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***Teachers' Forced Compliance in Recognizing Classroom Adherence  
and Students' Cognitive Dissonance Operation  
A Case Study of Third Year EFL Students at Chadli Bendjedid  
University -El Tarf-***

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## **Dedication**

After five years of efforts, stress, success and joy, I would like to dedicate this work to the greatest people I have, my parents whom without I wouldn't reach here.

To my family members who never doubted my capacities and for their pride

To my friends whom I had the best moments and memories with and for being the source of motivation

To my sisters Nesrine and Asma for their extreme support

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## **Abstract**

The human mind is built upon consistency that set clear a person's attitudes and behaviours; however, engaging in any action that decreases the mental harmony results in a state of discomfort known as the cognitive dissonance. As any person, students in classes may experience a similar state as a reaction to teachers' pressure; technically, the forced compliance paradigm. This work is exclusively exploring teachers' use of forced compliance in recognising the adherence of classrooms which results in students' cognitive dissonance at Chadli Bendjedid University. It aims at discovering students' psychological state through the negative consequences experienced when they are exposed to teachers' counter attitudinal affective factor and providing a manner of reduction to end the mental conflict of students. The problematic of this work is hypothesised that students do experience the cognitive dissonance when they are accustomed to the forced compliance; therefore, they require its elimination in classrooms' adherence. The study has been conducted through employing a questionnaire as method of data collection and followed the qualitative and quantitative approaches to data analysis. The questionnaire was delivered to 32 participants from the third year level in the English department at Chadli Bendjedid University for the academic year 2019-2020. It held confirming results to the hypotheses provided by the researcher in the sense of students mental well being is affected by their teachers' forced compliance technique that led to the state of dissonance causing series of psychological, physical and emotional negative consequences. The results also held a strong agreement on the abundance of teachers' forced compliance as a way of inconsistency reduction. Hence, the main recommendation was directed to teachers to amend their use of authority to target both of classroom adherence and students' well being.

*Keywords:* Cognitive Dissonance, Forced Compliance, Classroom Adherence, mental conflict.

## المخلص

إن العقل البشري يقوم على الاتساق الذي يحدد مواقف الشخص وسلوكياته؛ ولكن الانخراط في أي عمل يؤدي إلى الحد من التناغم العقلي ينتج حالة من عدم الارتياح تعرف باسم التنافر الإدراكي. وقد يعاني الطلاب في الفصول الدراسية كأى شخص من حالة مماثلة كرد فعل للضغوط التي يمارسها المعلمون ومن الناحية الفنية يتمثل في نموذج الالتزام ألقسري . يستكشف هذا العمل بشكل كامل استخدام المعلمين للامتثال ألقسري في انضباط القسم، الأمر الذي أدى إلى حالة التنافر المعرفي للطلاب في جامعة الشاذلي بن جديد. يهدف هذا العمل إلى اكتشاف الحالة النفسية للطلاب من خلال العواقب السلبية التي قد تترتب على تعرضهم لعامل المواقف المضادة للمعلمين، وتوفير طريقة للحد من التضارب العقلي بين الطلاب. يفترض أن مشكلة هذا العمل تفترض أن الطلاب قد جربوا التنافر المعرفي عندما مروا بأسلوب الالتزام ألقسري؛ وبالتالي فإنهم يحتاجون إلى إغائه في ضبط الالتزام في القسم وقد أجريت الدراسة من خلال طريقة الاستبيانات لجمع البيانات والنهج النوعية والكمية لتحليل البيانات حيث تم تقديم الاستبيان إلى 32 مشاركاً من طلاب السنة الثالثة في جامعة الشاذلي بن جديد للسنة الأكاديمية 2019-2020. أكدت نتائج الدراسة الفرضيات التي قدمها الباحث التي تؤول إلى أن الطلاب تتأثر بأسلوب الالتزام ألقسري الذي استخدمه معلموهم والذي أدى إلى حالة التنافر العقلي الذي بدوره يؤدي إلى سلسلة من العواقب السلبية النفسية والبدنية والعاطفية كما توصلت النتائج إلى أن الابتعاد عن استخدام هذا النموذج هو طريقة لخفض التضارب وعلى هذا فقد تم توجيه التوصية الرئيسية إلى المعلمين لتعديل استخدامهم للسلطة بهدف تحقيق انضباط القسم والحفاظ على الصحة العقلية للطلاب.

**الكلمات المفتاحية: التنافر الإدراكي, الالتزام ألقسري, انضباط القسم, التضارب العقلي.**

## Résumé

L'esprit humain est construit sur la cohérence qui définit clairement les attitudes et les comportements d'une personne; cependant, s'engager dans toute action qui diminue l'harmonie mentale s'entraîne un état d'inconfort c'est connu sous le nom de dissonance cognitive. Comme toute, les élèves en classe peuvent connaître un état similaire comme une réaction à la pression des enseignants; techniquement, le paradigme de la conformité forcée. Ce travail explore exclusivement l'utilisation de la conformité forcée par les enseignants pour reconnaître l'adhésion de classe, ce qui entraîne la dissonance cognitive des étudiants à l'Université Chadli Bendjedid. Il vise à découvrir l'état psychologique des élèves à travers les conséquences négatives qu'ils subissent lorsqu'ils sont exposés au facteur affectif opposé aux attitudes des enseignants et à fournir un moyen de réduction pour mettre fin au conflit mental des élèves. La problématique de ce travail est supposée que les étudiants font l'expérience de la dissonance cognitive lorsqu'ils sont habitués à la conformité forcée; par conséquent, ils ont besoin de son élimination pour faire les classes adhésion. L'étude a été menée par un questionnaire et analysé d'approches qualitatives et quantitatives sur la base d'un plan de recherche exploratoire. Le questionnaire a été remis à 32 participants des étudiants D'Anglais de la troisième année de l'Université Chadli Bendjedid pour l'année académique 2019-2020. Il a confirmé les résultats des hypothèses fournies par le chercheur dans le sens le bien-être mental d'étudiants est affecté par la technique de conformité forcée de leurs enseignants qui a réalisé l'état de dissonance dans le quel causant des séries de conséquences négatives psychologiques, physiques et émotionnelles. Les résultats ont également permis de s'entendre fermement l'abondance de la conformité forcée des enseignants comme un moyen de réduction des incohérences. Par conséquent, la recommandation principale visait à ce que les enseignants modifient leur utilisation du pouvoir pour cibler l'adhésion de la classe et le bien-être des étudiants.

