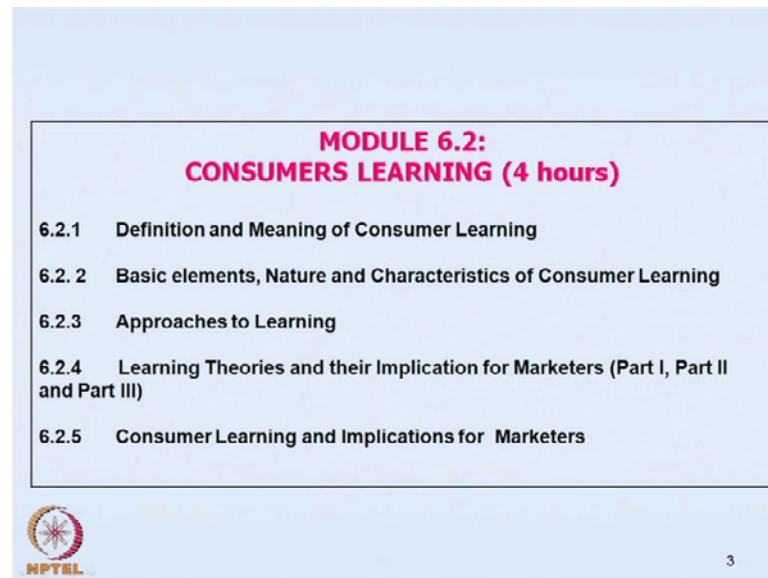


Consumer Behaviour
Prof. S. Sahney
Department of Vinod Gupta School of Management
Indian Institute of Technology, Kharagpur


Lecture - 21
Consumer Learning (Contd...)

(Refer Slide Time: 00:29)



MODULE 6.2:
CONSUMERS LEARNING (4 hours)

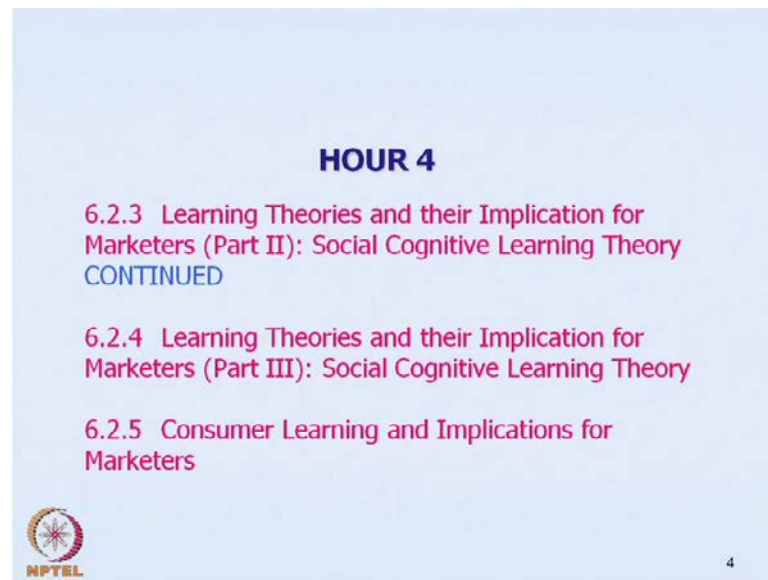
- 6.2.1** Definition and Meaning of Consumer Learning
- 6.2.2** Basic elements, Nature and Characteristics of Consumer Learning
- 6.2.3** Approaches to Learning
- 6.2.4** Learning Theories and their Implication for Marketers (Part I, Part II and Part III)
- 6.2.5** Consumer Learning and Implications for Marketers

 3

Today we will be continuing our discussion on module six point two, which is consumer learning. In consumer learning we have already discussed the, the meaning, the definition of consumer learning, the basic elements, the nature and characteristics of consumer learning. We have also discussed the approaches to learning and some of the learning theories. In fact, we have discussed the behavioral learning theories where we spoke about Pavlov and Skinner theory of conditioning and then we moved on to discuss the, the cognitive theories of learning.

Today we will continue with the cognitive theories of learning and conclude with the social cognitive theory and finally, discuss the, you know, the consumer learning in the context of implications for the marketers. So, we will be concluding our session on consumer learning, which is module 6.2 with this particular hour 5, hour 4, which is going to be the concluding session for this particular topic.

(Refer Slide Time: 01:26)




HOUR 4

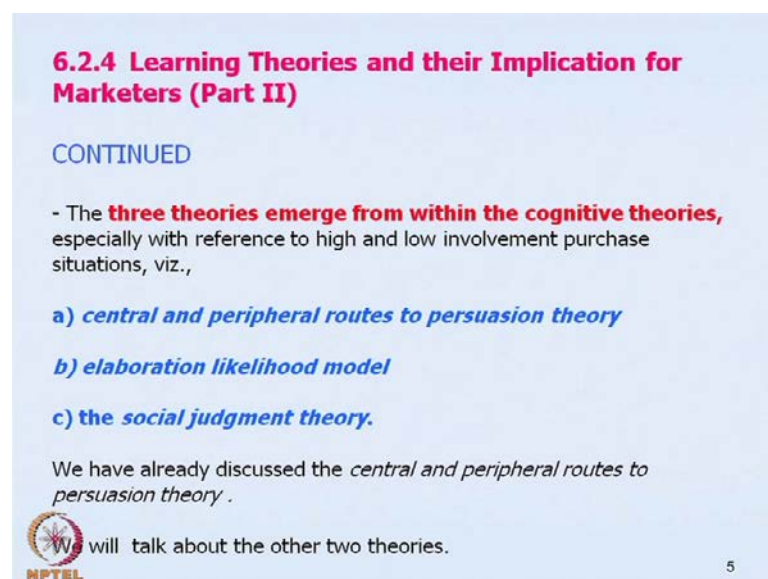
6.2.3 Learning Theories and their Implication for Marketers (Part II): Social Cognitive Learning Theory
CONTINUED

6.2.4 Learning Theories and their Implication for Marketers (Part III): Social Cognitive Learning Theory

6.2.5 Consumer Learning and Implications for Marketers

 4

(Refer Slide Time: 01:33)



6.2.4 Learning Theories and their Implication for Marketers (Part II)

CONTINUED


- The **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 have already discussed the *central and peripheral routes to persuasion theory*.

 will talk about the other two theories.

5


Now, while discussing the learning theories we have discussed the, the cognitive theory and today we will move on to discuss the, the social cognitive theories and the, the remaining part of the cognitive theories. Now, as if, you recall the theories, which is merged from cognitive theory, especially in reference to high and low involvement purchases, could be classified into, could be better explained to three theories: central and peripheral route to persuasion, elaboration likelihood model and the social judgment theory.

We have already discussed the central and peripheral route to persuasion theory. Today, we will talk about the other two theories. So, let us begin with the with the elaboration likelihood model.

(Refer Slide Time: 02:12)

b) Elaboration Likelihood Model:

- The Elaboration Likelihood Model bases itself in line with what has been said about high and low involvement as well as the route to persuasion theory.
- According to the theory, the degree of relevance that a person attaches or the level of involvement that a person holds, determines which route to persuasion would be more effective;
- In cases of *high-involvement*, where a consumer would put in more cognitive effort, he would follow the *central route to persuasion* and focus on the message content.
- On the other hand, in cases of *low involvement*, he would follow the *peripheral route to persuasion* and focus on the message context, background, scenery and music.



6

Now, the elaboration likelihood model, basically, places itself much in line with what has been said about involvement, what has been said about high and low involvement, as well as, the route to persuasion theory. Moving on, you know, if you recall, we have discussed the theory of hemispherical, hemispherical lateralization where we spoke or the split brain theory, where we spoke about the right and the left side of the brain and the left side of the brain, which is more logical and more factual, more cognitive, and the right side of the brain, which is more intuitive, more emotional and more artistic.

So, we have spoken about the, the theory and how two sides of the brain is specialized in two different kinds of activities and this also has implications in terms of the choice of the media where the high involvement media or the print pertains more to the, the left side of the brain and the low involvement media or the audio-visual medium, the TV, the FM radio, pertains more to the right side of the brain.

Now, moving beyond that, we have also discussed the central and peripheral route to persuasion where we, we drew a parallel from the right and left split brain theories and from the high and low involvement media where we said, that the central, central route to persuasion bases itself on cognition, rationality, logic, facts, verbal cues and print media.

And on the other hand, the peripheral route to persuasion bases itself on emotions, intuitions, effect, feelings, non-verbal cues and relates more to the audio-visual media, so, so, we will continue our discussion on that.

And according to this theory or the elaboration likelihood model, the, the, the level of relevance, that the person attaches or the level of involvement, that a person holds will determine, which of the two routes will be more persuasive or which will be more effective. Is it going to be the central route to persuasion or the peripheral route to persuasion?

