

The Role Of Cognitive Consistency On Baghdad University's Students

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Abstract

Cognitive consistency refers to those who like their thoughts, beliefs, knowledge, opinions, attitudes, and intentions to be consistent, meaning they don't contradict one another. The individual prefers to interact with a predictable and meaningful environment., even if the meaning does not correspond to reality. And the significance of revealing how individual behavior effects things like the tendency to be consistent in one's sense of the social world. As a result, the individual seeks to find consistency between his knowledge and the direction that is appropriate for his knowledge construction. In order to make up for the shortfall and decrease the contradictions resulting from the preceding, the individual works hard to have coherent and interrelated beliefs. The study problem is summarized by the following question: Is there any consistency in the way university students think? The current research identifies the students of the University of Baghdad of both sexes and for the second and fourth grades, the morning study in eight colleges: (College of Communication, College of Education ibn Rushd, Engineering, Pharmacy, Political Science, College of Arts, College of Mixed Sciences, Education, Ibn Haitham). In order to achieve the objectives of the current research, the researcher accomplished the following:

1- Adopting a measure of cognitive consistency according to the cildini scale, a component consisting in its final form of 18 items distributed over three areas. The researcher extracted the psychometric properties of the scale (honesty, stability).

2-the researcher put 5 alternatives with a five-step gradation and they were in a row (it applies to it completely, applies to it often, applies to it, applies to it sometimes, does not apply to it at all)

3- The researcher applied an 18-item cognitive consistency questionnaire of (Cialdini & Trost and Newson Scale, 1995) as a measure of Determine the importance of changes in cognitive consistency sample of 400 male and female students from the University of Baghdad who were selected by the stratified random method distributed over eight colleges, 200 males and 200 females.

4- After collecting the data and processing it statistically using the statistical program (SPSS), the researcher reached the following results

- 1- The university students have higher cognitive consistency than the hypothetical average
- 2- There is a correlational relationship between the cognitive consistency .&its fields there is a strong correlation between the cognitive consistency and the first area of cognitive consistency (the personal need for structure), and there is a strong correlation between the cognitive consistency and the second area of cognitive consistency (internal consistency) and that there is a strong correlational relationship Between the cognitive consistency and the third area of cognitive consistency (self-awareness), which is a positive relationship.

Keywords: Cognitive consistency, university students, and beliefs.

Introduction

The impact of cognitive consistency in influencing a wide range of occurrences is referred to as cognitive consistency. For example, an individual's ability to comprehend the external environment and, more importantly, to predict opportunities and risks, which is dependent on awareness of coherent relationships and from various signals and results, which means that the ability to detect consistency is a requirement for working in various environments, and cognitive consistency may aid in understanding the structure of belief systems. This paper aims to define the concept of cognitive consistency and its fields in previous work by Arab and foreign researchers, as well as the impact of the concept and its three magazines on university students, by handing out questionnaire forms to them, having them fill them out, and calculating the results.

Related Work:

Festinger's (1957-1985) defined cognitive consistency as "The tendency of an individual to diminish the condition of contradiction that may exist among two or more contradictory cognitive aspects, and to maintain a state of consistency" (Festinger, 1985, p:2). Franzoi is a fictional character (2000) "Individuals' expectations and preferences, not just for their perceptions to be consistent, but also for their perceptions to be consistent, but they pay to be consistent, and cognitive consistency, according to Gestalt, is anchored in individuals' beliefs" (Franzoi, 2000,p: 170). "The core premise of information processing is belief coherence, which includes a state of conformity between current beliefs and new information, which is essential to many judgments and decision tasks," Gawronski and Strack (2012) write (Gawronski & Strack, 2012,p: 3).

Festinger's fundamental point is that the tension that comes with dissonance has a motivational effect., which occurs when an individual is aware of the differences between the elements involved in a given situation, and this case will prompt him to reduce this dissonance by doing everything he has to avoid encountering information that is likely to expand the dissonance., 1981: 40). Another source of cognitive consistency theorizing is the existential trichotomy— feeling, knowing, and acting constitute a trichotomy that may be traced all the way back to Plato. Allport's (1935) assessment of the attitude domain credited to the ancients the eternal categorization of attitudes into three equivalent components: affective, cognitive, and conative. This concept has been developed in depth by several students of attitudes (e.g., D. T. Campbell, 1947; Chein, 1948; Doob, 1947; Harding, Kutner, Proshansky, & Chein, 1954; Krech, Crutchfield & Ballachey, 1962).

