

Cognitive Dissonance: Factors Affecting Higher Education Institutions

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ABSTRACT

The purpose of this study is to identify the factors behind post-purchase behaviour (cognitive dissonance) among the students of higher education. In order to meet the objectives of the study, a quantitative survey was conducted through the help of 29 dependent and independent variables by a self-administered questionnaire at Lucknow University. Data was collected by 150 students. Respondents were selected by convenience sampling.

1. Introduction

Rapidly increasing the educational institutes in India are providing a lot of professional courses to the market but that mushrooming is reducing the quality of education in terms of providing low knowledge to the students. Private institution's quality of education is much worse compared to Government College because of political interference. Most of the private college like medical, management and engineering are related to the politicians. There are government bodies (UGC, AICTE, etc.) which regulate the educational institutions but not working properly. So the students have to suffer from the low quality of education.

After completing the specific course students have to face the problem related to the jobs in private, MNC's and government sector because there are no proper facilities of placements.

Nowadays central government and state government are working on skill India program to provide proper training to the students to get a job easily but in last year a data come to the notice through some newspapers¹ that people are not getting a job after the training under skill India programme. According to the economic times the government officials Mr. Krishnan said, "India has to talent and re-skill four hundred million individuals in four years and also the government estimates it'll pay \$79 billion on that. it has been pumping in cash to create coaching capability however misuse of these funds makes the task tough. To prevent that and enhance the employability of practiced labor, it's attending to originate a regulator. Students are bound to take admission in such institutions; they have no better option because of less availability of seat in government institutions. These problems are creating dissatisfaction because expectations are not fulfilling that leads to cognitive dissonance in the mind of students related to their educational institute.

¹<https://economictimes.indiatimes.com/jobs/handyman-jobs-get-a-leg-up-as-india-tackles-unemployment/articleshow/65528018.cms> retrieved on 11/2/2019

2. Literature review

Cassel et al. (2001) report that students who move from secondary to higher education are called "great sorting". It is a process of large search because students, their parents or advisers or teachers who participate in them are not fully understood. According to cognitive dissonance theory, the decisions that these people face, they will use some cognitive strategies so that their stress can be reduced, which will be available at times of available options. Is correct due to lack of information, do not be able to fully understand their own goals, and not be able to, Choosing an option to fulfill all their objectives.

3. Post purchase behaviour

Lamb et al. (2004) it has been said in support that while buying the products, consumers expect some results or benefits from purchasing. How well these expectations are met, determines whether the consumer is satisfied with the purchase or dissatisfied. Weitz et al. (2001) indicate that customers like to believe that they have chosen wisely when making decisions. After important decisions, they can feel a bit insecure about whether the sacrifice is worth it. Such feelings are called the inconvenience of the buyer's repentance or post-purchase. According to Strydom et al. (2000), after buying the product, the buyer will experience some level of satisfaction or dissatisfaction. When the product is bought, the job of the market is not over but it continues in the post office. Marketers should monitor post-purchase satisfaction, post-purchase tasks, and cognitive dissonance. Buyer's satisfaction or discontent will affect future behavior. A satisfied buyer will buy the product again and recommend it to others. Unsatisfied buyers will respond differently. They can stop using the product, return it or take any form of public action. Most purchases are used after product use, even if the post-purchase inconsistency exists present Hill and O Sullivan (1999). Hasty and Reardon (1997) believe that when people recognize the inconsistency between their values and their behavior, they feel internal stress or anxiety that is called cognitive dissonance. For example, suppose a consumer spends half his monthly salary on his new high-tech stereo

system. If he stops thinking about how much he had spent, he may feel incompatible.

Hawkins et al. (2001) it is a matter of fact that one of the following is the possibility of experiencing the magnitude of this kind of inconsistency along with post-trace inconsistency to a consumer.

- Delegation commitment or degree of immutability as easy as changing the decision, the less likely the customer is to experience dissonance.
- Importance of decision to the consumer the more important the decision will be, the more the inconsistency will be.
- Difficulty to choose from among options. The more difficult it is to choose between options, the greater the likelihood of the discrepancy experience and magnitude. Decision Difficulty is a function of the number of options considered at an option, the number of relevant attributes related to each option, and the limit to provide each option is not available with other options.
- People experience anxiety. Some individuals have a high tendency to experience anxiety compared to others. The higher the tendency to feel anxiety, the more likely the person will experience post-purchase incompatibility.