**Mot clés : Dissonance Cognitive, Conformité Forcée, L'adhésion de class, Conflit Mental**

## Table of Contents

Dedication .....	i
Acknowledgements.....	ii
Abstract.....	iii
Abstract in Arabic .....	iv
Abstract in French.....	v
Table of contents .....	vi
List of Tables.....	ix
List of Figures.....	x
<b>General Introduction.....</b>	<b>1</b>
1. Statement of the Problem.....	1
2. Aim of the Study.....	2
3. Research Questions and Hypotheses.....	2
4. Research Design.....	2
5. Structure of the Study.....	3
6. Limitation of the Study.....	3
<b>Chapter One: Forced Compliance and Cognitive Dissonance in Classrooms</b>	
Introduction.....	6
1. 1. Forced Compliance.....	6
1.1.1 Definition of the Forced Compliance.....	6
1.1.2 Forced Compliance Technique.....	7
1.1.3 Forced Compliance Background.....	7
1.1.4 Teachers' Forced Compliance.....	7
1.1.5 Forms of Forced Compliance in Classroom Adherence.....	8

1.1.6 Impacts of Forced Compliance in Adhering Classes.....	9
1.2. Adherence of Classes.....	10
1.2.1. Role of Teachers in Adhering Classes.....	11
1.2.2. The Approach of Teachers' Forced Compliance.....	11
1.2.3. Cognitive Consequences of the Forced Compliance.....	12
1.3. The Cognitive Dissonance Theory.....	12
1.3.1. Cognitive Dissonance Consequences.....	14
1. 3.1.1. Psychological Consequences.....	15
1.3.1.2. Emotional Consequences.....	17
1.3.1.3. Physical Consequences.....	19
1.3.2. Cognitive Dissonance Reduction.....	19
Conclusion.....	21

## **Chapter Two: Research Design and Data Analysis**

Introduction.....	23
2. 1. Methodology.....	23
2. 2. The Sample Population.....	23
2. 3. The Data Gathering Tool.....	24
2. 4. Description of the Questionnaire.....	24
2. 5. Analysis of the Questionnaire.....	25
Conclusion.....	46

## **Chapter Three: Discussion and Recommendations**

Introduction.....	48
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3.1. Discussion of the Findings .....	48
3.2. Recommendations.....	51
3.2. 1. Recommendation for Teachers.....	53
3.2. 2. Recommendation for Educational Agenda.....	53
3.2. 3. Recommendation for Further Studies.....	54
Conclusion.....	54
<b>General Conclusion</b> .....	<b>55</b>
References.....	56
Appendix	

## List of Tables

<i>Table 1: Class Management Frequency</i> .....	26
<i>Table 2: Teachers' Forced Compliance as a Conundrum</i> .....	31
<i>Table 3: Types of Authority Used</i> .....	32
<i>Table 4: Other Obligatory Tasks</i> .....	34
<i>Table 5: Internal Thoughts Inconsistency</i> .....	37

## List of figures

Figure 1: Students' Age Distribution .....	25
Figure 2: Class Management Frequency .....	26
Figure 3: Flawlessness of Class Management.....	27
Figure 4: Teachers' Control over Class Adherence.....	28
Figure 5: Adherent Classes Variations.....	29
Figure 6: Teachers' Forced Compliance in Adhering Classes.....	30
Figure 7: Unabated Authority Use .....	32
Figure 8: Tasks and Teachers' Forced Compliance .....	33
Figure 9: Teachers' Forced Compliance Reality .....	35
Figure 10: Forced Compliance Effects .....	36
Figure 11: Emotional Consequences of Students' Cognitive Dissonance.....	40
Figure 12: Psychological Consequences of Students' Cognitive Dissonance.....	41
Figure 13: Physical Consequences of Students' Cognitive Dissonance.....	43
Figure 14: Desire to Change Teachers' Forced Compliance.....	45

## **General Introduction**

Although the multiplication of research application on the cognitive dissonance theory is wide spread in the social psychological settings, yet the contribution of results in the educational psychology filed are yet to be found. The notion dissonance is simply explained as a negative drive state that occurs whenever an individual simultaneously holds two cognitions that are psychologically inconsistent among them: inconvenient attitudes, feelings of unease and critical tension. The case can closely be attributed in classes in which the desire to keep comfortable environment for learning drives some teachers to use the forced compliance technique in order to recognise the adherence of the class which is undesirable at the same time to students. The forced compliance technique in the state of making an adherent class is identified as the teachers' negative attitude implementing the excessive use of authority over students to obey and apply certain set of rules. The forced compliance causes derived consequences to students and on the top of the negative effects it forms the cognitive dissonance that appears in forms of psychological, emotional and physical issues as well as operating a great discomfort toward learning as whole and classes in particular.

### **1. Statement of the Problem**

The core focus of the forced compliance theory is the excessive use of authority. In classes, teachers' performance to recognise an adherent class with the forced compliance technique have harmed the coveted act and instead, they create students' cognitive dissonance; the results of this paradigm are accompanied by students' negative affective factor that lead to a great feeling of discomfort, opposing beliefs and attitudes, inconsistency of thoughts, dissenting teachers' orders and management, engender absenteeism and in a certain manner psychological turmoil. Hence, the forced compliance is yet questionable for the amenability to adhere classrooms or producing cognitive dissonance of students.

## **2. The Aims of the Study**

This research aims at exploring the effect of the teachers' forced compliance in recognizing the adherence of classes on students and to eliminate the negative implications of the edified factor known as the cognitive dissonance of students; hence, trying to expel any sort of intimidation or humiliations preserving the well being of students in classes when practicing the excessive authority. Effectively, it upholds the idea of reducing student's dissonance through raising teacher's awareness about their attitudes and behaviours in the phases of recognizing adherent classes through the forced compliance.

## **3. Research Questions and Hypotheses**

1. Does student's cognitive dissonance operate due to teacher's forced compliance attitudes?
2. Using the concept of student's dissonance, what are the teachers' attitudes students want to change to be effective in making an adherent class?

It is hypothesised that the intensive use of the legitimate power of teachers (forced compliance) which resembles teachers' negative affective factor opens the gate for student's cognitive dissonance that is remarkably noticed through the varied cluster of negative consequences behind their attitudes.

The hypothesis that would correspond to teachers' attitude change as a method of cognitive dissonance reduction is to modulate the strength of the authority of teachers rather than to uphold it in the wrong way and put precautions toward students' well being along practicing any sort of compliance techniques.

## **4. Research Design**

The current exploratory research study yielded a suitable method in the terrain of the study search; effectively, it shows qualitative and quantitative gathered and analysed data.

Hence, for its reliability and validity, the research study has dealt with a collection of answers on a questionnaire addressed to the EFL (English as a Foreign Language) third year students at the University of Chadli Bendjedid El-Tarf. The case is taken for conducting data about students' cognitive dissonance as a result of teachers' forced compliance in recognizing the adherence of a classroom. The respondents were asked to answer different types of questions and rate statements according to their relativity also to provide personal viewpoints on the research issue in its varied angles.

### **5. Structure of the Study**

This research is divided into three main chapters. Each of these chapters is titled and aimed. The first chapter is the literature review that includes sub-parts: (1) the definitions and background of the first paradigm; the forced compliance, (2) the adherence of classrooms and authority with its components, (3) the second and main paradigm of the research which is the cognitive dissonance; its negative consequences and one relevant ways of its reduction. The second chapter presents the methodology of the research work; tool used and research design and the analysis of the collected data. Chapter three is devoted to the discussion of the data and also it offers suggestions for teachers concerning their authority use as a manner of reducing cognitive dissonance.

