**UNIT-3**

**Factors Influencing Consumer Behavior**

**Consumer behavior** can be broadly classified as the decisions and actions that influence the purchasing behavior of a consumer. What drives consumers to choose a particular product with respect to others is a question which is often analyzed and studied by marketers. Most of the selection process involved in purchasing is based on emotions and reasoning.

The study of consumer behavior not only helps to understand the past but even predict the future. The below underlined factors pertaining to the tendencies, attitude and priorities of people must be given due importance to have a fairly good understanding of the purchasing patterns of consumers

1. **Marketing Campaigns**

Advertisement plays a greater role in influencing the purchasing decisions made by consumers. They are even known to bring about a great shift in market shares of competitive industries by influencing the purchasing decisions of consumers. The Marketing campaigns done on regular basis can influence the consumer purchasing decision to such an extent that they may opt for one brand over another or indulge in indulgent or frivolous shopping. Marketing campaigns if undertaken at regular intervals even help to remind consumers to shop for not so exciting products such as health products or insurance policies.

1. **Economic Conditions**

Consumer spending decisions are known to be greatly influenced by the economic situation prevailing in the market. This holds true especially for purchases made of vehicles, houses and other household appliances. A positive economic environment is known to make consumers more confident and willing to indulge in purchases irrespective of their personal financial liabilities.

1. **Personal Preferences**

At the personal level, consumer behavior is influenced by various shades of likes, dislikes, priorities, morals and values. In certain dynamic industries such as fashion, food and personal care, the personal view and opinion of the consumer pertaining to style and fun can become the dominant influencing factor. Though advertisement can help in influencing these factors to some extent, the personal consumer likes and dislikes exert greater influence on the end purchase made by a consumer.

1. **Group Influence**

Group influence is also seen to affect the decisions made by a consumer. The primary influential group consisting of family members, classmates, immediate relatives and the secondary influential group consisting of neighbors and acquaintances are seen have greater influence on the purchasing decisions of a consumer. Say for instance, the mass liking for fast food over home cooked food or the craze for the SUV’s against small utility vehicle are glaring examples of the same.

1. **Purchasing Power**

Purchasing power of a consumer plays an important role in influencing the consumer behavior. The consumers generally analyze their purchasing capacity before making a decision to buy and products or services. The product may be excellent, but if it fails to meet the buyers purchasing ability, it will have high impact on it its sales. Segmenting consumers based on their buying capacity would help in determining eligible consumers to achieve better results.



# Perception Meaning and Process

**Perception** is an intellectual process of transforming sensory stimuli to meaningful information. It is the process of interpreting something that we see or hear in our mind and use it later to judge and give a verdict on a situation, person, group etc.

It can be divided into six types:

* **Of sound:** The ability to receive sound by identifying vibrations.
* **Of speech:** The competence of interpreting and understanding the sounds of language heard.
* **Touch:**Identifying objects through patterns of its surface by touching it.
* **Taste:** The ability to receive flavor of substances by tasting it through sensory organs known as taste buds.
* **Other senses:** They approve perception through body, like balance, acceleration, pain, time, sensation felt in throat and lungs etc.
* **Of the social world:** It permits people to understand other individuals and groups of their social world. Example − Priya goes to a restaurant and likes their customer service, so she will perceive that it is a good place to hang out and will recommend it to her friends, who may or may not like it. Priya’s perception about the restaurant is good.

### ****Perception  Process****

Perception process are the different stages of perception we go through. The different stages are:

* Receiving
* Selecting
* Organizing
* Interpreting
1. **Receiving**

Receiving is the first and most important stage in the process of perception. It is the initial stage in which a person collects all information and receives the information through the sense organs.

1. **Selecting**

Selecting is the second stage in the process. Here a person doesn’t receive the data randomly but selectively. A person selects some information out of all in accordance with his interest or needs. The selection of data is dominated by various external and internal factors.

* **External factors:** The factors that influence the perception of an individual externally are intensity, size, contrast, movement, repetition, familiarity, and novelty.
* **Internal factors:** The factors that influence the perception of an individual internally are psychological requirements, learning, background, experience, self-acceptance, and interest.
1. **Organizing**

Keeping things in order or say in a synchronized way is organizing. In order to make sense of the data received, it is important to organize them.