4. Cognitive dissonance theory (CDT)

Leon Festinger in 1957 proposed the cognitive dissonance theory that is characterized by the disagreement between the understanding of something and its existence. This change has mental reason, since feeling the discord between no matter a person has educated regarding the capability of one thing and what he/she perceive from real execution is displeased and influence inconvenience face to face's mind and this awkward feel to improve the remarkability of consonant insights and reduces the importance of conflicting perceptions in his brain, to urge the individual to change her/his thought regarding insight Harmon-Jones, E., & Harmon-Jones (2012). Festinger (1957) named this distress to feel as dissonance. To direct the disgusting repugnant sentiment, a man tries to reduce the cacophony, which is in contradiction of two types of discrimination in the form of introductory cognition of something and which really happens. Mentally, a person attempts to boost the remarkability of consonant insights and reduces the importance of conflicting perceptions in his brain. which means that the short description of dishes and the

reduction of cacophonies is the sum Harmon-Jones, E., & Harmon-Jones (2012). Then again, people are usually safer in versatile change. When they keep minimum security to modify their mind, they will change their mindset at all. There is a volunteer to change this kind of obstruction and this can reduce the feeling of discrimination Harmon-Jones, E., & Harmon-Jones (2012). In order to reduce the lack of understanding of the brain, people are urged to change their residual thinking about the inconsistency. To pursue a person's fulfillment with regard to something or performance, it is of great importance to reduce the feeling of discrimination Hausknecht, D., Sweeney, et al. (1998). In the define, psychological feature dissonance theory could be a hypothesis for coordinating the person's want for one thing or it is about the thing which proves this thing or is certified in this execution. The reason for disagreement between desire and experience is that according to the research of the human brain, people show interruption to feel at least bickering, and if there is no difference between their want and knowledge or cacophony chief, then their want and knowledge can modify. Staples, Wong et al. (2002).

5. Objectives

To work out the Factors those decide the psychological feature dissonance among students of a university?

6. Research methodology

The study depends on the primary information. the information is collected through the convenience sampling from the scholars of Post-Graduation from the university in Bharat throughout January to February 2019 and student section by form thanks to the value and time offered for conducting this analysis. However, this analysis depends on the Youngers as a result of they have a tendency to be the key customers of the university. the information was collected from MBA categories. the scholars were either within the initial or second year of study at the university. So, the sample during this analysis is well fitted for the analysis and will contribute fascinating results to the analysis community

7. Data analysis

The result of factor analysis categorized 29 scale items into seven factors. Found the value of KMO and Bartlett's Test .809 which shows the sample size is adequate for analyzing the data for factor analysis shown in Table 1 below:

TABLE 1
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.809
Approx. Chi-Square	1860.516
Bartlett's Test of Sphericity df	406
sig	.000

TABLE 2

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.973	30.943	30.943	8.973	30.943	30.943	4.624	15.946	15.946

2	2.772	9.558	40.501	2.772	9.558	40.501	3.938	13.580	29.526
3	2.150	7.413	47.913	2.150	7.413	47.913	2.960	10.207	39.733
4	1.892	6.524	54.437	1.892	6.524	54.437	2.632	9.075	48.808
5	1.507	5.198	59.635	1.507	5.198	59.635	2.183	7.529	56.337
6	1.308	4.509	64.144	1.308	4.509	64.144	1.888	6.512	62.849
7	1.204	4.153	68.297	1.204	4.153	68.297	1.580	5.448	68.297
8	.998	3.443	71.740						
9	.868	2.994	74.734						
10	.862	2.971	77.705						
11	.782	2.696	80.401						
12	.660	2.275	82.676						
13	.618	2.131	84.807						
14	.556	1.918	86.725						
15	.503	1.733	88.458						
16	.435	1.499	89.957						
17	.412	1.422	91.379						
18	.361	1.245	92.625						
19	.336	1.159	93.784						
20	.289	.997	94.781						
21	.270	.930	95.711						
22	.262	.902	96.613						
23	.237	.819	97.432						
24	.177	.610	98.042						
25	.141	.488	98.530						
26	.128	.440	98.970						
27	.116	.401	99.370						
28	.100	.346	99.717						
29	.082	.283	100.000						