So, in cases where the consumer will attach a lot of relevance to the purchase situation and where the purchase situation, or, or the product is a high involvement type, the, the consumer will put into more cognition, effort. He will collect information, process it, comprehend it, evaluate the different brands or different product alternatives and then take a final decision. So, he essentially follows the central route to persuasion and will focus on the message content. On the other hand, where we have cases of low involvement where the purchase situation or the product and question is a low involvement product, the consumer will follow the peripheral route to persuasion and he will focus on the message context, on the scenery, on the music, on the jingle, on the celebrity and so on.

(Refer Slide Time: 05:22)

Implications for a marketer:

1. **High involvement:** Central route to persuasion works;
- **Focus:** on the message content, logic and arguments; the arguments should suggest product attributes and be highly cognitive;
2. **Low involvement:** Peripheral route to persuasion works;
- **Focus:** on the celebrity spokesperson, message context, and highly visual and symbolic advertisements: background, scenery and music.

So, so, if we look at the implications for a marketer, when the product is the high involvement product with a central route to persuasion, which works and the focus here has to be on the content of the message, the logic, the factual arguments, counter arguments, the, the arguments, which suggest the products, attributes should be highly cognitive.

On the other hand, when we talk about the low involvement, the, it is a peripheral route to persuasion, which works and the focus here is on the message context, the celebrity, the spokesperson, the highly visual and graphic, as well as, symbolic advertisement, the background, the jungle and music. So, this is, as far as the elaboration likelihood model is concerned, how, how does consumer basically elaborates upon the message, that he receives, how relevant it would be in context of a high involvement or a low involvement.

(Refer Slide Time: 06:18)

c) Social Judgment Theory:

-The belief is that it is the degree of involvement that determines how an individual would process information.

a) When faced with alternatives, people who are **highly involved** with an issue/object/person/situation/product:

- will accept very few alternative opinions;
- such people are they are said to possess **narrow latitude of acceptance and wide latitude of rejection**.
- they would be assimilating in nature, i.e., they would readily interpret and accept a message that is in line with and congruent with what they believe in and what they support (assimilating effect).
- they would also negate opinions that are not congruent (contrasting effect).

b) People who are **low on involvement**, will accept opinions and arguments both for and against, and would possess **wide latitude of acceptance, and also wide latitude of non-commitment**.

 8

Now, let us come to the second theory, which is the social judgment theory. Now, the, the basic assumption or the basic premise of this particular theory is the degree of involvement, which will determine how a, how an individual will process information and finally, make evaluation or judgments about a product or service in question. So, we will take two scenarios. When, when faced with alternatives, people who are highly involved with an issue or an object or a situation or an event or a product, will accept very few alternative options. So, such people are said to have narrow latitude of

acceptance or high latitude or wide latitude of rejection. So, they, they would be very assimilating in their nature, they will accept information, they will accept a message, that is in line and in synchronization or in congruence with what they already believe in and what they already support. So, this effect is called the assimilation effect.

So, so, so we see here people who were highly involved in the product category or a particular situation or a product. They, they will accept a very few alternatives, they have a wide latitude of rejection and a very narrow latitude of acceptance. They will SMS, accept such arguments, such messages with support or which reinforce or which assimilate or congruence the already existing beliefs, already existing values and they would also negate or counter such opinions, that are contrasting. So, when, when, when they, when they accept or interpret a message that is in line or in congruence with their already existing values, beliefs, attitudes, opinions, etcetera, we call it assimilating effect.

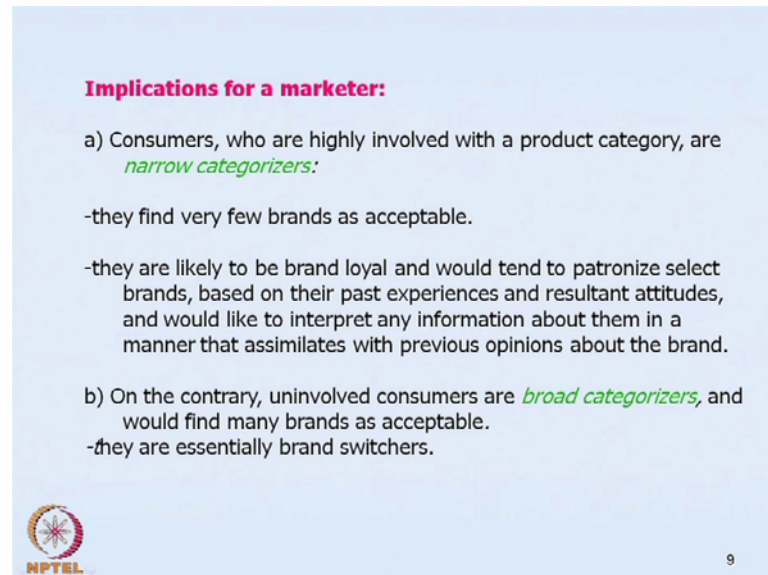
And on the other hand, when they try to reject anything, which with counter it or which goes against it, or anything that is not in congruence with what they believe in, we call it the contrasting effect. So, so, both the assimilating effect and the contrasting effect will come into play. They will like to accept what they know, what they feel is right and they will try to reject what they do not believe in or what they feel is not the correct, is, is not according to the values or their beliefs.

Now, the second thing, which we speak about or the second scenario is that the people who are low in involvement, will accept opinions and arguments, which are both, for and against the product or service category or even a brand. So, they are more open, they are more, you know, they are more open to newer ideas, newer values, newer beliefs, newer opinions and they will possess a wide latitude of acceptance, and, and also a wide latitude of non-commitments. In other ways, to say they were ready to accept newer, newer products or brands, they will also be ready to accept newer, you know, even changed or improvised brands and improvised products and so, so, so they have very wide latitude of acceptance. They will be ready to try out anything, any, any new product or any new brand. If they feel like buying, they will, they will be ready to buy because they are open to such ideas, they are not very conservative.

So, once they fear something in favor of product or a brand, they would readily accept it and be ready to willing to try out and purchase it. So, they will accept opinions, which


are both for and against their, their existing knowledge or information or attitudes of values and they will possess a wide latitude of acceptance and also, a, a wide latitude of non-commitments. So, this is what we mean to say by the social judgment theory.

(Refer Slide Time: 10:10)



Implications for a marketer:

- a) Consumers, who are highly involved with a product category, are *narrow categorizers*:
 - they find very few brands as acceptable.
 - they are likely to be brand loyal and would tend to patronize select brands, based on their past experiences and resultant attitudes, and would like to interpret any information about them in a manner that assimilates with previous opinions about the brand.
- b) On the contrary, uninvolved consumers are *broad categorizers*, and would find many brands as acceptable.
 - they are essentially brand switchers.

 9

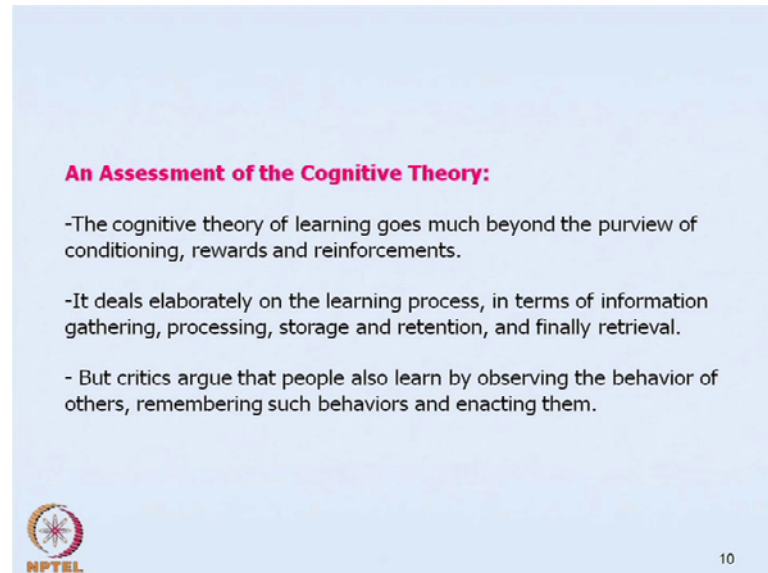
So, what are the implications for a marketer as far as the social judgment theory is concerned? Consumers who are highly involved with the product category, they are narrow categorizers; they will find very few brands to be acceptable. They will tend to be more brand loyal and will tend to patronize the select brands or stores or even you know, certain salespeople. This is generally based on the past experiences and resultant attitudes and so, these people would like to interpret information about these products or the brands or the store, about the salesperson, in a manner, that assimilates with their previous experiences or their previous knowledge opinion and views about a product or a brand or a store or even a salesperson, so, so they were likely to the brand loyal.

They will, they will, they will find other brands unacceptable and they will basically tend to patronize such product or brand or salespeople or stores, which kind, which, which, which interpret information with respect to them in a manner, which is congruent with their existing values, beliefs, opinions, knowledge, information and so forth.

On the other hand, when we talk about low involved customers, they, they are uninvolved customers, they are, they are broad categorizers and they would find many


brands acceptable. They will, they will like to try out newer things; essentially, they are brand switchers.