We can organize the data by:

* Grouping them on the basis of their similarity, proximity, closure, continuity.
* Establishing a figure ground is the basic process in perception. Here by figure we mean what is kept as main focus and by ground we mean background stimuli, which are not given attention.
* Perceptual constancy that is the tendency to stabilize perception so that contextual changes don’t affect them.
1. **Interpreting**

Finally, we have the process of interpreting which means forming an idea about a particular object depending upon the need or interest. Interpretation means that the information we have sensed and organized, is finally given a meaning by turning it into something that can be categorized. It includes stereotyping, halo effect etc.

#### ****Importance of Perception in OB****

We need to understand what the role of perception in an organization is. It is very important in establishing different role of perceptions like:

* Understanding the tasks to be performed.
* Understanding associated importance of tasks allotted.
* Understanding preferred behavior to complete respective tasks.
* Clarifying role perceptions.

For example, every member in a group has to be clear regarding the role allotted to them. Programmer writes the code, tester checks it, etc.

# Consumer Learning and Memory

According to Kotler’s Definition, learning involves changes in an individual’s behavior arising out of the experience. Most of the human behavior is learned over time, out of the experience.

**Following are the features of consumer learning**

* Consumer learning is a process. A process which continually changes and acquires new knowledge.
* This knowledge can be obtained from reading, discussing, observing, thinking, etc.
* Newly acquired knowledge or personal experience, both serve as feedback.

## Elements of Consumer Learning

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

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

Motives encourage learning and cues stimulate the direction to these motives.

**Cues** are not strong as motives, but their influence in which the consumer responds to these motives.

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

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

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

### Consumer Behavioral Learning Theories

There are various theories which are developed to explain the learning theories. The below are the major theories related to consumer behavior.

**Classical Conditioning** theory refers to learning through repetition. This is referred to as a spontaneous response to particular situation achieved by repetitive exposure. It is such a kind of a behavioral theory which says, when a stimulus is connected to or paired with another stimulus, it serves to produce the same response even when used alone.

For example, if you usually listen news at 9 pm and have dinner too at 9 pm while watching the news then eventually the sound of news at 9pm may make you hungry even though you are not actually hungry or even if the dinner is not ready.

Instrumental Theory is developed by B F SKINNER, an American psychologist, he was the first to develop this model of learning. Instrumental theory suggests that human beings learn by trial and error method and then find out a particular stimulus that can yield best results. Then, this is subsequently formed as a habit

This theory is very important and applies to many common situations in the context of consumer behavior. It suggests that consumers learn by means of trial-and-error method in which some purchase behaviors result in a more favorable outcome.

### CONSUMER MEMORY



Memory is the process of storing and retrieving knowledge.

* **Encoding** is what happens when information is interpreted and placed in memory.
* **Storage** is the retaining of information in memory.
* **Retrieval** is what you do when you locate a stored memory.

#### Memory Systems

There are three distinct memory systems:

**SENSORY MEMORY**

The briefest memories are formed from sensory stimuli. If the individual finds the sensory experience significant enough to warrant further investigation, it may pass into short-term memory.

**SHORT-TERM MEMORY**

We process selected bits of information and store it for a limited time. We store this information by combining small pieces into larger ones in a process called chunking.

**LONG-TERM MEMORY**

This is the permanent storage of information, which can be recalled at will. This occurs when we consider the meaning of a stimulus and relate it to other information already in memory.

Marketers attempt to engage our existing memories and experiences in order to get their brand message into our long-term memory. They also make use of **repetition** and redundancy in advertising in order to present us with many opportunities to commit them to long-term memory.

# Consumer Attitude Formation & Change: Attitude functions

You’ve developed attitudes about such issues, and these attitudes influence your beliefs as well as your behavior. Attitudes are an important topic of study within the field of social psychology.

Psychologists define attitudes as a learned tendency to evaluate things in a certain way. This can include evaluations of people, issues, objects, or events. Such evaluations are often positive or negative, but they can also be uncertain at times. For example, you might have mixed feelings about a particular person or issue.

Researchers also suggest that there are several different components that make up attitudes.

The components of attitudes are sometimes referred to as CAB or the ABC’s of attitude.