TABLE 3
Component Matrix^a

		Component						
		1	2	3	4	5	6	7
1	Period of being a student	.070	-.189	.295	.225	.075	.204	.439
2	Influence of other people's opinions	.070	.487	.269	.036	-.198	.206	.387
3	Service experienced like the lecture of teachers, library, internet, classroom facilities, placement, etc.	-.334	.687	.208	.095	.144	.123	.024
4	Difficulty in finding information about courses from management and website.	.266	.047	-.212	.149	.528	.184	.010
5	Adequacy of information about the Institute	-.215	.467	.376	.395	.230	.006	.026
6	Involvement in study	-.292	.614	.258	.196	.093	.000	-.074
7	Satisfaction with the education provided by the institution.	-.398	.570	.325	.019	-.195	-.009	-.133
8	I was in despair.	.678	.232	-.123	-.087	.022	.466	-.019
9	I resented it.	.628	.269	-.194	.090	.156	.403	-.144
10	I felt disappointed in myself.	.609	-.138	-.263	.248	.343	.009	-.148
11	I felt scared	.445	.205	-.423	.096	-.024	.082	-.369
12	I felt hollow.	.675	.064	-.071	.353	.000	-.257	.249
13	I felt angry.	.749	.049	.212	.197	.086	-.243	-.081
14	I felt uneasy.	.762	.101	.263	.224	.094	-.244	-.139
15	I felt I'd let myself down.	.800	-.006	.336	.106	-.090	-.187	.065
16	I felt annoyed.	.720	-.147	.281	.011	.160	-.158	-.084
17	I felt frustrated.	.635	-.108	.321	.097	.229	-.165	-.364
18	I was in pain	.681	.223	-.413	.193	-.073	-.037	.238
19	I felt depressed.	.673	.267	-.360	.198	-.039	-.039	.305
20	I felt furious with myself.	.755	.175	-.137	-.014	-.455	-.132	-.063
21	I felt sick	.638	-.017	-.231	.187	-.500	.070	.013
22	I was in agony.	.590	.130	.295	-.146	-.400	.126	-.227
23	I wonder if I really need the admission in this course.	.385	.100	-.074	-.456	.317	-.374	.419
24	I wonder whether I should have to take admission for any course.	.461	.075	.150	-.465	-.016	-.133	-.071
25	I wonder if I have made the right choice.	.494	.359	.043	-.615	.233	.085	-.071
26	I wonder if I have done the right thing in	.415	.426	-.101	-.575	.011	-.084	.080

	taking the admission							
27	After I take the admission I wondered if I'd been fooled.	.493	-.401	.513	-.032	-.141	.119	.135
28	After taking the admission I wondered if they had spun me a line.	.588	-.344	.213	-.154	.137	.370	.092
29	After taking the admission I wondered whether there was something wrong with the deal I got.	.550	-.302	.257	-.050	.019	.390	.057

Extraction Method: Principal Component Analysis.

a. 7 components extracted.

All seven factors were extracted through factor analysis using SPSS 20 software.

All 29 items were loaded with their factor loading shown in Table 4 given below:

TABLE 4
Scale Items with their factor loading
Rotated Component Matrix

		Component						
		1	2	3	4	5	6	7
1	Period of being a student							.623
2	Influence of other people's opinions			.500				
3	Service experienced like the lecture of teachers, library, internet, classroom facilities, placement, etc.			.787				
4	Difficulty in finding information about courses from management and website.						.657	
5	Adequacy of information about Institute			.719				
6	Involvement in study			.748				
7	Satisfaction with the education provided by an institution.			.685				
8	I was in despair.					.615		
9	I resented it.					.520		
10	I felt disappointed in myself.						.562	
11	I felt scared							-.469
12	I felt hollow.		.650					
13	I felt angry.	.749						
14	I felt uneasy.	.805						
15	I felt I'd let myself down.	.744						
16	I felt annoyed.	.730						
17	I felt frustrated.	.812						
18	I was in pain		.810					
19	I felt depressed.		.806					
20	I felt furious with myself.		.683					
21	I felt sick		.701					
22	I was in agony.					.550		
23	I wonder if I really need the admission in this course.				.740			
24	I wonder whether I should have to take admission for any course.				.554			
25	I wonder if I have made the right choice.				.802			
26	I wonder if I have done the right thing in taking the admission				.780			
27	After I take the admission I wondered if I'd been fooled.	.516						
28	After taking the admission I wondered if they had spun me a line.					.455		
29	After taking the admission I wondered whether there was something wrong with the deal I got.					.495		

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 11 iterations.

The extracted factors have loaded and categorized in Table 5 given below.