### **6. Limitation of the Study**

The view from the surface of the study states that the research reached its objectives successively although surfing on the deep shows some difficulties faced the researcher in achieving the objectives. First, the topic is newly introduced to the field of Didactics of English in the department of search; for this reason, the researcher had to primarily make respondents understand the technical concepts of the topic so that they could appropriately answer the required data. Second, the researcher could not go further with more tools in collecting data due to the sensitive area of the study as it deals with teachers' attitudes inside

classes and, eventually, observation as a technique could lead to a personal misunderstanding especially that the terrain of study is the researcher own study headquarters which is an attempt to avoid any kind of personal critics. Last but not least, the study lacks the primary resources concerning the variables in course of use because of its narrow investment in the field of teaching and finally, the circumstances of the pandemic Covid-19 which controlled the study in terms of the method.

# **Chapter One:**

## **Forced Compliance and Cognitive Dissonance in Classrooms**

## **Introduction**

Considering the difficulty to sustain classes especially adherent ones, there are minds rigged for anxiety, stress, feelings of discrepancy and many other emotions affecting directly the students. It is how the negative teachers' attitudes can interfere with the mental state and attitudes of students. These ruminations can lead to increased stress levels, pessimism, behaviours sabotage, absenteeism, boredom and inconvenient emotions that are in severe cases transferred to psychological and physical consequences. The inconsistent behaviours and attitudes are presented technically by the students' cognitive dissonance as a result of their teachers' forced compliance in making adherent classrooms. This chapter presents the background of the key terms of the study, as well as, the effects' magnitude on students and the relationship between the attitudes formed along the cognitive stimulus.

### **1.1. Forced Compliance**

#### **1.1. 1. Definition of the Forced Compliance**

The Forced Compliance is a concept that defines the excessive use of authority instead of persuasion to meet a change in others' attitudes or beliefs; it is "to steer or force a person to perform and act contrary to his beliefs or wills" (Dillehay, & Clayton, 2003, p.30). In the field of social psychology, it is also defined as the fierce practice of authority over people possessing lower rank or degree to amend their judgement. (Forced compliance theory, 2020)

#### **1.1. 2. Forced Compliance Technique**

The forced compliance technique is an examined procedure or a strategy that resembles a driving state of acting and thinking differently than the original beliefs which make contradicted attitudes in several or specific contexts. The strategy was first created for considering how inconsistency between the opposite thoughts and attitudes can persuade people to change their opinion on a situation, statement or beliefs (Harmon-Jones, Brehm, Greenberg, Simon, & Nelson, 1996).

In the study of Stone and Copper (2003) the term in accordance to psychological theory is the state when people behave in a way which is incompatible with other essential cognitions that causes feeling of discomfort exemplified to the feeling of hunger or thirst. The forced compliance technique basically requires that people do or say something that is against the important attitudes or beliefs held. (Stone & Copper, 2003)

### **1.1. 3. Forced Compliance Background**

Kelman (as cited in Festinger, & Carlsmith, 1959) declared that if a person is induced to make an overt statement contrary to his belief by the offer of some reward, then the greater the reward is, the greater should be the subsequent opinion change. Festinger and Carlsmith (1959) conducted an experiment of making someone changes his/her personal opinion; the procedure that they took was by taking seventy one male students in the introductory psychology course at Stanford University. The experiment held a boring task that each participant should do alone and then he would persuade the subsequent participant to make the task saying that *it is very interesting and exciting* (which is not the case) and so he will be offered by an amount of money. As a result, students responded as the less rewards given the more held opinions change. Briefly, experiment results showed that if a person is forced to say something that contradicts his own speech, his private opinion moves toward the speech he has been asked to say.

### **1.1. 4. Teachers' Forced Compliance**

Pace and Hemmings (2007) pointed out “in the real world of classrooms, authority is enacted through ongoing negotiations between teachers and students and often involves conflict that affects the balance of legitimacy and consent” (p.4).

In French and Ravens (1959) study, teachers and students in the classroom interactions are banned by five basic forms of teachers' authority. Each needs to operate to some degree, but some will be emphasized and utilised more than others. These five types of

authority are the induced compliance of students and the forced compliance which to teachers includes: Attractive/Referent authority, Expert authority, Reward authority, Coercive authority, and Position/Legitimate authority. In this research, the focus will be on the types of authority or forced compliance that creates cognitive inconsistency which mainly they are advocated as the coercive and strict forms of authority.

### **1.1. 5. Forms of Forced Compliance in Classroom Adherence**

The variety of authority forms indicates the different roles of teachers and students' perspectives toward its use. However, Weber (as cited in Blau, 1963) maintained that "such ideal authority types in reality often do not exist in their pure form" (p.6). The deeper concern of authority in classes is teachers and students' interaction. These authority relations are built tighter if it is cooperative and shared with students. Therefore, conflicts will be unavoidable if the orders are not agreed or contested upon by them. According to Petty, Wheeler, and Tormala, (2003), these authorities are presented as the following:

#### **A) Coercive Authority**

This type of authority to teachers' laws infers that if students break a rule in the classroom then something will be taking place; adequately, it will be undesirable for students to sustain the consequences. It conveys that what matter to teachers in the class is not how many other authority types they own; constructively, coercive authority is the one in use that is important to draw lines and boundaries (Teacher Authority Law, 2013).

Coercive authority is not at the peak of perfection to be used with students for the fact that it can undermine the level of motivation in the class, create punishments, guilt, humiliation, personal attacks, and withdrawal of affection which are all a pursued forms of ineffective coercive authority use (Teacher Authority Law, 2013).

## **B) Strict Authority**

According to Teacher Authority Law (2013), teachers establish and enforce reasonable classroom rules that treat all students equitably; they also try strict legitimate practice to maintain an orderly and disciplined classroom to reach effective learning environment that maximizes learning and minimizes disruption and make classes well adherent.

### **1.1. 6. Impacts of Forced Compliance in Adhering Classes**

According to Pace (2003) educationists in the 1960s such as Silber-man (1969), Kohl (1967), and Featherstone (1971) supported the idea of authority constraining in the educational fields and claimed teachers' capacity in managing students of different age category through considering teachers' professional expertise before giving the task in hands. This claim gives students the chance to be granted some freedom of choice and the right to know the reasons behind orders. She added that "the progressives rejected traditional authority because it inhibited the *intellectual and moral autonomy* of students which may adequately not serve the educational purposes" (Pace, 2003, p.1562).

Oyler (as cited in Buzzelli, & Johnston, 2001) stated that "the power of the teacher is seen as an undesirable restriction on the freedom of learners; this leads to abdication of teacher authority" (p.874). She emphasised the point out of this view as hacking individuals' freedom; however, her aim is as she mentioned "classroom adherence is through demonstrating, rather than only asserting using disciplinary power" (p.876). The anti-authoritarian move is anticipated by many other theorists like Neill (1960), Goodman (1964), and Illich (1971) who viewed teachers' power as a bad and unpleasant thing for students which unfortunately cannot be avoidable (Buzzelli, & Johnston, 2001).

Marroquin (2018) reported that using intimidation and fear to impose discipline and obedience in the class can affect students' future success. In other words, negative teachers' attitudes can weaken academic achievement and raise students' psychological problems and

physical symptoms of stress. For instance, teachers who are severe and apathetic in their practices in the class can leave persisting feelings of negativity with their students; hence, affecting their motivation, performance, academic achievements and well-being.