* **Cognitive Component:** Your thoughts and beliefs about the subject.
* **Affective Component:** How the object, person, issue, or event makes you feel.
* Behavioral Component: How the attitude influences your behavior.

Attitudes can also be explicit and implicit. Explicit attitudes are those that we are consciously aware of and that clearly influence our behaviors and beliefs. Implicit attitudes are unconscious but still have an effect on our beliefs and behaviors.

**Attitude Formation**

There are a number of factors that can influence how and why attitudes form.

**Experience**

Attitudes form directly as a result of experience. They may emerge due to direct personal experience, or they may result from observation.

**Social Factors**

Social roles and social norms can have a strong influence on attitudes. Social roles relate to how people are expected to behave in a particular role or context. Social norms involve society’s rules for what behaviors are considered appropriate.

**Learning**

Attitudes can be learned in a variety of ways. Consider how advertisers use classical conditioning to influence your attitude toward a particular product. In a television commercial, you see young, beautiful people having fun on a tropical beach while enjoying a sports drink. This attractive and appealing imagery causes you to develop a positive association with this particular beverage.

Operant conditioning can also be used to influence how attitudes develop. Imagine a young man who has just started smoking. Whenever he lights up a cigarette, people complain, chastise him, and ask him to leave their vicinity. This negative feedback from those around him eventually causes him to develop an unfavorable opinion of smoking and he decides to give up the habit.

Finally, people also learn attitudes by observing the people around them. When someone you admire greatly espouses a particular attitude, you are more likely to develop the same beliefs. For example, children spend a great deal of time observing the attitudes of their parents and usually begin to demonstrate similar outlooks.

**Attitudes and Behavior**

We tend to assume that people behave according to their attitudes. However, social psychologists have found that attitudes and actual behavior are not always perfectly aligned. After all, plenty of people support a particular candidate or political party and yet fail to go out and vote.

**Factors that Influence Attitude Strength**

Researchers have discovered that people are more likely to behave according to their attitudes under certain conditions:

* When your attitudes are the result of personal experience.
* When you are an expert on the subject.
* When you expect a favorable outcome.
* When the attitudes are repeatedly expressed.
* When you stand to win or lose something due to the issue.

**Attitudes Can Change to Match Behavior**

In some cases, people may actually alter their attitudes in order to better align them with their behavior. Cognitive dissonance is a phenomenon in which a person experiences psychological distress due to conflicting thoughts or beliefs. In order to reduce this tension, people may change their attitudes to reflect their other beliefs or actual behaviors.

### The Function of Attitudes

Attitudes can serve functions for the individual.  Daniel Katz (1960) outlines four functional areas:

**Knowledge**

Attitudes provide meaning (knowledge) for life.  The knowledge function refers to our need for a world which is consistent and relatively stable.

This allows us to predict what is likely to happen, and so gives us a sense of control. Attitudes can help us organize and structure our experience.

Knowing a person’s attitude helps us predict their behavior. For example, knowing that a person is religious we can predict they will go to Church.

**Self / Ego-expressive**

The attitudes we express

**(1)** Help communicate who we are

**(2)**May make us feel good because we have asserted our identity.  Self-expression of attitudes can be non-verbal too: think bumper sticker, cap, or T-shirt slogan.

Therefore, our attitudes are part of our identify, and help us to be aware through the expression of our feelings, beliefs and values.

**Adaptive**

If a person holds and/or expresses socially acceptable attitudes, other people will reward them with approval and social acceptance.

For example, when people flatter their bosses or instructors (and believe it) or keep silent if they think an attitude is unpopular.  Again, expression can be nonverbal [think politician kissing baby].

Attitudes then, are to do with being apart of a social group and the adaptive functions helps us fit in with a social group. People seek out others who share their attitudes, and develop similar attitudes to those they like.

**Ego-defensive**

The ego-defensive function refers to holding attitudes that protect our self-esteem or that justify actions that make us feel guilty.  For example, one way children might defend themselves against the feelings of humiliation they have experienced in P.E. lessons is to adopt a strongly negative attitude to all sports.

People whose pride have suffered following a defeat in sport might similarly adopt a defensive attitude: “I’m not bothered, I’m sick of rugby anyway…”  This function has psychiatric overtones.  Positive attitudes towards ourselves, for example, have a protective function (i.e. an ego-defensive role) in helping us reserve our self-image.