The nomenclature has evolved, and the quality of the research has varied, but the analysis has piqued people's curiosity. Fishbein (e.g.,1963) has recently introduced a lot of accuracy to the area. Cialdini et al. (1995) reported that the preference for consistency scale is moderately correlated with only two of the Big 5 factors: openness to new experience ($r^1/4_{.38}$) and conscientiousness ($r^1/4_{.20}$). Additionally, the scale is positively correlated with measures of rigidity ($r^1/4_{.48}$), and personal need for structure ($r^1/4_{.47}$), which is unsurprising as these two measures also assess need for order, a concept similar to consistency. Cialdini et al. additionally reported that the relationship between the preference for consistency and the following measures were not found to be significant: extroversion, agreeableness, neuroticism, self-monitoring, locus of control, social desirability, and intelligence. Researchers adopt the definition of Festinger, (1957-1985) in building the

cognitive consistency measure, the current research tool.

The response of the members of the current research sample to the items of the cognitive consistency scale, by selecting the items that are consistent with them and in accordance with what they aspire to, is the procedural definition of cognitive consistency. emotional self-awareness, it is often marked by a lack of understanding of the feelings of others [Taylor et al., 1997] Merriam Webster defined hardness (the quality or state of being hard).

Methodology:

In order to achieve the objectives of the current research, the researcher followed the descriptive, correlative approach, & the descriptive approach it defined as “the organized method for studying current facts related to a phenomenon, situation, individuals, events or certain situations, with the aim of discovering new facts and the relationships that relate to them (Sarhan, 2015: 170). The aim of studying the descriptive correlative approach is to reach a deep study of the phenomena that the researcher wishes to study (Dawood and Abdel Rahman, 1990:159)., using an eighteen-

paragraph questionnaire for the dimensions of cognitive consistency among students at the University of Baghdad for a random sample of 400 students The survey is divided into two parts.

The first segment focuses on the personality qualities that students in the second and fourth stages of college, such as (gender, type of study, scientific or human, academic achievement). The second part is an 18-item assessment based on (Cialdini & Trost and Newson Scale, 1995) as a measure of Determine the importance cognitive consistency: on a random of 400 students depending on gender (male or female), academic achievement, and study method (scientific or human).

Applied part: The stratified random sample method was employed to test this study's sample, which was chosen at random from the scientific community. A total of (400) male and female students from eight faculties were enrolled in the study, divided into (192) males and (208) females. Determine the importance of differences in cognitive consistency across sample members depending on gender (male or female), academic achievement, and study method (scientific or human).

Table (1)

Table (1) The sample of(400) male and female students from eight Colleges

Academic specialization	Academic level total			College								Total
				Political	sciences	,arts, media,	Ibn Rushed,	engineering,	Ibn al-Haytham,	pharmacy	sciences	
Scientific	Second	Gender	Male					12	12	13	12	49
			Female					13	13	13	13	52
	Total							25	25	26	25	101
	Fourth	Gender	Male					12	12	12	11	47
			Female					13	13	12	14	52
	Total							25	25	24	25	99

	Total							50	50	50	50	104
Human	Second	Gender	Male	12	12	12	12					
			Female	13	13	13	13					
	Total			25	25	25	25					
	Fourth	Gender	Male	12	12	12	12					
			Female	13	13	13	13					
	Total			25	25	25	25					
Total			50	50	50	50						
	Second	Gender	Male	12	12	12	12	12	12	13	12	97
			Female	13	13	13	13	13	13	13	13	13
				25	25	25	25	25	25	26	25	201
	Fourth	Gender	Male	12	12	12	12	12	12	12	11	95
			Female	13	13	13	13	13	13	13	12	14
				25	25	25	25	25	25	24	25	199
		Gender	Male	24	24	24	24	24	24	25	23	192
			Female	26	26	26	26	26	26	25	27	208
Total				50	50	50	50	50	50	50	50	400

The research tool is defined as "a method used by the researcher to obtain the required information from relevant sources in his research; as a result, the researcher must be familiar with the research tools and their types in order to select the research tool that best suits his research, as well as the characteristics of the various research tools in terms of their advantages and disadvantages" (Mohammed, 2012, p. 57). The two researchers used the (Cialdini, Trost, and Newson Scale, Cialdini & Trost and Newson, 1995) as a measure of cognitive consistency to fulfill the goals of the current study.