## **1.2. Adherence of Classes**

The classroom management according to Duke (as cited in Emmer, & Stough, 2010) is “the provisions and procedure necessary to establish and maintain an environment in which instruction and learning can occur” (p.88). In short, Doyle (as cited in Emmer, & Stough, 2010) defined it as “the actions and strategies teachers use to solve the problem of order in classrooms” (p.387). According to Emmer and Stough (2010), the line of adherences is encompassed in the classroom management and it includes maintaining orders and instructions, managing students’ needs and taking control for the discipline of students as individuals or as a group.

Referring to researches on effective classroom adherence, Buzzelli and Johnston (2001) said that making procedures to students requires time and attention from the teacher which is cognitively consuming and hard because they have to make decisions about the classroom instructions. Shavelson and Stern (as cited Buzzelli, & Johnston, 2001) depicted teachers’ decision making in creating adherence as the process of instructional environment.

According to Marzano (2007), students can follow rules and procedures which create the adherence of the class; this positive vibe stabilizes the classroom management. Conversely, students can also un-follow the adherence laws (rules and procedures); consequently, their behaviours become noted and the consequences are established negatively and addressed routinely and frequently in classes. In effect, teachers try to reinforce adherence through rules and procedures that have no side consequences as opposed to taking the role of managing for granted.

### **1.2. 1 Role of Teachers in Adhering Classes**

It is the teacher who plays the main role in planning, defining procedures that organise the setting, providing resources, as well as producing the energy that makes effective workplace. A teacher is also a monitor for students' progress and problems detector who has the potential to solve them to maintain the effective management in the classroom; in addition, he has to be precise and skilful in giving the students orders and clear commands (Gujjar, Choudhry, & Naoreen, 2009).

### **1.2. 2 The Approach of Teachers' Forced Compliance**

In the Assertive Discipline, teachers use the forced compliance as a technique where they have to provide rules and set clear limitations to students by using their authority. Unavoidably, students end up to be forced to comply with the set of rules. The concept assertive and forcing discipline came from the same area that brought the authority into practice in the classroom management. It includes teachers' forced compliance which represents a high degree of classroom control (Assertive Discipline, 2020).

Canter (as cited in Gallop, LaChac, & Menasha, 2012) discussed the idea of the Assertive Discipline from its positive angle whereby teachers and students will have a free destruction environment during teaching and learning. He emphasizes *the role of the teacher* in taking the full control of the classroom by using the forced compliance technique. In this approach, teachers use specific behaviour rules and its positive and negative consequences in the case of breaking those particular rules. He claimed that these rules and consequences must be known and understood by all classroom members in order to maintain discipline problems and decreases disruption to the lesson.

### **1.2.3. Cognitive Consequences of the Forced Compliance**

The reality is an abstract representation that is made by cognition's elements. It can be physical, social or psychological, but in almost cases the cognition is the responsible that draws it. In other words, elements of cognition correspond contextually to the existing events or things a person actually do or feel. In the case of personal opinions and attitudes, the reality is defined as what other individuals think or do as to make sense to the private beliefs; in other instances, the reality may be what is experienced with a specific individual or a group of people. As a matter of fact, the element of cognition may change according to someone's contextual reality. Consequently, the major point to be made is that the reality creates an opposing tension if it is not under the appropriate process of the cognitive elements; eventually, one of the most important consequences resulted in varied realities is mentioned as the tension caused in cognitive dissonance (Festinger, & Carlsmith, 1959).

### **1.3. The Cognitive Dissonance Theory**

This theory is based upon the idea that the psychology of the ranged attitudes and behaviours a person may hold are set up accordingly to what is known as consistency of cognitions. It happens at some certain situations people break the consistency to make up with what they are experiencing. The riddance of these inconsistencies may not be easily achieved; thus, they are responsible for the discomfort created when making decisions out of a person's inner beliefs or opinions. Festinger who developed this theory in 1957 used two key terminologies to explain his theory (1) *dissonance* which means the feeling of inconsistencies explained above and its reverse (2) *consonance* which signify cognitive consistency.

The dissonance has been hypothesised majorly in two of the following ways: first, it is the unease felt that drives individuals to solve it in order to reach the consonance or the state of comfort and second, it is clarified that beyond the drive of inconsistencies reduction that any person would naturally react to re-establish his psychological ease, he usually avoid

contexts that may lead to the dissonance. It is reasoned that because of the similar tension created, the notion dissonance can be represented as the feeling of hunger, frustration and disequilibrium as they lead to the opposing drive to its reduction. Cognitive dissonance is anticipated to occur when elements of cognition like the knowledge, opinions, beliefs held are opposing to the involved circumstances; consequently, it raises the discomfort or the dissonance. (Festinger, 1957)

Greenwald (1992) recuperated the notion Cognitive Dissonance from Festinger and identified it as the psychological case of conflicted cognitions, emotions and behaviours that causes a state of discomfort and unease leading to a need of mental stabilisation. A lot of examples from different domains made clear the notion; for instance, McLeod (2018) explained the behaviour of smoking can lead smokers to experience a state of cognitive dissonance as long as they are holding matching and opposing cognition for which smoking is harmful. Festinger (1957) suggestion on the theory is that every individual has a principle of consistency which is a natural motive that rejects disharmony of cognitions and seeks for mental comfort.

Likewise, Travis and Elliot (2007) defined cognitive dissonance as “a state of tension that occurs whenever a person holds two cognitions (ideas, attitudes, beliefs, opinions) which are psychologically inconsistent” (para.1). There are two cases of cognitive dissonance; the first is represented by light pain and the second by a severe anger, yet in both cases people try to resolve it. It manifests a disturbing feeling due to the contradiction of thoughts which it could not be physically observed. This clue came against the principles of behaviourism for which psychologists believed on peoples' actions are controlled by reward and punishment. Travis and Elliot (2007) added that no one stays at a boring job without paying and so no one stays at classes without the need of learning, this justify an example where the cognition that a

person hold is dissonant with the cognition of a person went through a painful procedure to achieve something.

As a manner of dissonance elimination, the inconsistency can be solved through a modulation of attitudes or behaviours (Harmon-Jones, 2000). The original theory of dissonance did not point the reduction manners as a certain method of mental consistency unless the person wants to relief it. The idea is tested in various situations and factors for the change of attitudes (McLeod, 2018). Cognitive dissonance can be formed by many factors that are discussed as paradigms or stimuli. These causes are namely the *forced compliance*, *decision making* or *efforts of behaviour change*. Festinger and Carlsmith (1959) experiment negotiated the effects of performing a series of boring tasks. In effect, the activity of turning pegs in its board for an hour without stop has raised an extreme negative attitude toward the activity. By the end of the task, the study emerged the conclusion that practicing dull tasks would operate cognitive dissonance by the use of forced compliance behaviour.

Cognitive dissonance is also raised when people put much importance on their values and goals on which they use efforts to make but ending with negative or unexpected situations. The fact about it is that holding beliefs that set peoples' attitudes for years would make tasks of effort or attitude change inconvenient. Thus, it requires dissonance avoidance to commit simulation with the mindset that every person established through those years of effort (McLeod, 2018).