(Refer Slide Time: 11:49)



An Assessment of the Cognitive Theory:

- The cognitive theory of learning goes much beyond the purview of conditioning, rewards and reinforcements.
- It deals elaborately on the learning process, in terms of information gathering, processing, storage and retention, and finally retrieval.
- But critics argue that people also learn by observing the behavior of others, remembering such behaviors and enacting them.

 10

Now, let us speak about the implication of this theory on, of the social cognitive theory, sorry, I am sorry, let us talk about the implication of the cognitive theory for a marketer. So, the cognitive theory, as we see, goes much beyond explanations on reinforcements or rewards or conditions. It deals with how the people, you know, gather information, they process, they store, they retain information and there is retrieval.

So, it actually elaborates in great detail, it elaborates the learning process, it elaborates on the very dynamics of the learning process, how in terms of information gathering, processing, storage, retention and retrieval. But there are critics who have observed, that learning also takes place through observation. It also takes place by observing others, remembering their behaviors and copying them or enacting them. So, herein lies gap again where we see, that neither the, the, the behavioral theories, nor the cognitive theories, have actually spoken about the impact that observation can have on learning. So, this leads us to the next section on, which is the on the social cognitive theory.

(Refer Slide Time: 13:12)



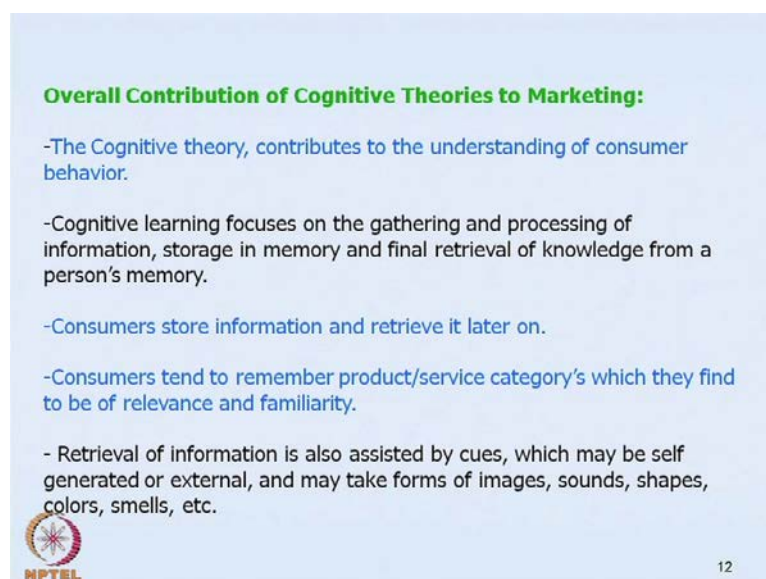
Implications for a marketer:

- Consumers respond to learning via the involvement theory and the related contributions viz., route to persuasion, elaboration likelihood model, and the social judgment theory.
- Information gathering, processing, memory, retention and retrieval have a role to play in consumer learning.

 NPTEL


11

(Refer Slide Time: 13:34)



Overall Contribution of Cognitive Theories to Marketing:

- The Cognitive theory, contributes to the understanding of consumer behavior.
- Cognitive learning focuses on the gathering and processing of information, storage in memory and final retrieval of knowledge from a person's memory.
- Consumers store information and retrieve it later on.
- Consumers tend to remember product/service category's which they find to be of relevance and familiarity.
- Retrieval of information is also assisted by cues, which may be self generated or external, and may take forms of images, sounds, shapes, colors, smells, etc.

 NPTEL

12

But before we do that, let us quickly discuss the implications of the cognitive theory for a marketer. Consumers learn via the involvement theory and related contribution in terms of central route to persuasion or peripheral route to persuasion, the elaboration likelihood model and the social judgment theory and information gathering, processing, memory retention and retrieval, all of these have a role to play in the learning process as far as the overall contribution of the cognitive theory is to marketing is concerned. It really, greatly contributes to the study of consumer behavior, focuses on gathering and processing, information storage in the memory in the various storage houses whether it is the sensory

store or the short term store or the long term store going through a process of attention and rehearsal elaboration, so forth. So, and the final it leads actually to the storage of information in the long term memory to be retrieved later on. So, the consumers store information and retrieve it with later as and when they need it. It is noteworthy, that they tend to remember such information about product and services or about brands, which they find relevant or which they find to be familiar with.

Retrieval of information about the product of services or about brands is also assisted by cues, which may be self generated or, and it may be self generated and internal or they may be external in the form of images, sounds, shapes, smells, cues, other cues, etcetera. So, if we go on further, the involvement theory and the related contribution in terms of the route to persuasion, elaboration, likelihood model and the social judgment theory provides, also provide insight with respect to high and low involvement media.


If a person resorts to collecting information, processing it and storing it and even, you know, retrieving it for a purchase when we said it to be high on involvement; if not, he is regarded as low on involvement. For low involvement purchases, information or marketing communication through TV is the right media. Consumers learn by repetition and that is how a message is repeated again and again on TV. On the other hand, in the case of the high involvement purchases, the print media is a right choice while selecting while making a decision with respect to the media.

Now, if we, if we study or if we go back, recall the two theories, behavioral learning theories or the cognitive learning theories, what the, the gap, essentially, as I just said few minutes ago, lies in very fact, that both, behavioral theories as well as the cognitive theories, fail to give, you know, any mention. They failed to give, you know, any mention of the role that observation plays in the learning process. People learn by observation, people learn by modeling, people learn by role playing. Many of us, you know, act on certain kinds of behaviors, which we see other people performing. Many of us buy certain products or services or brands because we see other people buying them. Herein lies the role of learning of, herein lies the role of observation in the learning process. So, so this is what leads to the third set of theories, which, which can be, which have been proposed, which are referred to as the social cognitive learning.

(Refer Slide Time: 16:47)

6.2.4.3 SOCIAL COGNITIVE LEARNING:

- The social learning theory combines both the behaviorists and cognitive theories of learning, and focuses on the interactive nature that cognitive, behavioral and environmental determinants, play in the learning process.
- According to the social learning theory, people learn through **i) direct experience, ii) observation and iii) imitation (modeling).**
- The process, by which an individual learns by observing the behavior of others and the resultant consequences, is referred to as modeling or vicarious learning.
- A major contribution to the field of social cognitive learning was made by [Albert Bandura](#), who emphasized that the influence of "models", is central to social learning.
- The social cognitive theory can be discussed as
 - a) social learning theory
 - b) social cognitive theory



15

So, now we will talk about the social cognitive learning and as we will see here, we will be talking about how people learn through experience, through observation and through imitation. So, the social learning theory however combines both, the behaviorists and the cognitive approaches, and focuses on the interactive nature of cognitive behavior and environmental determinants. So, here the environmental determinants are basically, going to be more closely related and spoken off to, with respect to the buying, with respect to the learning process.

So, according to the social learning theory, people learn by observation, people learn by imitation and people learn by direct experience. Now, the process by which an individual learns or person learns by observing other people behave and you know, learning from the resultant experiences, has been referred to as modeling or we carry as learning. So, it is seen, that people learn by observing others, also giving notice or giving note to the, the reinforcement that follows it. So, people learn by observing the behavior of others and also looking at the resultant experience.

This is where we see, we can link the, the social cognitive theories with the behavior theories people learn and they or they observe. Remember the, remember the, the, the act of performance, retain it and act it out or more to reproduce it. So, they remember the act of performance having performed by somebody and they again remember and recall and they perform the same act of behavior again. So, this, in this way we can relate the social

cognitive theory to cognitive theory. So, if we see, the social cognitive theory actually blends together both cognitive theory and behavioral theory.

When we look at the, you know, the, the repetition or the act of you know, reinforcement received following an act of behavior, we can link this theory with the behavioral theories. On the other hand, when we, when we, you know, when we pick up the observation, we point out the observation, remember the act of behavior and perform it and also remember the, the reinforcement that follows it and at a point of time when we copy this behavior or we repeat this act of behavior. So, it is here where it is not only attention towards the behavior, but also retention and more to production. So, it is here, which the cognitive theory also has a role to play. So, as we said, both the theories, cognitive and social cognitive, sorry, cognitive and behavioral, have, can be seen in as to you know, amalgamate together and can be related together to the social cognitive theory.


So, the process by which an individual learns by observing others and also looking at the resultant consequences is called vicarious learning or observational learning or modeling. A major proponent or the major contributor to this school of thought or the seal of social cognitive learning was made by the person by the name of Albert Bandura who emphasized the role played by the models and he said, it is these models who are the central to the, you know, central to the, the, the process of learning is these models, which actually are central to social learning.

Now, when we discuss the social cognitive theory, we will be discussing it in two, in two forms. We will be talking about the social learning theory and we would be talking about social cognitive theory. So, let us first discuss the social learning theory.