Cognitive Consistency Scale: The researchers adopted the cognitive consistency scale, based on the scale of Cialdini et al. (1995), where the researcher applied the items of the scale used in previous studies, including Khalil's study (2017) after its Arabization, where the scale consisted of

(18) items and its five alternatives (approved to a very large degree, highly agree, moderately agreed, slightly agreed, not at all).

2. Statistical Analysis of Cognitive Consistency Scale: Ebel indicates that the statistical analysis of paragraphs is an effective tool for improving selection and also contributes to the compilation of a group of high-quality paragraphs so that they are accurate in measuring what they were designed to measure (Ebel, 1972, p: 225). The analysis may be logical or empirical, but The analysis that depends on the apparent examination of the paragraphs as they appear to the expert, is less accurate than the statistical analysis of the experimental scores in revealing the accuracy of the paragraphs (Al-Fatlawi, 2010, pp. 145-146).

3. Calculation of the Discrimination Power:

To find the discriminatory power of the items of the cognitive consistency scale, the researcher applied this scale to a sample of (400) male and female students in eight faculties of the University of Baghdad distributed equally according to the variables mentioned in Table (1) that illustrates this, as the discriminatory power of the items was extracted Cognitive consistency measure in two ways: a. Contrasted Group Method: To calculate the discriminatory power for each paragraph of the cognitive consistency

scale, the researcher applied the scale to a sample of (400) male and female students, and the scores of each respondent were collected on the scale's paragraphs to extract the total score for each member of the sample .After extracting the arithmetic mean and standard deviation for both groups, the researcher used the t-test for two independent samples to test the significance of the difference between the means of the two groups.

Table (2)

Table (2) The discriminatory power of each items of the cognitive consistency scale using the peripheral comparison method

No.	T value	The lower group		The upper group		Indication level
		deviation normative	Average Arithmetic	deviation normative	average Arithmetic	
1.	6.951	1.222	3.76	.651	4.69	Statistically significant
2.	8.228	1.233	3.44	.807	4.61	Statistically significant
3.	7.986	1.197	2.73	1.273	4.07	Statistically significant
4.	13.668	1.304	2.40	.912	4.49	Statistically significant
5.	13.491	1.164	2.46	.999	4.45	Statistically significant
6.	10.124	1.280	2.62	1.047	4.23	Statistically significant
7.	8.704	1.148	3.03	.988	4.30	Statistically significant
8.	12.554	1.225	2.65	.869	4.46	Statistically significant
9.	7.253	1.408	3.33	.902	4.50	Statistically significant
10.	8.579	1.395	3.19	.920	4.56	Statistically significant
11.	9.809	1.381	3.29	.612	4.71	Statistically significant
12.	7.440	1.280	2.77	1.111	3.98	Statistically significant
13.	8.579	1.380	3.10	.942	4.48	Statistically significant
14.	12.009	1.236	2.93	.804	4.63	Statistically significant
15.	14.962	1.253	2.59	.710	4.67	Statistically significant
16.	13.757	1.200	2.41	.883	4.38	Statistically significant
17.	9.128	1.406	2.94	.950	4.44	Statistically significant
18.	5.612	1.314	2.44	1.561	3.55	Statistically significant

B. Internal consistency method: Using the same data that was adopted in the two extreme samples method to use the Pearson Correlation

Coefficient to find the relationship between the paragraph degree and the total degree of the scale, the results indicated the existence of a

significant correlation when tested using the t-test and compared with the tabular t-value (0.098) at the degree of freedom (399). And the

level of significance (0.05) and the degree of freedom for all paragraphs, Table (3).