The basic idea behind the functional approach is that attitudes help a person to mediate between their own inner needs (expression, defense) and the outside world (adaptive and knowledge).

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# Consumer Attitude Measurement

Perhaps the most straightforward way of finding out about someone’s attitudes would be to ask them. However, attitudes are related to self-image and social acceptance.

In order to preserve a positive self-image, people’s responses may be affected by social desirability. They may not well tell about their true attitudes, but answer in a way that they feel socially acceptable.

Given this problem, various methods of measuring attitudes have been developed.  However, all of them have limitations.  In particular the different measures focus on different components of attitudes – cognitive, affective and behavioral – and as we know, these components do not necessarily coincide.

**Attitude measurement can be divided into two basic categories**

* **Direct Measurement** (likert scale and semantic differential)
* **Indirect Measurement** (projective techniques and the implicit association test)

### ****Semantic Differential****

The semantic differential technique of Osgood et al. (1957) asks a person to rate an issue or topic on a standard set of **bipolar adjectives** (i.e. with opposite meanings), each representing a **seven point scale**.

To prepare a semantic differential scale, you must first think of a number of words with opposite meanings that are applicable to describing the subject of the test.

For example, participants are given a word, for example ‘car’, and presented with a variety of adjectives to describe it.  Respondents tick to indicate how they feel about what is being measured.

In the picture (above), you can find Osgood’s map of people’s ratings for the word ‘polite’. The image shows ten of the scales used by Osgood. The image maps the average responses of two groups of 20 people to the word ‘polite’.

The semantic differential technique reveals information on three basic dimensions of attitudes: evaluation, potency (i.e. strength) and activity.

* **Evaluation**is concerned with whether a person thinks positively or negatively about the attitude topic (e.g. dirty – clean, and ugly – beautiful).
* **Potency**is concerned with how powerful the topic is for the person (e.g. cruel – kind, and strong – weak).
* **Activity**is concerned with whether the topic is seen as active or passive (e.g. active – passive).

Using this information we can see if a persons feeling (evaluation) towards an object is consistent with their behavior.  For example, a place might like the taste of chocolate (evaluative) but not eat it often (activity).

The evaluation dimension has been most used by social psychologists as a measure of a person’s attitude, because this dimension reflects the affective aspect of an attitude.

### ****Evaluation of Direct Methods****

An attitude scale is designed to provide a valid, or accurate, measure of an individual’s social attitude.  However, as anyone who has every “faked” an attitude scales knows there are shortcomings in these self report scales of attitudes.

There are various problems that affect the validity of attitude scales.  However, the most common problem is that of social desirability.

Socially desirability refers to the tendency for people to give “socially desirable” to the questionnaire items.  People are often motivated to give replies that make them appear “well adjusted”, unprejudiced, open minded and democratic.  Self report scales that measure attitudes towards race, religion, sex etc. are heavily affected by socially desirability bias.

Respondents who harbor a negative attitude towards a particular group may not wish be admit to the experimenter (or to themselves) that they have these feelings.  Consequently, responses on attitude scales are not always 100% valid.

### ****Projective Techniques****

To avoid the problem of social desirability, various indirect measures of attitudes have been used.  Either people are unaware of what is being measured (which has ethical problems) or they are unable consciously to affect what is being measured.

Indirect methods typically involve the use of a projective test.  A **projective test** is involves presenting a person with an ambiguous (i.e. unclear) or incomplete stimulus (e.g. picture or words). The stimulus requires interpretation from the person.  Therefore, the person’s attitude is inferred from their interpretation of the ambiguous or incomplete stimulus.

The assumption about these measures of attitudes it that the person will “project” his or her views, opinions or attitudes into the ambiguous situation, thus revealing the attitudes the person holds.  However, indirect methods only provide general information and do not offer a precise measurement of attitude strength since it is qualitative rather than quantitative. This method of attitude measurement is not objective or scientific which is a big criticism.

**Examples of projective techniques include**:

* Rorschach Inkblot Test
* Thematic Apperception Test (or TAT)
* Draw a Person Task

### ****Thematic Apperception Test****

Here a person is presented with an ambiguous picture which they have to interpret.