### **1.3.1. Cognitive Dissonance Consequences**

Cognitive dissonance induces feelings of discomfort. Logically, the human nature reacts toward reducing this tension in a variety of manners. Examples include *explaining things away* that stands for dismissing new knowledge that conflicts with the prior information. This particular state has a direct effect of causing unpleasant feelings, affecting peoples' behaviours, thoughts, and attitudes and in serious phases it might affect their mental health.

Thus, people generally rush to escape the unease created. Experiencing thoughts conflict is a leading path to anxiousness and feeling guilty without a noticeable reason. As a result, they may try to hide their actions or beliefs from others. Another way to relief the opposing ideas, they may rationalise their actions or choices continuously to avoid learning new information that goes against their existing beliefs (Leonard, 2019).

### **1.3.1.1 Psychological Consequences**

Festinger (as cited in Miklosovic, 2010) proposed that losing consistencies in cognitions create uncomfortable psychological effects. Cherry (2020) stated that the term cognitive dissonance is the discrepancy in attitudes that results in undesirable feelings. This reflects signs of dissonance people get affected by when making decisions or behaving and it is because of their psychological state. The psychological review of people holding cognitive disharmony contains feeling embarrassed, down and feeling bad about their previous deeds. They might be experiencing guilt or regret about something done in the past and doing things because of social pressure or fear. This unease is expressed in many forms such feeling of stress and anxiety.

Izuma (2015) added that behaving in a way that does not fit the held cognition causes feelings of anguish which develops to sanity overexposure; the reason behind is maintaining the inconsistency of thoughts or what is known as the cognitive dissonance. It stands for “the cognitive function that can produce an emotional sense of discomfort, uneasiness and or distress that is based in apprehension, doubt or fear about whether an event will occur or the outcome of the event”. (Izuma, 2015, p. 72)

Stress is a condition for issues of confidence. People experiencing stress are to a great extent trapped in many situations. In its severest forms, stress transforms into anxiety which ends up having panic attacks, repetitive and intense shocks, fear and discomfort. This case

depends on the attitude of people suffering anxiety that it might be treated as a mental disorder yet stress is less affective when it comes to the psychology of the person (Martin et al., 2007).

Haroon (2005) stated the stress as the massive cognitive effect of dissonance theory that may include excessive haste in doing tasks or a complete block: action is impossible. Also, it can raise a risk of focussing on a particular aspect and an increase in the rate of mistakes. ISMA (2009) classified the psychological impacts of the cognitive dissonance as the following:

- Inability to concentrate or make simple decisions
- Memory lapses
- Becoming rather vague
- Easily distracted
- Less intuitive and creative
- Worrying more than average
- Negative thinking
- Depression and anxiety

Leno (as cited in McLeod, 2018) posited if people are conflicted about the choice, they are pretty much experiencing cognitive dissonance; this discomfort, tension, or anxiety that results from holding two conflicting beliefs at the same time. Also, he calls the cognitive dissonance experienced in decision-making as the *free-choice paradigm*. When it comes to making decisions, usually every person is not presented with one perfect option, which means everybody has to balance one imperfect option against another imperfect option. Then, there are pluses and minuses to both, which creates dissonance. What is experienced is the internal conflict where the brain tries to balance those two (or more) choices. Further, Leno (as cited in McLeod, 2018) in the same study elucidated that an idea may come up after a decision has

been made and lead to rationalise why the decision has made that particular choice. That is because making a choice does not automatically make the positive attributes for the other choice go away.

Cognitive dissonance, in psychological terms, describes the discomfort felt when beliefs are inconsistent with one another or with actions (Jones, & Jones, 2007). Noulas (as cited in Lawler, 2018b) explained “Cognitive dissonance is ever-present in both the smallest, simplest examples to the deepest layers of humanity that impact the way to interact with others and view the world” (para.2). Indeed, Curry (as cited in Lawler, 2018b) claimed that in a perfect world, “a solid belief system is what determines how to act (not the other way around), so beliefs and actions would be clearly aligned without the cognitive dissonance that creates inconsistency and lead to mental anguish” (When Cognitive Dissonance Becomes Problematic section, para.2).

### **1.3.1.2 Emotional Consequences**

ISMA (2009) classified the emotional impacts and behaviour signs of the cognitive dissonance caused by the forced compliance at work places or universities as the following:

- Tearful
- Irritable
- Mood swings
- Extra sensitive to criticism
- Defensive
- Feeling out of control
- Lack of motivation
- Angry
- Frustrated

- Lack of confidence
- Lack of self-esteem
- No time for relaxation or pleasurable activities
- Prone to accidents, forgetfulness
- Increased reliance on smoking and caffeine
- Poor time management and/or poor standards of work
- Absenteeism
- Self neglect or change in appearance
- Social withdrawal
- Relationship problems
- Insomnia or waking tired
- Reckless
- Aggressive or anger outbursts
- Nervous
- Uncharacteristically lying

The definition of emotional dissonance is a part of the cognitive dissonance processes. In this case, the emotional conflict is an experience of created negative emotions that happens as a result of opposing emotions (Andela, Truchot, & Borteyrou, 2015).

Emotional dissonance represents an internal imbalance between perceived and anticipated feelings that stirs up an aversive state of tension. This conflict is assumed to be raised by the inability of expressing the aroused emotion at the same time of expressing the expected emotion. The danger of challenging one's self-integrity due to emotional dissonance is correlated with emotional exhaustion and depersonalisation of personal achievements (Pelt, Barbier, & Fointiat, 2018).

### **1.3.1.3 Physical Consequences**

Hyman (2001) noted that in some cases, negative teacher attitudes produce such strong feelings of anxiety that students develop to physical symptoms. These can include skeletal aches or muscular cramps, lack of energy, upset stomach and neck tension.

ISMA (2009) classified the physical signs of the cognitive dissonance caused by the forced compliance at work places or universities as the following:

- Aches, pains and muscle tension, grinding teeth
- Frequent colds or infections
- Allergies, rashes, skin irritations
- Constipation or diarrhoea
- Weight loss or gain
- Indigestion, heartburn, ulcers
- Hyperventilating/lump in the throat, pins and needles
- Dizziness or palpitations
- Panic attacks or nausea
- Physical tiredness
- Heart problems or high blood pressure

### **1.3.2. Cognitive Dissonance Reduction**

Rachlin (2003) on cognitive reduction wrote that people have several ways to reduce dissonance that is aroused by making a decision. Festinger (1957) emphasised “the cognitive dissonance is a motivating factor in its own right; its existence is being psychologically uncomfortable and will motivate the person to try to reduce the

dissonance and achieve consonance” (p.3). Likewise, Cooper (2002) stated “when dissonance is aroused, the fun begins in figuring out the best way to reduce it” (para.6).

Kaaronen (2018) clarified that dissonance can be reduced through the following three ways of reduction if not via avoidance strategies:

**a) Changing Behavioural Cognitive Element**

To make consistency out of one or more inconvenient attitudes, behaviour, or beliefs, changing one of the two opposed elements as Festinger said is *the simplest and easiest way* to reach harmony. But he also claimed if one of the dissonant elements is behaviour, then this way of dissonance reduction will not be the solution of the problem because *well-learned behavioural responses* are very hard to change (Kaaronen, 2018).

