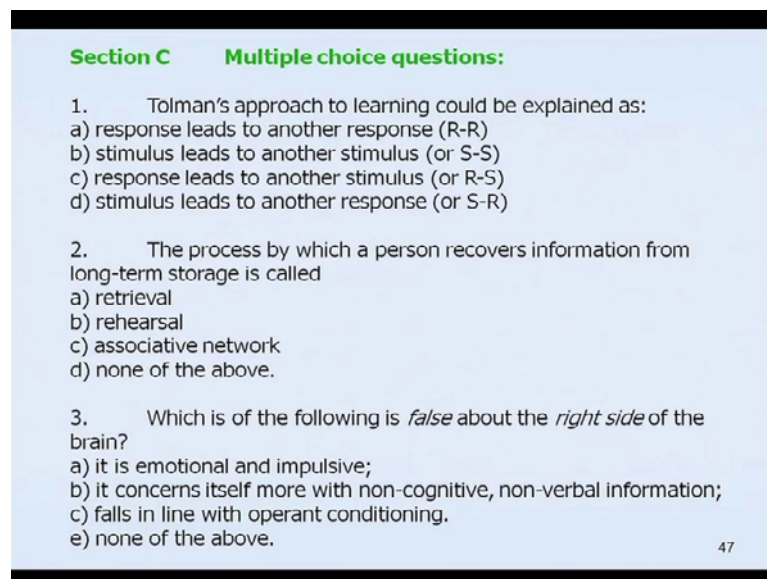
1. _____ theorists believe that a person's learning is a complex mental process.
2. In case a person gives *attention* to the information input, it is transmitted from the sensory memory to the _____ memory.
3. _____ is a process that entails a silent repetition of information in the mind, through encoding.
4. The left brain processing is very cognitive, and learning is via the _____ media.
5. The _____ route to persuasion, works in case of high involvement purchase situations.

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Fill in the blanks, dash theorists believe that a person's learning is the complex mental process; cognitive theorists believe. Question number two, in case the person gives attention to the information input, it is transmitted from the sensory memory to the, to the

dash memory, to the short memory. Question number three, dash is the process that entails a silent repetition of information in mind through encoding. So, rehearsal is the process that entails silent repetition of information and the mind. Question number four, the left brain processing is very cognitive and learning is via the dash media, learning is via the print media. And question number five, the dash route to persuasion works in case of high involvement purchase situation. So, the dash, the central route to persuasion works in case of high involvement purchase situations.

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Section C Multiple choice questions:

1. Tolman's approach to learning could be explained as:
a) response leads to another response (R-R)
b) stimulus leads to another stimulus (or S-S)
c) response leads to another stimulus (or R-S)
d) stimulus leads to another response (or S-R)
2. The process by which a person recovers information from long-term storage is called
a) retrieval
b) rehearsal
c) associative network
d) none of the above.
3. Which is of the following is *false* about the *right side* of the brain?
a) it is emotional and impulsive;
b) it concerns itself more with non-cognitive, non-verbal information;
c) falls in line with operant conditioning.
d) none of the above.

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Coming to section C, multiple choice questions. Tolman's approach to learning could be explained as R leading to R, S leading to S, R leading to S or S leading to R. Well, it is b, which is S leading to S. Two, the process by which a person recovers information from long-term storage is called: a, retrieval; b, rehearsal; c, associated network; d, none of the above. It is a, it is called retrieval. Three, which of the following is false about the right side of the brain: a, it is emotional and impulsive; b, it concerns itself with non-cognitive, non-verbal information; c, falls in line with operant conditioning; d, none of the above. So, the answer is c that it falls in line with operant conditioning. This is false statement.

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4. TV watching is regarded as a right-brain activity, and a _____-involvement medium.
 - a) Low and high
 - b) Low only
 - c) High only
 - d) Moderate
5. Which of the following is *true* about the *peripheral* route to persuasion?
 - a) It operates in cases of high involvement purchases.
 - b) Emotional appeals can be used.
 - c) The media to choose from is the print.
 - d) All of the above.

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Four, TV watching is regarded as brain, right-brain activity and a dash involvement medium: a, low and high; b, low; c, high; d, moderate. Answer is, answer is b, which is low only. It is regarded as low involvement medium. Question number five, which of the following is true about peripheral route to persuasion in operates? In cases of high involvement purchases, emotional appeals can be used, the media is to choose from is print, all of the above. So, the answer is b, emotional appeals can be used. This is a, this is only true statement about peripheral route to persuasion, which is, which is as option given here.

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Section D Short answers:

1. What is Elaborative rehearsal?
2. What is an Associative Network?
3. Mention the factors that can affect a consumer's ability to process, store and retrieve knowledge?
4. Mention the three theories that emerge from within the cognitive theories, especially with reference to high and low involvement purchase situations.

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Short answers, what is elaborative rehearsal? What is associative network? Mention the factors that affect a consumer's ability to process store and retrieve knowledge and four, mention the three theories, that emerges from within the cognitive theories, especially with refer to high and low involvement purchase situations. So, these are the various questions, which you can be asked.

(Refer Slide Time: 57:44)

KEY:

Section A
1.True
5.False

True/false:
2.False
3.True
4.True

Section B
1.Cognitive Central

Fill up the blanks:
2.Short term
3.Rehearsal
4.Print
5.

Section C
1.b

Multiple choice questions:
2.a
3.c
4.b
5.b

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(Refer Slide Time: 57:46)

Section D **Short Answers:**

1. Elaborative rehearsal is a process of evaluating information input for comprehension and meaning, and storing it in long-term memory.
2. The organized knowledge in a person memory about a domain is known as an associative network. It is referred to as an "associative network" as activating one node tends to activate other nodes which further activate other nodes and so on.
3. Factors that can affect a consumer's ability to process, store and retrieve knowledge are familiarity with the information, relevance of the information, interest in the information, the form in which it is provided etc.
4. The three theories are Central and peripheral routes to persuasion theory, Elaboration likelihood model and the Social judgment theory.

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With this we come to a conclusion of this session on consumer learning. We shall continue with the next session and we shall be talking, we shall be concluding with learning in the next session.

Thank you.