The thematic apperception test (TAT) taps into a person’s unconscious mind to reveal the repressed aspects of their personality.

Although the picture, illustration, drawing or cartoon that is used must be interesting enough to encourage discussion, it should be vague enough not to immediately give away what the project is about.

TAT can be used in a variety of ways, from eliciting qualities associated with different products to perceptions about the kind of people that might use certain products or services.

The person must look at the picture(s) and tell a story. For example:

* What has led up to the event shown
* What is happening at the moment
* What the characters are thinking and feeling, and
* What the outcome of the story was

### ****Draw a Person Test****

Figure drawings are **projective diagnostic techniques** in which an individual is instructed to draw a person, an object, or a situation so that cognitive, interpersonal, or psychological functioning can be assessed.  The test can be used to **evaluate children** and adolescents for a variety of purposes (e.g. self-image, family relationships, cognitive ability and personality).

A projective test is one in which a test taker responds to or provides ambiguous, abstract, or unstructured stimuli, often in the form of pictures or drawings.

While other projective tests, such as the **Rorschach Technique** and **Thematic Apperception Test**, ask the test taker to interpret existing pictures, figure drawing tests require the test taker to create the pictures themselves. In most cases, figure drawing tests are given to children.  This is because it is a simple, manageable task that children can relate to and enjoy.

Some figure drawing tests are primarily measures of cognitive abilities or cognitive development. In these tests, there is a consideration of how well a child draws and the content of a child’s drawing.  In some tests, the child’s self-image is considered through the use of the drawings.

In other figure drawing tests, interpersonal relationships are assessed by having the child draw a family or some other situation in which more than one person is present. Some tests are used for the evaluation of child abuse.  Other tests involve personality interpretation through drawings of objects, such as a tree or a house, as well as people.

Finally, some figure drawing tests are used as part of the diagnostic procedure for specific types of psychological or neuropsychological impairment, such as central nervous system dysfunction or mental retardation.

Despite the flexibility in administration and interpretation of figure drawings, these tests require skilled and trained administrators familiar with both the theory behind the tests and the structure of the tests themselves.  Interpretations should be made with caution and the limitations of projective tests should be considered.

It is generally a good idea to use projective tests as part of an overall test battery. There is little professional support for the use of figure drawing, so the examples that follow should be interpreted with caution.

The **House-Tree-Person (HTP)** test, created by Buck in 1948, provides a measure of a self-perception and attitudes by requiring the test taker to draw a house, a tree, and a person.

* The picture of the house is supposed to conjure the child’s feelings toward his or her family.
* The picture of the tree is supposed to elicit feelings of strength or weakness. The picture of the person, as with other figure drawing tests, elicits information regarding the child’s self-concept.

The HTP, though mostly given to children and adolescents, is appropriate for anyone over the age of three.

### ****Evaluation of Indirect Methods****

The major criticism of indirect methods is their lack of objectivity. Such methods are unscientific and do not objectively measure attitudes in the same way as a Likert scale.

There is also the ethical problem of deception as often the person does not know that their attitude is actually being studied when using indirect methods.

The advantages of such indirect techniques of attitude measurement are that they are less likely to produce socially desirable responses, the person is unlikely to guess what is being measured and behavior should be natural and reliable.

# Consumer Personality and Self Concept

### ****Personality****

To understand a buyer needs and convert them into customers is the main purpose of the consumer behavior study. To understand the buyer habits and his priorities, it is required to understand and know the personality of the buyer.

Personality signifies the inner psychological characteristics that reflect how a person reacts to his environment. Personality shows the individual choices for various products and brands. It helps the marketers in deciding when and how to promote the product. Personality can be categorized on the basis of individual traits, likes, dislikes etc.

Though personality is static, it can change due to major events such as death, birth or marriage and can also change gradually with time. By connecting with the personality characteristics of an individual, a marketer can conveniently formulate marketing strategies.

We will discuss in this chapter the various theories of personality.

### ****Trait Theory****

Traits are the features of an individual or tendency of an individual in a particular manner. Traits help in defining the behavior of consumers. According to the Trait theorists, an individual’s personality make-up stems out of the traits that he possesses, and the identification of traits is important.