Table (3) Correlation coefficients between the paragraph score and the total score of the cognitive consistency scale

No.	correlation coefficient	No.	correlation coefficient	No.	correlation coefficient
1	.397	7	.421	13	.425
2	.434	8	.535	14	.529
3	.397	9	.415	15	.624
4	.582	10	.434	16	.564
5	.572	11	.463	17	.481
6	.502	12	.415	18	.297

Correlation coefficients of cognitive consistency items between the total score and item scores. Table (3) shows that the correlation coefficients between items of cognitive consistency were varied, and paragraph (15) achieved the highest correlation degree (.624) with cognitive consistency, and paragraph (18) achieved the lowest correlation degree. 297)

C- Correlation coefficients between the total score of the cognitive consistency scale and the total scores of the domains Table (4) shows the correlation coefficients between the total score of the cognitive consistency scale and the total scores of the domains. The internal consistency achieved a higher correlation than the rest of the domains (893.), while it ranked second (827.) The personal need for the structure came in third place (.823).

Table (4) Correlation coefficients between the total score of the domains of the cognitive consistency scale and the scores of its items

Self-awareness and factors of openness	paragraph No.	hardness (internal consistency)	paragraph No.	personal need general consistency	paragraph No.
.461	3	.515	2	.468	1
.551	6	.617	4	.576	5
.673	8	.504	7	.563	12
.453	9	.510	10	.600	13
.587	14	.514	11	.580	17
.483	18	.663	15		
		.627	16		

Discussions

Identifying the cognitive consistency of students at the university:

The results indicate that the sample's arithmetic mean (62.71) had a standard deviation of (7.955), and the t-test was employed for one sample to determine the significance of the difference

between the arithmetic mean and the hypothetical average, whose value was (54). The degree of freedom (399), which is a statistical function, is 1.96) at the level (0.05). This suggests that the difference between the two arithmetic averages is statistically significant, favoring the sample's arithmetic mean. Table (5)

Table (5)

The t-test for the significance of the difference between the arithmetic mean of the sample and the hypothetical mean on the cognitive consistency scale

Cognitive consistency	T Value		Hypothesis mean	Standard Deviation	arithmetic mean	Sample	Tabular Calculation
	Difference	indication					
	1.96	21.904	54	7.955	62.71	400	Statistically significant

This result can be explained based on the theory of (Festinger, 1957), where the results shown in Table (3) indicated that the students have higher than average cognitive consistency, and this means that the students enjoy independence in their opinions, thinking, criticism, discrimination, and conviction in what is presented to them, and this is consistent with the theoretical framework For the theory of cognitive dissonance of the world (Festinger), which indicates that we do not hold a contradictory belief, values or ideas at the same time, and we do not act in ways that contradict our beliefs, the soul is usually in a state of harmony and is in agreement with all its aspects (Schultz, 1983, p. 439) And that an individual