**b) Adding New Beliefs**

According to Kaaronen (2018), to add and introduce a new belief to the conflicting cognition is considered as one of the greatest manners of handling dissonance; however, it is also difficult to the same degree, especially in topic of strong reliance like learning and politics or sensitive held values and beliefs such religion. This particular manner has interrelated sub-strategies which are mentioned as follows:

- Focusing on Supportive Beliefs:

Dissonance can be reduced through focusing on more supportive beliefs which means reducing the importance of conflicting beliefs to reduce of the magnitude of dissonance. According to Festinger (1957) “a person might actively seek new information that would reduce the total dissonance” (p.22).

- Adding Reconciliatory Cognitive Elements:

The produced dissonance can be cancelled again by stating hypotheses of cognitions that reconcile the conflicted thoughts in order to resemble the original mental state.

- Changing Conflictive Cognitive Elements:

Dissonance can be reduced by making arbitrary changes in beliefs, attitudes, or values.

### **c) Changing an Environmental Cognitive Element**

Modulation in the environment is a step made toward dissonance reduction; this can be through a simple move out of the social world (Festinger, 1957). Festinger (as cited in Kaaronen, 2018) argued that the modulation of physical environments is a relatively rare occurrence that can be achieved by moving to a different social or physical context.

### **d) Avoidance of Dissonance (decreasing the importance of the dissonant cognition)**

Another introduced way of the dissonance reduction is referred to as *avoid the occurrence of dissonance altogether*. It means the magnitude of the dissonance decreases when people intentionally avoid giving importance to situations and information which would likely increase the dissonance (Festinger, 1957). Already experienced situations of a certain environment or a source of information which would result cognitive dissonance, the cognition rejects it automatically and consciously (Kaaronen, 2018).

Curry (as cited in Lawler, 2018b) posited that reaching more consistency in thoughts and behaviours will create a world that is less harmful, less likely to trigger negative emotions, and therefore, less problematic.

## **Conclusion**

This chapter introduced the concepts studied in relation to each other; significantly, the definitions, background information and the important aspects that are related to the topic of

this research which stands on two theories in the field of psychology interrelated with the educational settings. The following chapter will be devoted to the research methodology and the data analysis of this current research.

**Chapter Two:**

**Research Design and**

**Data Analysis**

## **Introduction**

The cognitive dissonance of students is evidenced by exploring its consequences with the third year English students at the University of Chadli Bendjedid El Tarf along the forced compliance practice of teachers. The data collected are personal view points of students toward the subject matter that revolves around the effect of teachers' forced compliance on students' cognitive dissonance by using the questionnaire as a research tool for exploring this topic. Thus, this chapter provides the methodology of the research work as well as, the sample population, the data gathering tool with its description and the analysis of data.

### **2. 1. Methodology**

The current study deals with the exploratory research design that gives a clear investigation view on a problem that is thoroughly not studied before in the field of didactics with the given sample population; yet by providing the psychological nature of the problem for the sake of exposing it in the domain and maintain a focus to solve it, the researcher opted for the qualitative and quantitative approaches in analysing the data. Hence, the method of the study yielded fruitful outcomes to achieve the research conclusion.

### **2. 2. The Sample Population**

The sample population of this study contained conveniently 31 participants over 40 as whole members of the Third Year Students of the English department at the University of Chadli Bendjedid in the academic year of 2019-2020. To draw a satisfactory data beyond the scope of the permitted participants, the researcher distributed 40 questionnaires and received the respond of 78% of the requisite population that conducted the study upon.

### **2. 3. Data Gathering Tool**

To expand the understanding of the topic, the questionnaire is the tool used in gathering the preliminary information to unveil the potential effect relation between the variables. The questionnaire was devoted to the EFL third year population at the University of Chadli Bendjedid and answered by total of 31 students.

### **2. 4. Description of the Questionnaire**

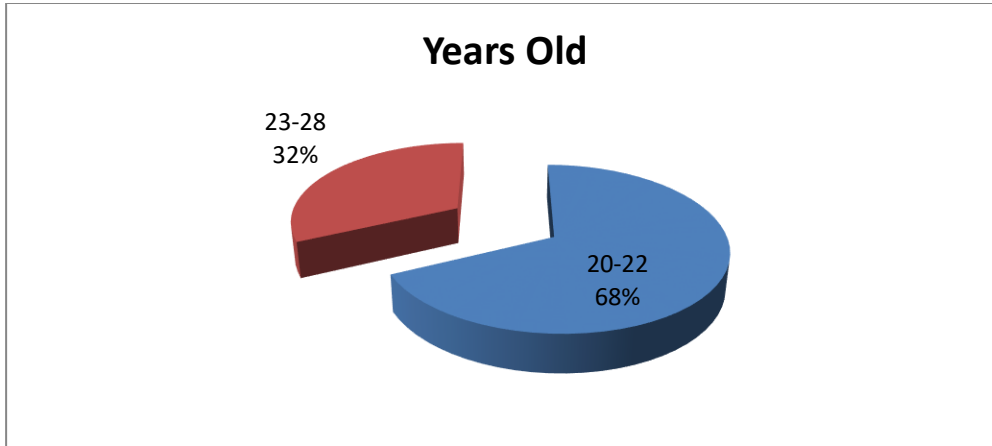
The delivered questionnaire is a set of standard questions set on a logical segment and remained respondents' choices and experiences through answers that complied with preserving their privacy without revealing their identity. Additionally, it is branched into five major sections with different aims planned to gather precise information and collect both qualitative and quantitative data. Types of questions were multiplied between dichotomous questions or closed-ended questions to have a basic validation on the researcher's objectives. Open-ended questions for collecting a specific data from the participants; moreover, multiple-choice questions are used in which the respondents single-select or multi-select choices for different opinions. Scaling questions also had a great role of importance in expressing the effects of the subject matter on respondents and also their emotions vis à vis the topic; this kind of questions are exemplified by rating questions.

The questionnaire included 18 questions submitted in several forms and sections. Section one and two are generalised questions to enter to the exact study. Section three contains details about the teachers' authority in adhering classes, types and forms of use. Section four consists of consequences as a result of having cognitive dissonance; thus, to prove its frequency among the authority practice on students. Section five is about students' proposals about limiting the teachers' forced compliance as to end the students' cognitive dissonance issue.

## 2. 5. Analysis of Questionnaire

### Section One:

#### 1. Age



**Figure 1: Students' Age Distribution**

This question is given for the attribution of age importance in the implications of emotions and cognitive reactivity inclusion on the sample population. Hence, the participants aged between 23 and 28 represented 32% of the contributors (N=10) and signified less statistics comparing to the category aged between 20 and 22 (N=21) who indicated a younger age and a larger percentage in the study by taking 68% of the whole respondents' representation. The question provided another age category that is between 29 and 40 but it took zero respond; therefore, there are no adults above the twenties within the sample. These statistics obtained a working case study with no much matured adults neither with younger adolescents that barred the emotional effects on regulation and kept the research zoned to the mental state and emotions, logically stabilised to have no side effects beyond the stimulus of the study (teachers' forced compliance) toward the cognitive dissonance of students.