(Refer Slide Time: 20:41)

a) Social learning theory:

- According to the social learning theorists, there are **four processes** that come into play for social cognitive learning to take place, viz.,
 - i) **attention**,
 - ii) **retention**,
 - iii) **motor-reproduction**,
 - iv) **reinforcement**.
- An individual **pays attention** to and observes the model and his way of behavior.
- Then he tries to **remember the model's action**; thereafter, he **enacts** the same behavior; and finally, depending upon the **reinforcement** received, he would **repeat** the behavior, and thereby, learning would take place.
- The person would be motivated to act out and repeat the modeled behavior if he receives a positive reinforcement.



16

Now, according to the social learning theorists, four processes takes place or come into play for the social cognitive learning to take place. These are: attention, retention, motor reproduction and reinforcement. So, a person first pays attention to an, you know, act of behavior and observes the model play out and act.


Second, he remember model's action, which he, he retains in his memory. So, it is, he remembers the model's action, then after he enacts the same behavior, which we call as motor reproduction and depending upon the reinforcements, that he receives, you know, whether positive or negative, he would repeat the behavior and thereby, learning would takes place. So, in case, he, he, he, the, the act of performance is followed by the positive reinforcement. He would repeat the modelled behavior and learning is said to have taken place.

So, if we look at this, person becomes attentive to an act of behavior. He remembers it, stores it in his memory, retains it, further he acts it out for motor to reproduce it. And based on the kind of reinforcement that he receives, he, he would tend to repeat the act in future and would, learning would take place. In case the reinforcement is positive, he will repeat the act of behavior; in case it is negative, he will not repeat the act of behavior. And in either case, learning will said to have being taken place. So, this is what we mean by the social learning theory.

(Refer Slide Time: 22:14)

b) Social cognitive theory:

- The social cognitive theory focuses itself on the role that self-regulatory mechanisms have to play in the learning process.
- It bases itself on
 - (i) modeling, and
 - (ii) self efficacy.



17


(Refer Slide Time: 22:35)

(a) Modeling: also called vicarious learning.

- Chief proponents:** Miller and Dollard, and also Bandura.
- They believed that learning takes place through observation, with four interrelated sub-processes like attention, retention, motoric reproduction and reinforcement.

Modelling could assume a variety of forms, like:

- i) Modelling effect
- ii) Eliciting effect
- iii) Disinhibitory effect
- iv) Inhibitory effect



18

Now, let us come to the social cognitive theory. Now, the social cognitive theory, basically, you know, focuses on the self regulatory processes, that have a role to play in learning and here we will talk about modeling and self efficacy. So, let us first talk about modeling and then, we will go in detail with respect to self efficacy. Now, modeling, as I just told you, is also called as vicarious learning, that is trying to observe a person and emulate his behavior. We call it, you know, vicarious learning. The chief contributors or the chief proponents to the theory of modeling was, were Miller and Dollard. Albert Bandura also had a great role to play in. He also researched a great deal with respect to

modeling. So, contributions to this particular theory have been made by the Miller and Dollard as well as Bandura. And they said, that learning takes place through observation with four interrelated processes: attention, retention, motor reproduction and reinforcement.

Now, modeling can assume different kinds of forms. We can speak of modeling to have, to manifest in four different types. We have the modeling effect, the eliciting effect, disinhibitory effect and the inhibitory effect. So, let us discuss what each one of these is.

To start with modeling effect, when a person duplicates the behavior of other person, we say, we say it is called the modeling effect. So, what he does here is, he duplicates the behavior after seeing somebody else, you know, perform it, so we call it the modeling effect; a person duplicates the behavior after seeing someone else perform it, eliciting effect, when a person behaves similar to the model, but does not directly copy them. So, the difference here between modeling and eliciting effect, that in modeling effect, that he will directly copy them, but in the case of eliciting effect he will act out instances or act of behavior, which would be similar to the model. They will not essentially be copied, but they will be similar.

The disinhibitory effect where a person refrains from acting out a certain kind of behavior, we call it as a disinhibitory effect. What happens is, when a person realizes, that the act of behavior has been followed by the negative consequence or an undesirable consequence, so he decides not to perform such acts of behavior, we call it the disinhibitory effect.

Let us now discuss the first, which is modeling. Modeling is also to be referred as vicarious learning. We just mentioned a few minutes ago, that when people, when people, what other people behave and try to copy their behavior based on the act of behavior as well as the resultant consequence, we call it, we call it the vicarious learning or we call it modeling. Now, the chief proponents of modeling theory were Miller and Dollard, also Bandura, Albert Bandura also contributed a great deal to the theory of modeling. They said that theory of learning, basically, takes place through observation and in four interrelated processes of attention, retention, motor reproduction and reinforcement. Now, modeling, basically, can assume four different forms. We can speak

of the modeling effect, the eliciting effect, the disinhibitory effect and the inhibitory effect. So, let us talk about these four forms, which modeling can take.

The first is modeling effect. When a person observes somebody performing a particular act of behavior and repeats it, we call the modeling effect. So, a person duplicates a behavior after having seen a person perform a particular act. Eliciting effect, when a person acts similarly to a model, we call it the eliciting effect. The difference between modeling and eliciting is, that in modeling, he copies, he directly copies the act of behavior; in eliciting effect, he tries to be similar, he tries to behave similar to the model, but does not copy him.


The third is the disinhibitory effect. When a person refrains from performing a particular act of behavior, we call it the disinhibitory effect. Why does, why does this happen? This happens because if a person, you know, observes the model perform an act and that act does not bring any negative consequence, the person would begin to behave in a similar manner. This is because he realizes that the particular act does not bring with it any negative consequences, so we call it the disinhibitory effect.

And finally, we have an inhibitory effect. When a person refrains from performing an act of behavior because he sees a model being punished for engaging in that act of behavior of, when he says somebody is being negatively reinforced for performing that act of behavior, we call it the inhibitory effect.

(Refer Slide Time: 27:20)

For observational/vicarious learning to be effective, the following may be helpful:

- i) Models:
 - They should be credible and trustworthy; hold expertise in a field; physically attractive, beautiful and good looking; and successful.
- ii) Target audience/Consumer characteristics:
 - They should be receptive and low on dogmatism; other-directed or socially-directed by personality; and low on self esteem.

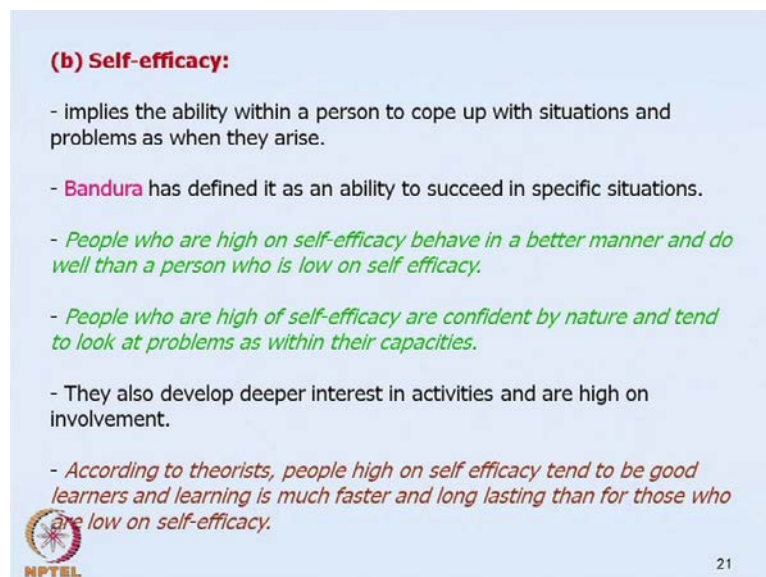


20

Now, to, for observation or for vicarious learning to be effective, the following can be helpful. One, the models, the models should be extremely credible, they should be reputed, they should be trustworthy, they should hold expertise in a particular field, they, they should also be physically attractive, good looking, beautiful and be very successful. They should hold for themselves a high reputation, be trustworthy and very, very credible. So, the, the, the, more a model has such of these characteristics, the more likely, that people will copy him, will emulate him and learning will take place.


The second, you know, element, which can prove to be helpful in vicarious or observational learning is the target audience or the consumer characteristics or the consumer personality traits. So, consumer should be receptive, they should be low on dogmatism. They should be other directed, they should be socially directed and they should be low on self esteem. So, with these characteristics or with these personality traits having been present in the target segment, learning will be effective. So, while talking of social cognitive learning, we, we have spoken about the social learning theory and social cognitive theory, so while discussing social cognitive theory we have just discussed modeling.

(Refer Slide Time: 28:51)



(b) Self-efficacy:

- implies the ability within a person to cope up with situations and problems as when they arise.
- **Bandura** has defined it as an ability to succeed in specific situations.
- *People who are high on self-efficacy behave in a better manner and do well than a person who is low on self efficacy.*
- *People who are high of self-efficacy are confident by nature and tend to look at problems as within their capacities.*
- They also develop deeper interest in activities and are high on involvement.
- *According to theorists, people high on self efficacy tend to be good learners and learning is much faster and long lasting than for those who are low on self-efficacy.*

 21

Now, let us go to the second, which is, which is self-efficacy. Now, self-efficacy is the ability of the person to deal with situations and problems as and when they realize, they, they have a problem or as and when such problems arise. Bandura has defined it the

ability of a person to succeed in a problematic situations or in, in (()) situations or whether there is a lot tension or there is a lot of you know, anxiety.