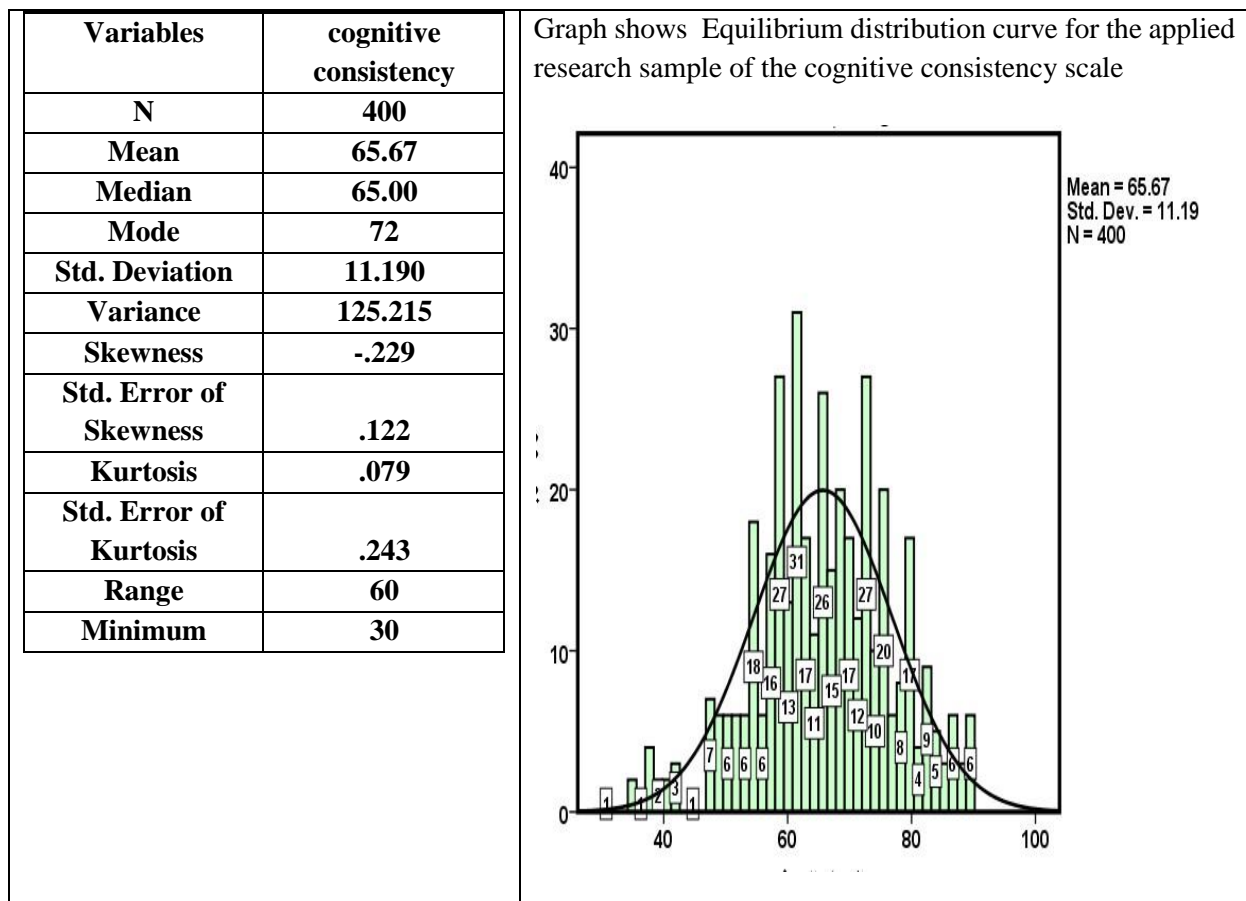
does not hold an opinion unless he believes it is true (Festinger, 1957, p:9).

Statistical specifications of the cognitive consistency scale:

The final version of the cognitive consistency scale: the scale consists of (18) paragraphs in its final form, according to a study (Saldini, Trost and Newson, 1995) for each paragraph five alternatives (applicable to me completely, applies to me often, applies to me, applies to me sometimes, It does not apply to me at all) and with degrees of (5-1) if it is positive and (1-5) if it is negative, then the scale is ready for the final application, and the application took a period of two weeks for the period from 2-3-2022 to 17-3-2022.

Table (6)

Table (6) Statistical specifications of the cognitive consistency measure



Statistical specifications and the graph in table (6) indicate that the distribution of scores for the cognitive consistency scale approaches the normal distribution

Conclusions:

According to the research results, the following conclusions were reached:

1 - The educational, scientific and social environment combined to produce for us a university student who bears the responsibility of making decisions and bearing the burdens of study.

2- The university students are characterized by a state of harmony in ideas and beliefs, and there is no disharmony between them and the new information.

Recommendations: The researchers recommend some recommendations as follows:

1. Preparing effective programs and activities for university students to enhance the role of awareness in maintaining consistency of knowledge for them, working on developing positive personal traits, and honoring students who have a good moral reputation.
2. Paying attention to students and helping them to solve the problems they encounter and providing services that help them to establish their theoretical and aesthetic values, Among the recommendations recommended by the researcher

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Baghdad University

College of Education for Girls

Department of Educational and Psychological Sciences

Specialization in educational psychology

Cognitive consistency scale in its initial form

The opinions of the judges about the scale

Professor..... Honorable Dr./
E. Respected/ E.

good greeting

The researcher intends to conduct her study tagged (The role of cognitive consistency on Baghdad University students) in order to achieve the research objectives, the researcher adopted the cognitive consistency scale developed by the development of the Saldini, Torst & Newson Scale (Ciaidini & Trost & Newsom, 1995, and based on Festinger’s definition of cognitive consistency), which he defined It is the harmony and congruence between the various aspects of the individual's internal perceptions (beliefs, values, or ideas).