### Section Two:

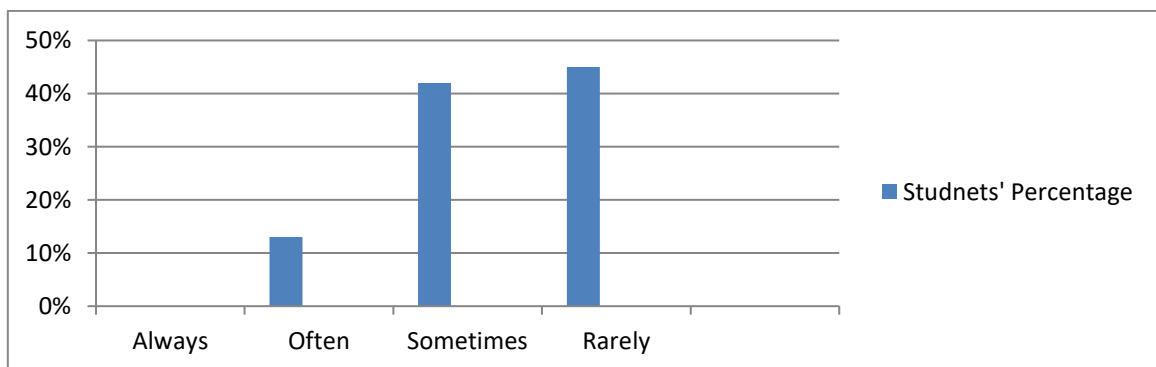
#### 2. How often do you find well managed classes?

**Table 1:**

***Class Management Frequency***

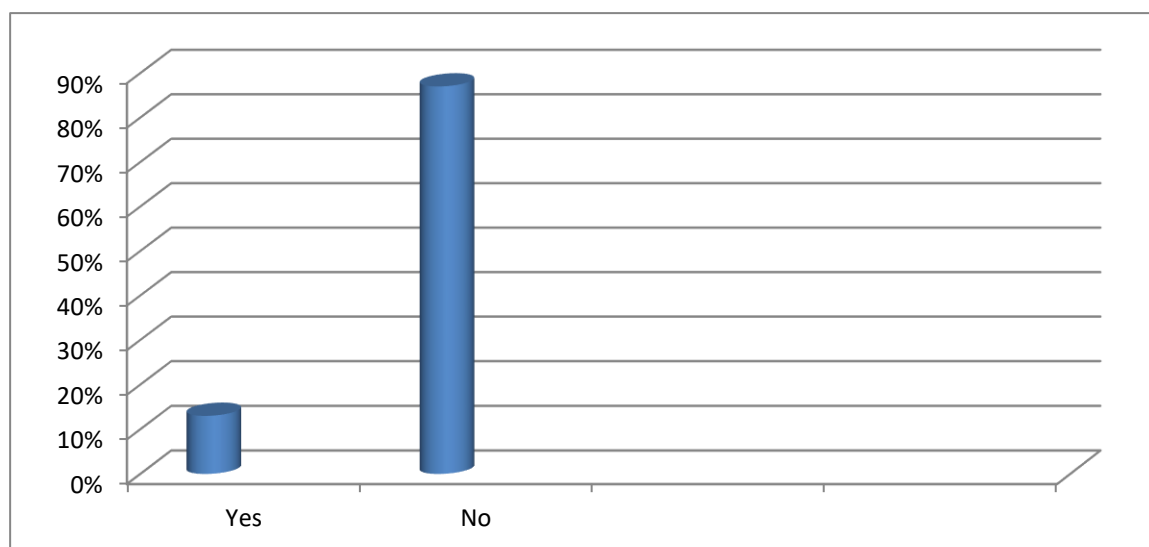
Frequency	Participants	Percentage %
Always	0	0%
Often	4	13%
Sometimes	13	42%
Rarely	14	45%

Classroom management is a broad term asked to be conducive into some of its specific features which are mainly: the adherence of classes, its forms, attitudes and the relationship established between teachers and students, adequately the negative one. For the same sake, students responded to *well managed* classes as a rarely matter that took a percentage of 45% equally to 14 respondents; this question is also closely rated by 42% of participants as it tends to answer classes as sometimes managed. The statement “often managed classes” is rated with only by four respondents that have a percentage of 13% from the whole population and lastly, none of the students responded to “always managed”.



***Figure 2: Class Management Frequency***

### 3. Are all classes neatly managed?



**Figure 3: Flawlessness of Class Management**

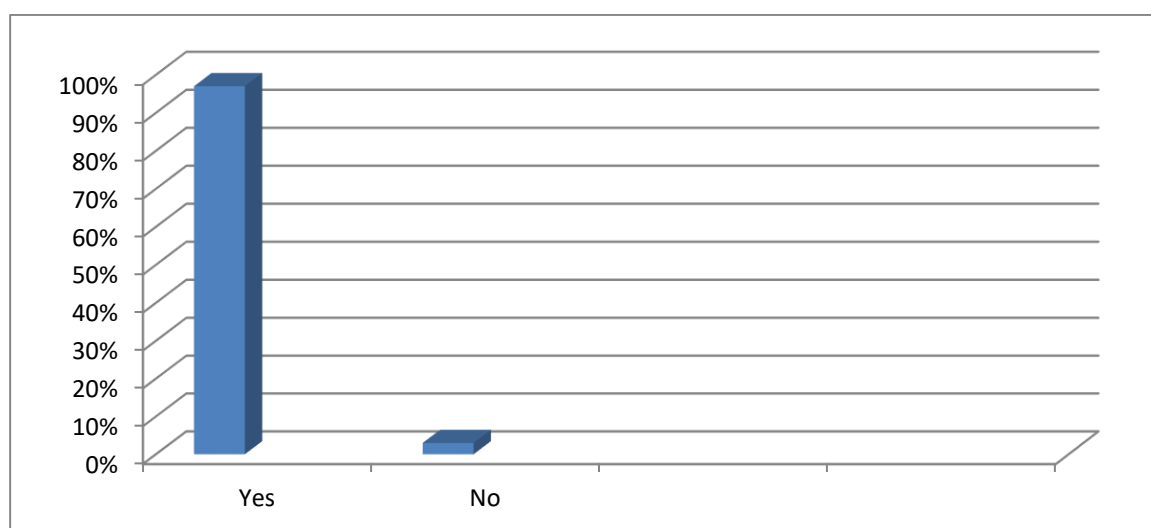
Classrooms satisfaction in terms of management depends on academic standards and personal efforts of teachers to realize the flux of agreement with his or her students along the task of managing; that is why this question is delivered to the students to know whether they see their classes flawlessly managed or the reverse. The statistics show a rejection to the neatly managed classrooms with 87% of respondents (N= 27) and a minority agreeing for the flawlessness of their classrooms management with four yeses that represents 13% in general.