So, people who are high on self-efficacy behave in a better manner and the people who are low on self-efficacy, they, they look at the people with, high on self-efficacy, look at problems with, with greater, you know, courage. They are confident by nature and they look at problems, they look at problems as within their own capacities. They look at problems as being within their own control.

So, people who are high on self-efficacy would be, will be, be able to act out in better manner than people in who are low on self-efficacy. So, according to theorists, people who are high on self efficacy tend to be good learners and learning is much faster for the people who are in high on self-efficacy than the people who are on low on self-efficacy. As we just said, self-efficacy implies person's ability to cope up with problems to cope with problematic situations as and when they would like, as and when they arise. And people who have such abilities are feel, that things are within their control and they will be able to manage the environment around them. They are much more confident about themselves, about their capacities and about their capabilities. To solve with such problems, they, they are quick at learning and they are much better learners than the people who are on low on, who are low on self-efficacy.

(Refer Slide Time: 30:46)

An Assessment of the Theory:

- The theory of social cognition combines both the behaviorists and cognitive theories of learning and focuses on the role that direct experience, observation and modeling play in the learning process.



Now, let us come to an assessment of this theory on, for, and its implications for a marketer. So, the theory of social cognition, which is both, social cognitive theory and social learning theory, both of them combine the behaviorist and cognitive theories of learning and they basically focus on the role, that is played by experience, observation and modeling on the process of learning.

(Refer Slide Time: 31:42)



Implications for a marketer:

- Marketers can impact consumers' ability to learn by illustrating product usage by models and the resultant/outcome;
- Marketers could depict what happens when their brands are used and/or what happens when their product/brands are not used.

For observational/vicarious learning to be effective,

- (a) the models should be credible and trustworthy: hold expertise in a field; physically attractive, beautiful and good looking; and successful;
- (b) the target audience should be receptive and low on dogmatism; other-directed or socially-directed by personality; and low on self esteem.

- People high on self efficacy tend to be good learners and learning is much faster and long lasting than for those who are low on self-efficacy.

Providing demonstration of product usage can also aid the learning process.

NPTEL 23

Marketers, how, how this can be, you know, relevant for the marketers is, that the marketers can impact consumers ability to learn by illustrating product usage by models and the resultant outcome, which in most cases should be favorable. So, marketers could depict what happened when certain brands are used and what happens when certain brands are not used. So, by showing the benefits of usage of a brand or by showing the, the disadvantages, or, of not using the brand, a marketer can basically help, help people realize and this is they can use models to basically illustrate product usage and the result outcome.

So, for observational or vicarious learning to be effective, model should be, you know, very trustworthy, they should be credible, they should be experts, should have hold some reputation on themselves, they should be successful. The target audience should be receptive, low on dogmatism and low on self-esteem. People high on self-efficacy tend to be good learners and learning is much faster and long lasting. Also, providing demonstration of product usage can also aid the learning process.

(Refer Slide Time: 32:18)



Overall Contribution of Social Cognitive Theories to Marketing:

- The social cognitive theories go beyond the purview of behavioural and cognitive theories.
- They illustrate the role that direct experience, observation and modeling play in the learning process.

 24

The overall contribution to the theory of marketing are the social cognitive theory, goes beyond the behavioral and cognitive theory. They show how experience, observation and modeling can play a big role in the process of learning. Here, in terms of marketing we would like to state, that the marketer often makes a lot of attempts on giving products demonstration or during purchase and even post purchase there are, you know, the dealer often, specially with reference to electronic goods, the dealers make sure, that the product is brought to the home and installed and a person, by a sales person or the technician from the company comes and gives the demo of same. So, pre-purchase there is a demo and for the post-purchase there is also a demo.

So, this demo or this demonstration is, is actually a way of trying to make the consumer learn about the usage of the product, about you know, the act of attention, retention, motor reproduction and reinforcement. So, if a marketer, you know, wants to, you know, sell his product, it is very important for him to basically show how less complicated or less complex the usage is. So, if he gives the demonstration of the same in the shop, he tries to make the consumer familiar about the product and when once the product is sold and then the technician, comes hold, comes home and you know, sure gives the demo of the same in terms of usage, so things become easier for a consumer.

The technician will show how the product is to be dealt with, how it is, what is the mechanism, how it is to be operated, the, the switch button, the off button, the power

button, the menu, everything is clearly there on the, on the pad, on the keypad and once he shows that to a consumer, the consumer pays attention to it. They learn it and then they try to repeat this behavior and if they are successfully able to do, they say reinforcement has taken place and learning has actually occurred. So, that is how we say, that these learning theories could be relevant for a marketer.

(Refer Slide Time: 34:41)

6.2.5 Consumer Learning and Implications for Marketers:

I Behavioral Learning Theories:

A) Classical conditioning theory:

1. Repetition:

- Repetition helps create association between an unconditioned stimulus and a conditioned stimulus, in terms of constant pairings between the two.
- Signs, symbols, logos, colours and jingles help facilitate consumer learning through the process of association.
- Repetition aids retention and thereby, slows down the process of forgetting; marketers should repeat their messages either in print or in audio visual media.
- However, too much of repetition could lead to the satiation effect. In order to prevent advertisement wearout, marketers should go for cosmetic variation or substantive variation.

NPTEL

25

Now, let, let us come to consumer learning and the implications for marketer. So, we will now conclude, the, the, the role played by three theories, whether it is the behavioral theory or the cognitive theory and the social cognitive theory, how are these theories relevant to a marketer. We shall be, you know, be discussing this and let us begin with the classical conditioning theory.

So, as you all remember and you would know, as we spoke about the principles of repetition, stimulus generalization and stimulus discrimination, we will start with repetition. Repetition helps association between an unconditioned stimulus and conditioned stimulus in respect to pairing between the two signs, colors, logos, jingles, symbols, music, all of them facilitate learning and any, and all form of repetition aids retention and thereby slows down the process of forgetting. That is the reason why advertisements are played and repeated, either in print or in audio-visual media.

However, too much of repetition can lead to satiation and it can lead to advertisement wear out where marketer would then have to go for substantive variation and cosmetic variation.

(Refer Slide Time: 35:54)



2. Stimulus generalization:

- Stimulus generalization on the part of the consumers could help marketers of imitative "me too" products/brands.
- Apart from the "me-too" marketers, market challengers and followers may capitalize on stimulus generalization to take advantage of the market leader's position by going in for similar packaging or advertisements or may even use the same models and celebrities for their advertisements.
- Further, where a brand is successful, the marketer may encourage generalization for all the new product lines through product line extensions, brand extension, family branding, and licensing.

 NPTEL

26


Coming to stimulus generalization, stimulus generalization on the part of the marketers could help, I am sorry, on the part of the consumer could help the marketer of me-too products. Apart from me-too marketers, both market challengers and market followers capitalize on stimulus generalization, try to take advantage of the market leaders' position by coming up with similar packages or similar advertisements, so that and even may use same celebrities and models in their advertisements.

So, also, as far as marketer is concerned, the marketer may encourage generalization of new product lines in the form of product line extensions, brand extension, family branding and licensing all of which will help, you know, in the generalization process and thereby helping consumer learning.

(Refer Slide Time: 37:09)

3. Stimulus discrimination:

- Marketers position their brand and try and differentiate it from others, very often through a Unique Selling Proposition (or a USP) or the unique attributes of the brand.
- In case there is not a USP, the marketer tries to differentiate his product from the competitors by focusing on a feature or an attribute that is important, valuable and meaningful to the consumer.
- The classical conditioning theory has other implications for a marketer as well.
- Consumers respond to learning via classical conditioning when:
 - a) the level of perceived risk is low (and cognitive effort is not required)
 - b) products are low on differentiation
 - c) purchases are routine; convenience goods and impulse items.




27

Marketers try to differentiate themselves through stimulus discrimination, very often they use unique selling proposition to basically show how different they are and how unique they are from their competitors. In case there is no USP, he tries to differentiate by focusing on a feature or an attribute that is important or relevant. Consumers respond to learning by classical conditioning when the level of risk is low, when products are low and on differentiation and when products are routine purchases, convenience goods and impulse items.

(Refer Slide Time: 37:24)

B) Operant/Instrumental conditioning theory:

- Marketers can make use of instrumental conditioning when a consumer is rewarded for a brand decision in their favour, or punished for a brand decision in the competitors favour.
- Marketers need to understand the impact of trial and error, on the learning process.
- Consumers learn by trial and error.
- Some purchases are more rewarding than others, i.e. they result in favorable outcomes; Satisfaction/dissatisfaction with a product/brand acts as a reinforcement strategy and affect the habit paradigm.