With thanks and gratitude

Researcher

Supervisor

Iman Abdul-Jabbar Asaad

Prof. Dr. Ithmar Shaker Majid

No.	original paragraphs	Final grade after verifying the accuracy of the translation	Valid	Invalid	edit
1.	I prefer to be around people whose reactions I can anticipate	I prefer to deal with people whose behavior I can anticipate			
2.	It is important to me that my actions are consistent with my beliefs.	I find it important to be consistent with my beliefs			
3.	Even if my attitudes and actions seemed consistent with one another to me, it would bother me if they did not seem consistent in the eyes of others	I am annoyed by my attitudes and actions that seem to me to be inconsistent and inconsistent with others			
4.	It is important to me that those who know Me can predict what I will do.	I find it important to me that others who know me anticipate what I can do			
5.	I want to be described by others as a stable, predictable person.	I want others to describe me as a stable and predictable person			
6.	Admirable people are consistent and predictable.	I believe that excellent people are consistent and predictable			
7.	The appearance of consistency is an important part of the image I present to the world .	I see the emergence of consistency (harmony) as an important part of the imagination in which I see the world			
8.	It bothers me when someone I depend upon is unpredictable .	Annoyed that someone I depended on was unpredictable			
9.	I don't like to appear as if I am inconsistent.	I hate to sound contradictory			
10.	I get uncomfortable when I find my behavior contradicts my beliefs.	I feel uncomfortable when I find that my behavior contradicts my beliefs			

11.	An important requirement for any friend of mine is personal consistency	I think that one of my most important requirements is for my friend to have a non-contradictory personality			
12.	I typically prefer to do things the same way.	It's better to do things the same way in general			
13.	I dislike people who are constantly changing Their opinions.	I find that I do not like people who change their eyes constantly			
14.	I want my close friends to be predictable	I want my close friends to be able to anticipate			
15.	It is important to me that others view me as A stable person.	It is important to me that others see me as a stable person			
16.	I make an effort to appear consistent to Others.	Work hard to appear consistent with others			
17.	I'm uncomfortable holding two beliefs that Are inconsistent	I get uncomfortable when I hold two inconsistent beliefs.			
18.	It doesn't bother me much if my actions are inconsistent	I feel not bothered			

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Cognitive Consistency Scale (final version)

Baghdad University

College of Education for Girls

Department of Educational and Psychological Sciences

Specialization in educational psychology

Dear student....

You have a set of phrases that represent life situations that you go through in your daily life, please kindly read it carefully and choose the appropriate answer that represents your choice, and remember that it is not a right or wrong answer, but the answer represents your choice, and the accurate answer helps the researcher and pours in science service.

Example: When your choice (it applies to me very large extent) put a check mark (√) Under the alternative (applies to me very much)

Paragraph	to a very large extent	a large extent applies to me	moderately applies to me to	to a small extent applies to me	Does not apply to me
the answer	√				

Researcher

Supervisor

Iman Abdul-Jabbar Asaad

Prof. Dr. Ithmar Shaker Majid

Cognitive Consistency Scale (final version)

No.	Paragraph	applicable to me completely	applies to me often	applies to me	applies to me sometimes	It does not apply to me at all
1.	I prefer to deal with people whose behavior I can predict					
2.	I find it important to be consistent with my beliefs					
3.	I am annoyed by my attitudes and actions that seem to me to be in harmony, and inconsistent with others					
4.	I find it important to me that others who know me anticipate what I can do					
5.	I want others to describe me as a stable and predictable person					
6.	I want others to describe me as a stable and predictable person					
7.	I believe that excellent people are consistent and predictable					
8.	I see the emergence of consistency (harmony) as an important part of the imagination in which I see the world					
9.	Annoyed that someone I depended on was unpredictable					
10.	I hate being contradictory					
11.	I feel uncomfortable when someone says that my behavior contradicts my beliefs					
12.	It's best to do things the same way in general					
13.	I find that I dislike people who constantly change their minds					
14.	I want my close friends to be able to anticipate					
15.	It is important to me that others see me as a stable person					
16.	Work hard to appear consistent with others					
17.	I get uncomfortable when I hold two inconsistent beliefs.					

18.	It's best to do things the same way in general					
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