Following are the few of the most common traits −

* Outgoing
* Sad
* Stable
* Serious
* Happy go lucky
* Relaxed
* Self assured
* Practical
* Imaginative

Trait theory is representative of multi-personality theories. Trait theory is based on certain assumptions, such as traits which are certainly stable in nature and a limited number of traits are common to most of the people.

According to the Trait theorists, an individual’s personality make-up stems out of the traits that he possesses, and the identification of traits is important. The trait theories can be of two broad categories, viz., Simple trait theories and general trait theories.

### ****Simple Trait Theories****

In simple trait theories, a limited number of traits are identified, and people are categorized and classified on the basis of these traits.

### ****General Trait Theories****

In general trait theories, a large variety of traits are identified.

### ****The Psychoanalytic Theory of Freud****

Sigmund Freud, the father of psychology, became famous with his psychoanalytic theory of personality. In fact, the theory is regarded as the cornerstone of modern psychology. Sigmund based his theory on certain assumptions which is as follows −

Unconscious needs or drives lie at the heart of human motivation and personality.

The socialization process that takes place within people in a social set up has a huge impact on individual behavior. Freud explained much of how the psyche or the mind operates, and proposed that, human psyche is composed of parts within our awareness and beyond our awareness.

He said that all behavior within an individual cannot be explained, much lies in the subconscious.

* **Id**− According to Freud’s psychoanalytic theory of personality, the id operates based on the pleasure principle, which stresses on immediate fulfillment of needs. The id is the personality component made up of unconscious psychic energy which satisfies basic urges, needs, and desires.
* **Ego**− Ego is that state of awareness which thinks of you as separate from the other. It always thinks of the glories of the past and hopes of the future and focuses on guiltiness. It always thinks of what was and what could be.
* **Super Ego**− The superego provides guidelines for making judgments. It is the aspect of personality that holds all our moral standards and ideals that we acquire from both parents and society.

### ****Neo-Freudian Theory****

There were a group of psychologists who believed that social interaction and resultant relationships formed the basis for the growth and development of personality. Here, they disagreed with their contemporary, Freud, who believed that personality was −

* Biological and rooted in genetics, and
* Was groomed as a result of early childhood experiences. This group of researchers who laid emphasis on the process of socialization came to be known as the Neo. To form a personality, social relationships are very important.

Based on this, consumers are classified into three personality types −

* **Complaint Personalities**− They prefer love and affection and so they move towards them and so they prefer known brands.
* **Aggressive Personalities**− They tend to move against others and they show off their need for power, success etc which is quite manipulative.
* **Detached Personalities**− They are not much aware of brands and are more self reliant and independent.

Marketers also tend to use Neo-Freudian theories while segmenting markets and positioning their products.

## ****Self Concept****

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

Traditionally, individuals are considered to be having a single self-image which they normally exhibit. Such type of consumers are interested in those products and services which match or satisfy these single selves. However, as the world became more and more complex, it has become more appropriate to think of consumers as having multiple selves.

**What is Self-Concept?**

The below are some of the major aspects of Self-concept

**Self-Concept is Organized**

We all have various views about ourselves. We all may think we are kind, calm, patient, selfish, rude and what not. It doesn’t matter what perception you have about yourself, but the one perception that facilitates all these insights is organized self concept. When a person believes in something that matches his self concept he sticks to his view and does not agree to change the same and even if does, it takes a lot of time.

**Self Concept is Learned**

It is believed that self concept is learned and no person is born with a self concept. It develops as and when we grow old. Our self concept is built when we meet people socially and interact with them. We are the ones who shape or alter our self concept and its quite natural that we may have a self concept different for ourselves as compared to what people think about us.

**For example** − If an individual thinks, he is very generous and helpful, it may not necessarily be the case with others. Others may see him as a selfish person.

**Self Concept is Dynamic**

Our self concept in life is not constant and it may change with instances that take place in our lives. When we face different situations and new challenges in life, our insight towards things may change. We see and behave according to the things and situations.

Thus, it is observed that self concept is a continuous development where we let go things that don’t match our self concept and hold on those things that we think are helpful in building our favorable perception.

Self concept is the composite of ideas, feelings, emotions and attitudes that a person has about their identity and capabilities.