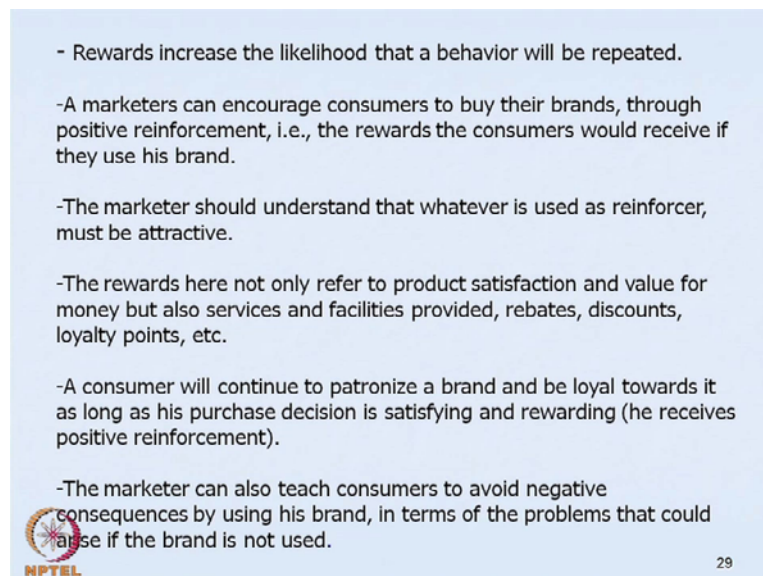
28

Coming to the, the second behavioral theory, which is the operant or the instrumental conditioning theory, marketers can make use of instrumental conditioning when they reward a consumer for favoring a particular brand or you know, they depict how a particular brand can bring a desired outcome or a favorable outcome.

The marketers need to understand the role played by trial and error. Consumers very majorly learn by trial and error, so marketers should try to ensure the consumers try out their product, especially the newly launched products, either through sales promotion or through free samples or even through certain products, like cars or vehicles or even through test runs or even any kind of experiential handling.

Some purchases more rewarding than others, they lead to favorable outcomes. On the other hand, some are led to unfavorable outcomes satisfaction or dissatisfaction with the product, with the brand and with the purchase outcome will lead to, you know, will, will, will have an impact, will, on brand loyalty and it will affect the habit paradigm. So, satisfaction and dissatisfaction with the product or the brand lead, has an, acts as a reinforcement strategy and will have an impact on the development of brand loyalty or the habit paradigm.

(Refer Slide Time: 38:48)

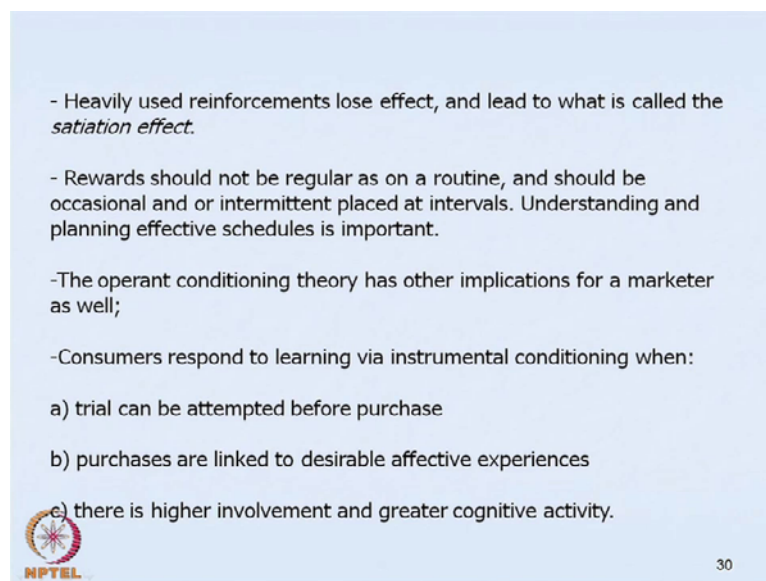


- Rewards increase the likelihood that a behavior will be repeated.
- A marketers can encourage consumers to buy their brands, through positive reinforcement, i.e., the rewards the consumers would receive if they use his brand.
- The marketer should understand that whatever is used as reinforcer, must be attractive.
- The rewards here not only refer to product satisfaction and value for money but also services and facilities provided, rebates, discounts, loyalty points, etc.
- A consumer will continue to patronize a brand and be loyal towards it as long as his purchase decision is satisfying and rewarding (he receives positive reinforcement).
- The marketer can also teach consumers to avoid negative consequences by using his brand, in terms of the problems that could arise if the brand is not used.

Rewards, likely, increase the likelihood, that the behavior will be repeated. Marketer can encourage consumers to buy more, buy, buy, buy his brand through positive reinforcement, that is, reward to consumer. If he buys or if he uses their product, so

marketer should also understand, that whatever he used as a reward and it must be attractive and it must hold the value for the customer, so the value here or the reward may not only relate to product satisfaction, but also other, other services or other facilities, like rebates, discounts, loyalty, pounds, points, etcetera. Consumer will patronize a brand or a store, that if he feels, that purchased decision is satisfying and rewarding and the marketer can also try and teach the consumers about the negative consequences of not using a brand or using you know, competitor's brand in terms of the problem that can arise if his brand is not used.

(Refer Slide Time: 39:53)




- Heavily used reinforcements lose effect, and lead to what is called the *satiation effect*.

- Rewards should not be regular as on a routine, and should be occasional and or intermittent placed at intervals. Understanding and planning effective schedules is important.

-The operant conditioning theory has other implications for a marketer as well;

-Consumers respond to learning via instrumental conditioning when:

- a) trial can be attempted before purchase
- b) purchases are linked to desirable affective experiences
- c) there is higher involvement and greater cognitive activity.

 NPTEL


30

Heavily used reinforcement loose charm, they lead to a satiation effect. So, rewards should be on a regular basis, it should be occasional and consumers respond to learning via instrumental conditioning when trial can be attempted before purchase, purchases are link to desirable effective experiences and there is high involvement and high cognitive activity. So, this how the classical theory and operant theory or the behavioral theory of learning could hold relevance for a marketer.

(Refer Slide Time: 40:31)

II Cognitive learning theory:

- Marketers should understand that consumers make active use of creativity, insight, and information processing to solve issues and problems.
- A lot of information search (while problem solving/decision making) is **internal**, when the consumer retrieves a lot of information from his memory.
- He also searches a lot of information **externally**, that add up to his associative network where one node would tend to activate other nodes and help retrieval.
- Consumers should be exposed to information about new product/services or changes in existing products/services on a day to day basis; marketers also constantly update them about their brands like the attributes, features, price, and comparison with other brands etc.



31

Now, let us discuss how the cognitive theory of learning can help marketers, you know, redesign strategies. Marketers should understand, that consumer will make use of creativity while decision making. They, they, they, you know, they make use of creativity insight and information. A lot of information, which they search, is internal; it is internal to them and they go back their memory to retrieve the information. Some of the information is also searched externally and all of this information, especially in terms of external search goes and gets added up in the memory. It modifies or changes or adds up to the existing database and the the various information and gets unified as a whole to be retrieved later on.

Consumers should be exposed to information about products and services, about brands. Marketers must also educate them about the various changes that have been made in attributes or in the features of benefits or in the comparison with other brands. In terms of consumer behavior, any kind of learning, any kind of, sorry, any kind of extensive problem solving is basically, part of cognitive learning. Consumers collect information and retrieve it later on.


Factors that affect storage retention and retrieval are physiological factors. Familiarity and relevance of the information, the situation, the ambience, the atmosphere, the moods, the emotions, etcetera. Retrieval of information is assisted by cues, which may be either self-generated or may be external in the form of images, sounds, music, shapes, colors,

smells. Marketing strategies can be used to create a feeling of nostalgia and effect instant recall.

(Refer Slide Time: 42:22)

In terms of consumer learning, any kind of extensive problem solving, on the part of the consumer, is **cognitive**.

- Consumers store information and retrieve it later on.
- **Factors that affect storage**, retention and retrieval are physiological factors (ability of the individual), familiarity and relevance of the information input, situation, ambience and environment, moods and emotions etc.
- Retrieval of information is also 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.**
- Information is stored semantically or visually**; Visual always gains over semantics; Information that is spread through images, pictures, and audio visual cues is more easily stored and retrieved than the information that is verbally or through reading, speaking and writing.




32

Information is stored in ones memory, either episodically or semantically, also visually. Visual always gains over semantics information, that is spread through images, pictures and audios is much easily stored and retrieved than the information, that is retained are is through reading, speaking and writing.