TABLE 5
Variables Extraction and their categorization

	Name of variables	Factor Loading	Factor	Name of Factor
1	I felt angry.	.749	Factor 1	Stress
2	I felt uneasy.	.805	Factor 1	
3	I felt I'd let myself down.	.744	Factor 1	
4	I felt annoyed.	.730	Factor 1	
5	I felt frustrated.	.812	Factor 1	
6	After I take the admission I wondered if I'd been fooled.	.516	Factor 1	
7	I felt hollow.	.650	Factor 2	Emotional Dissonance
8	I was in pain	.810	Factor 2	
9	I felt depressed.	.806	Factor 2	
10	I felt furious with myself.	.683	Factor 2	
11	I felt sick	.701	Factor 2	Satisfaction
12	Influence of other people's opinions	.500	Factor 3	
13	Service experienced like the lecture of teachers, library, internet, classroom facilities, placement, etc.	.787	Factor 3	
14	Adequacy of information about Institute	.719	Factor 3	
15	Involvement in study	.748	Factor 3	
16	Satisfaction with the education provided by an institution.	.685	Factor 3	
17	I wonder if I really need the admission in this course.	.740	Factor 4	Wisdom of purchase
18	I wonder whether I should have to take admission for any course.	.554	Factor 4	
19	I wonder if I have made the right choice.	.802	Factor 4	
20	I wonder if I have done the right thing in taking the admission	.780	Factor 4	
21	I was in despair.	.615	Factor 5	Frustration
22	I resented it.	.520	Factor 5	
23	I was in agony.	.550	Factor 5	
24	After taking the admission I wondered if they had spun me a line.	.455	Factor 5	
25	After taking the admission I wondered whether there was something wrong with the deal I got.	.495	Factor 5	
26	Difficulty in finding information about courses from management and website.	.657	Factor 6	Information adequacy
27	I felt disappointed in myself.	.562	Factor 6	
28	Period of being a student	.623	Factor 7	Duration of study
29	I felt scared	-.469	Factor 7	

8. Finding

A study done between university students was used to create new factors that affect the higher education of students using factor analysis. Testing of Bartlett's Test of Sphericity and the adequacy of the sample of the Kaiser-Mayer-Olkin are both tests that can be used to determine the causative factor as a whole. The results of the test of Bartlett's circularity are important ($p < 0.001$, $p = 0.000$). In addition, the Kaiser-Meyer-Olkin remedy is 0.809 which is more than that.

It is suggested that if Bartlett's Test of Sphericity is significant, and if the measure of Kaiser-Mayer-Olkin is greater than 0.6, then the factor is assumed. Thus, depending on the results, it is advisable to proceed with factor analysis to examine the factors affecting students' higher education among postgraduate students.

After doing the Varimax rotation method with Kaiser normalization, Factor 1 included six items with factor loading, with a difference of 0.516 to 0.749. Items in Factor 1 are serial no. 13,14,15,16,17 and 27. Factor 2 included five items with factor loading for 0.650 to 0.701. Items in Factor 2 are 12,18,19,20 and 21. Factor 3 included five items with factor loading 0.500 to 0.685. Items in Factor 3 are 2,3,5,6

and 7. Factor 4 included four items with factor loading 0.554 to 0.802. Items in Factor 4 are 23,24,25 and 26. Factor 5 included four items with factor loading 0.455 to 0.615. Items in Factor 5 are 8,9,22,28 and 29. Factor 6 included two items with factor loading 0.562 to 0.657. Items in Factor 6 are 4 and 10. Factor 7 included two items with factor loading 0.469 to 0.623. Items in Factor 7 are 1 and 11.

9. Conclusion and discussions

Results showed that seven new factors were successfully identified using factor analysis and assigned as factors affecting higher education, which are namely 1. Stress, 2. Emotional Dissonance, 3. Satisfaction, 4. Wisdom of Purchase, 5. Frustration, 6. Information Adequacy, and 7. Duration of Study.

Sustaining in the field of higher education government and management of higher education should work on the development of new ideas to educate the students so that they can get a good job in their desirable and skilled area of study. This study also very useful in the process of idea generation and strategies developed for the higher education system. The factors are related to the issues of higher education which are influencing cognitive dissonance in the mind of students. These factors will help in determining

during new policy making for improvement in higher education.

10. Limitation of the study

The data have been collected by students only because another population was not suitable for this study. The area of this study was limited to Lucknow only so we can't generalize the whole state or country on the basis of this study. Age group also depended on the Youngers.

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