(Refer Slide Time: 42:42)

Involvement theory:

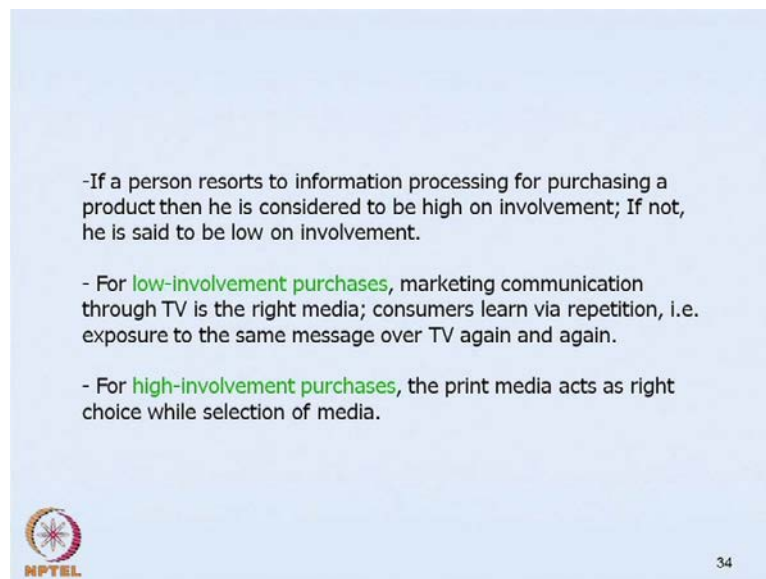
- a) **Non-verbal and pictorial** cues trigger **right brain** processing, and impact recall and familiarity.
- With **involvement being low**, people passively process and store nonverbal, pictorial information. *TV* being an audio-visual medium, TV watching is regarded as a right-brain activity, and a **low-involvement medium**.
- b) **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.



33

The involvement theory, non-verbal and pictorial cues trigger right brain processing. So, involvement low, people passively process and store non-pictorial, sorry, non-verbal pictorial information. TV is regarded as a low involvement media, even watching of TV is regarded as a right brain activity. On the other hand, verbal and cognitive uses a left brain processing and when involvement is high, people passively process and store verbal and written information print media is regarded as a high involvement media.


(Refer Slide Time: 43:21)



-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.

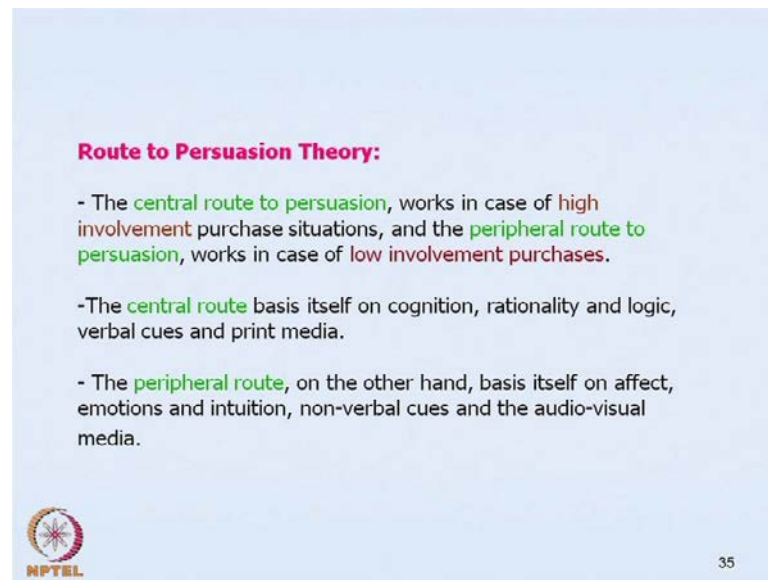
- For **high-involvement purchases**, the print media acts as right choice while selection of media.

 NPTEL

34


If the people resort to information during a purchase, they are said to be high on involvement. So, for high involvement purchases and low involvement purchases, the choice of media strategy, have to be, will be impacted. For low involvement media, marketing, communication through TV is the right media. On the other hand, for high involvement media, for high involvement purchase, the print media is more relevant, it is more important.

(Refer Slide Time: 43:49)



Route to Persuasion Theory:

- 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**.
- The **central route** basis itself on cognition, rationality and logic, verbal cues and print media.
- The **peripheral route**, on the other hand, basis itself on affect, emotions and intuition, non-verbal cues and the audio-visual media.

 35

The route to persuasion theory, the central route to persuasion works in the case of high involvement situations and the peripheral route to persuasion works in the case of low involvement purchases. Central route bases itself on facts, logic, rationality, print media, verbal cues, peripheral route. On the other hand, peripheral route bases itself on feeling affect, emotions, intuitions and non-verbal cues and audio-visual media.


So, for high involvement products and purchase situations, the marketer should, basically, choose print media and he should focus centrally on providing the information about the, about the product, about the attributes, about the benefits, comparative advantage, etcetera. So, it is the central route to persuasion with a focus on the message content, essentially cognitive.

On the other hand, for low involvement product and purchase situation, the marketer should use the audio-visual media, focus on the peripheral cues, the, the background music, color or the spokesperson or the celebrity. It is the peripheral route to persuasion where the focus is on the message context and it is essentially motions, intuitions, fun, fantasy and the like.

(Refer Slide Time: 45:06)

Elaboration Likelihood Model:

- As per the Elaboration Likelihood Model (ELM), a person's high/low level of involvement determines which route to persuasion would be more effective.
- In cases of *high-involvement*, where a consumer would put in more cognitive effort, he would follow the *central route to persuasion* and focus on the message content; on the other hand, in cases of *low involvement*, he would follow the *peripheral route to persuasion* and focus on the message context, background, scenery and music.




37

Coming to the elaboration likelihood model, as per this particular model, a person high or low level of involvement will determine which route of persuasion will be more effective. In cases of high involvement, where a consumer would put in more cognitive effort, he will be following the central route to persuasion and in the case of and will focus on the message. On the other hand, in case of low involvement, he would follow the peripheral route to persuasion and the message context. The relevance will be more relevant, the background, music, the jingle, color, etcetera becomes more relevant.

(Refer Slide Time: 45:47)

Social Judgment Theory:

- The degree of involvement that determines how an individual would process information.
- Consumers, who are highly involved with a product category, are *narrow categorizers*; they find very few brands as acceptable. They are likely to be *brand loyal* and would tend to patronize select brands, based on their past experiences and resultant attitudes, and would like to interpret any information about them in a manner that assimilates with previous opinions about the brand.
- Uninvolved consumers are *broad categorizers*, and would find many brands as acceptable. They are essentially brand switchers.

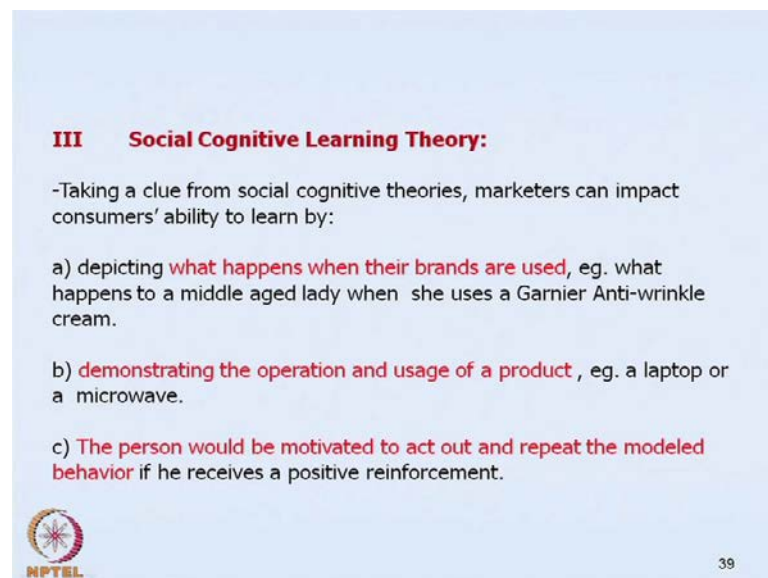


38

Coming to the social judgment theory, the degree of importance that a person attaches to a purchase will determine how he processes the information. We have consumers who are highly involved in the product category, they will be essentially narrow categorizers, they will find very few brands acceptable and they will try to patronize certain brands, certain stores and they would like to interpret any kind of information, which supports their already views, opinions, values, knowledge and so, it will be a process of assimilation.


On the other hand, we have low involvement customers who will be, who would, who are wide categories, they, they are broad categories, they will find many brand acceptable and they are essentially brand switchers.

(Refer Slide Time: 46:30)



III Social Cognitive Learning Theory:

- Taking a clue from social cognitive theories, marketers can impact consumers' ability to learn by:
 - a) depicting **what happens when their brands are used**, eg. what happens to a middle aged lady when she uses a Garnier Anti-wrinkle cream.
 - b) **demonstrating the operation and usage of a product**, eg. a laptop or a microwave.
 - c) **The person would be motivated to act out and repeat the modeled behavior** if he receives a positive reinforcement.

 NPTEL 39

Coming to the third theory, which is the social cognitive learning theory. Taking a cue from cognitive theories of, social cognitive theories, marketers can learn. They impact learning on, by, by showing when certain products are used. For example, if you use an anti-wrinkle cream by Garnier, you will basically, you know, be benefited, what happens to a middle aged when she uses an anti-wrinkle cream. So, you depict what happens when your brand is used.

The consumer marketers can also impact consumer's ability by demonstrating the usage or the operation of a product, for example, laptop or a microwave and person would be motivated to act out the behavior if he finds, that the, the consequence is something,


which is favorable. And if he sees positive reinforcement for observation or vicarious learning to be effective, the model should be trustworthy, they should be credible, they should be physically attractive, they should be good looking, hold some level of reputation and expertise.

The target audience should be receptive, they should be, (()) directive, socially directed, low on self-esteem. The people who are high on self-efficacy are better learners, they are faster learners and you know, they, they, they, this is in contrast to people who are low on self-efficacy. So, this brings us to, you know, this brings us to an end of our discussion for consumer learning and the implications for the marketer.

(Refer Slide Time: 48:07)

References for Further Reading:

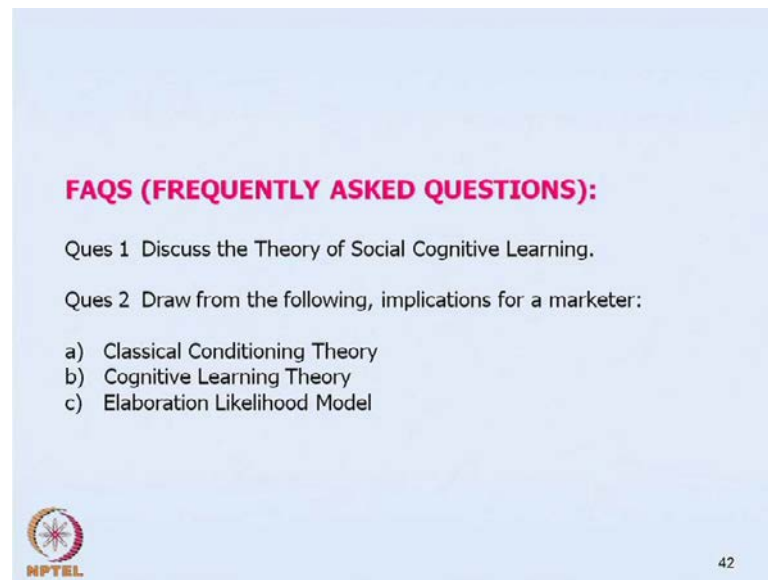
- Assael, H. (1992), *Consumer Behavior & Marketing Action*, 4th. Ed., PWS Kent, Boston, MA.
- Loudon, D.L. and Della Bitta A.J., *Consumer Behavior*, Fourth Edition, 2002, Tata McGraw-Hill, New Delhi.
- Kotler P., and Keller K.L., *Marketing Management*, Thirteenth edition, 2009, Pearson.
- Peter, P.J. 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 Prentsky, D., *Consumer Behavior*, 1996, John Wiley & sons, Inc.



41

Now, let us come to the references of further reading. Assael, 1992, consumer behavior and marketing action, fourth edition; Loudon and Della Bitta, Consumer Behavior, fourth edition, 2002, Tata McGraw-Hill; Kotler and Keller, Marketing Management, thirteenth edition, 2009, Pearson; Peter and Olson, Consumer Behavior and Marketing Strategy, seventh edition, 2005, McGraw-Hill; Schiffman and Kanuk, Consumer Behavior, eighth edition, 2004, Prentice Hall; And Wells and Prentsky, Consumer Behavior, 1996, John Wiley and sons.

(Refer Slide Time: 48:42)




FAQS (FREQUENTLY ASKED QUESTIONS):

Ques 1 Discuss the Theory of Social Cognitive Learning.

Ques 2 Draw from the following, implications for a marketer:

- a) Classical Conditioning Theory
- b) Cognitive Learning Theory
- c) Elaboration Likelihood Model

 42

Let us go in to see some frequently asked questions. Question number 1; discuss the theory of social cognitive learning. So, you will talk about the social cognitive learning and deal upon social learning theory and social cognitive theory. You will talk about the four sub-processes of attention, retention, motor reproduction and reinforcement and also, talk about the, the, the, the modeling effect, the, the eliciting effect, the disinhibitory effect and the inhibitory effect.


Question number two, draw from the following implications for the marketer. So, you will talk about classical conditioning theory, the reputation stimulus generalization and stimulus discrimination cognitive learning theory. You will talk about the high involvement and the low involvement and central route to persuasion theory, elaboration likelihood model and the social judgment model. And finally, the elaboration likelihood model, how you will relate it to low and high involvement.

(Refer Slide Time: 49:36)

SELF EVALUATION TESTS/QUIZZES:

Section A True/false:

1. People who are high of self-efficacy are found to be high on involvement.




43

What are, let us have a quiz now, section A, true and false. People who are high on self-efficacy are found to be high on involvement, is this a true or is this false? This is a true statement.

(Refer Slide Time: 49:53)

Section B Fill up the blanks:

1. According to the _____ theory, people learn through direct experience, observation and imitation (modeling).
2. The process, by which an individual learns by observing the behavior of others and the resultant consequences, is referred to as _____ learning.
3. _____ implies the ability within a person to cope up with situations and problems as when they arise.

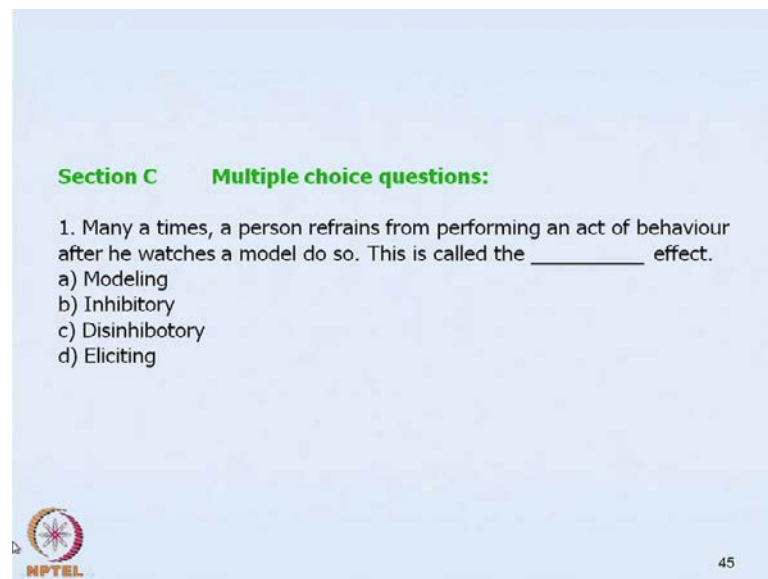


44

Section B, fill in the blanks, 1, according to the dash theory, people learn through direct experience, observation and imitation. So, it is according to the social learning theory, people learn through direct experience, observation and imitation.

Question number 2, the process by which an individual learns by observing the behavior of others and the resultant consequences is referred to as dash learning. So, it is referred to as modeling or vicarious learning. Question number 3, dash implies the ability within a person to cope up with situations and problems as they arise. So, the, the answer to this is self-efficacy. Self-efficacy implies the ability within a person to cope up with situations and problems as they arise.


(Refer Slide Time: 50:41)



Section C Multiple choice questions:

1. Many a times, a person refrains from performing an act of behaviour after he watches a model do so. This is called the _____ effect.

- a) Modeling
- b) Inhibitory
- c) Disinhibitory
- d) Eliciting


 45

Section C, multiple choice questions. Many a times a person refrains from performing an act of behavior after he watches a model to do so, this is called the dash effect, so this is called the modeling effect, inhibitory effect, disinhibitory effect or eliciting effect? So, this is called the disinhibitory effect.

(Refer Slide Time: 51:03)

Section D Short answers:

1. Name the four processes that come into play for social cognitive learning to take place.
2. Modelling could assume a variety of forms. Name them.



46

Short answers, question number 1, name the four processes that come into play for social learning to take place. So, the four processes are: attention, retention, motor reproduction and reinforcement. Two, modeling could assume a variety of forms, name them. The four forms, that modeling could assume is modeling effect, elicitory effect, I am sorry, modeling effect, eliciting effect, disinhibitory effect and inhibitory effect.

(Refer Slide Time: 51:27)

KEY:

Section A True/false:

1. True

Section B Fill up the blanks:


1. Social learning theory
2. Modeling/vicarious
3. Self-efficacy

Section C Multiple choice questions:

1. c

Section D Short Answers:

1. Attention, retention, motor-reproduction and reinforcement.
2. Modelling effect, Eliciting effect, Disinhibitory effect and Inhibitory effect.



47

With this we come to a conclusion of our discussion, on model, on topic 6, on module 6.2, consumer learning. We, we, we have completed our discussion on the topic with implications for the marketer and its relevance in the context of consumer behavior.

We shall continue with our, with the subject in next session and we shall be discussing module 6.3, which speaks about the personality, self-concept and self-image. I hope you have benefited from this session.

Thank you.