### 4. According to a personal view, how do you define an adherent class?

This question seeks for the different identification to the classroom adherence in the participants' personal view; hence, to know about their reflection on what is suitably managed in terms of laws and attitudes in the class and basically on whether, in their perspectives, it is free of teachers' forced compliance or not. Different interpretations were given from the contributors, some related the adherence of the class to the control of teachers and the attitudes of students, others defined it as the appropriate methods, tools,

sitting arrangements and groups creating for making the learning and teaching process smoother; adherence of class has been effectively related to the teachers' efforts referring to as the better teacher is, the more the class is adherent; additionally, some of the informants defined it as the harmony in creating a good class and a good relationship with students which is, obviously, the case of rejecting strict authority practice over them in making adherence laws; thus, to establish a good relationship between teachers and students. One of the definitions was about the academic understanding of adherent class which is a classroom that is organized in all of its aspects with a good atmosphere to study in a respectful manner. In short, the varieties of answers on this question touched almost of the components of the adherent class from attitudes to arranging details and most importantly it shows that the typical adherent class is free of teachers' forced compliance.

**5. Is it teachers' procedures that control the adherence of the class?**

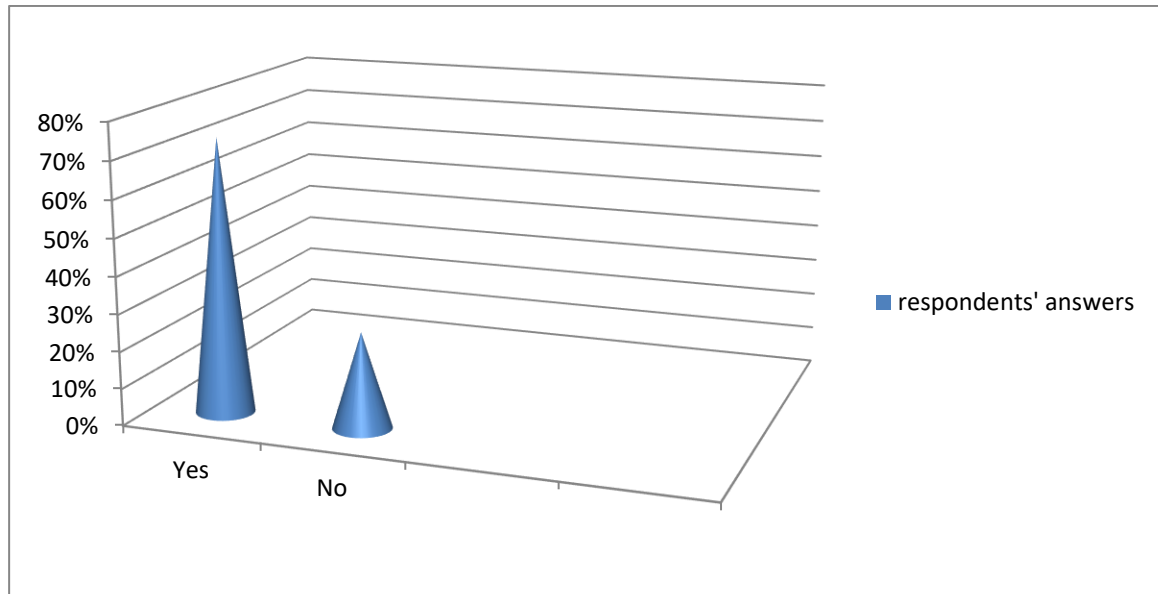


**Figure 4: Teachers' Control over Class Adherence**

The question investigated the cooperation of students in making procedures of adherence and yet, results show that the control is permitted only to the teachers by 97% of responses from the population; whereas, a 3% negated the fact in the question. The

procedures of adherence are generally given by the teacher to the students and students eventually have no role in choosing particular procedures that might be taken into consideration by teachers.

**6. Does every class characterize a form of adherence that is different from the other class?**



**Figure 5: Adherent Classes Variations**

Particularly, the question aims at differentiating classes in terms of adherence and hence, to know about the different aspects in each class including the teachers' attitudes and behaviours as the essence of the study. The sample of the study voted with 74% for "yes", i.e. respondents agree that every class devotes a different form of adherence; on the other hand, 26% of them negated with a lower percentage. Relying on the majority, the following question related the variety in adhering classes.

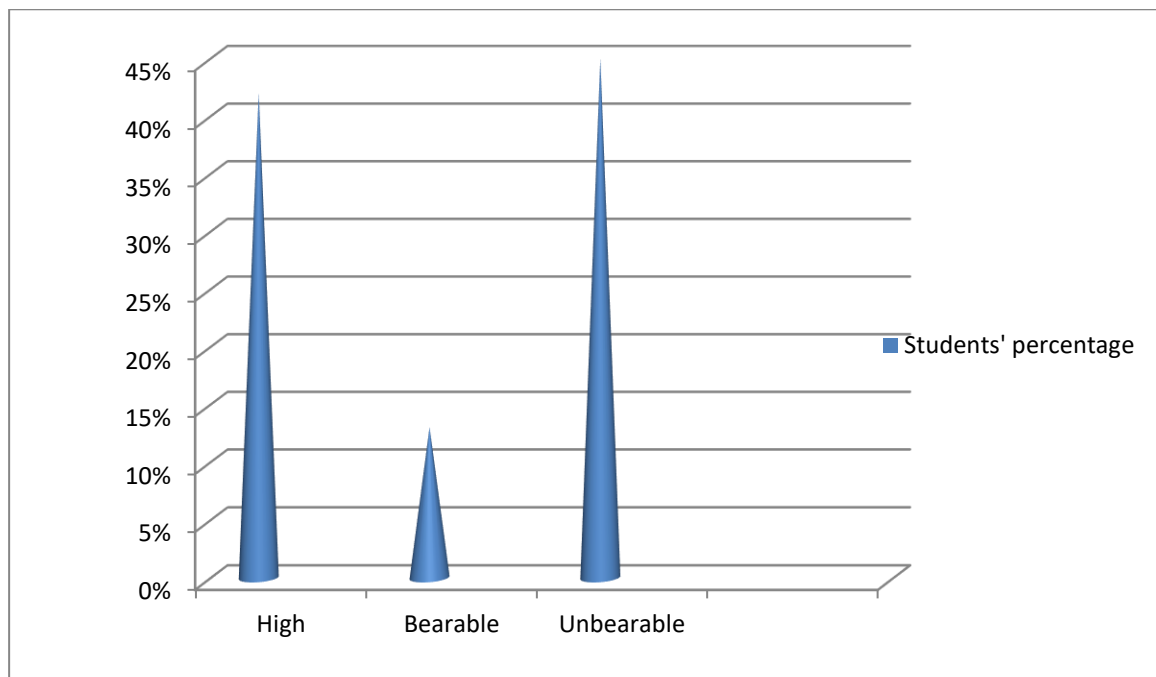
**7. If it is a yes, whom do you consider the reason?**

Teachers are in a charge of controlling classes, it turns sometimes into an undesirable behaviour with students especially at the level of almost graduated one which is the sake

of the present research to be proven. Responses formed 100% agreement on one answer provided to this question that is the teacher who is the only controller and the reason to have a certain shape of adherence and laws inside the classes.

### Section Three:

#### 8. Rating Teachers' authority in adhering classes



**Figure 6: Teachers' Forced Compliance in Adhering Classes**

Respondents at this level were asked to rate the degree of their teachers' forced compliance with three adjectives to describe its nature. According to the participants, the forced compliance is an excessive use of authority that ends to be unbearable and it is confirmed by respondents rating percentage on this section with 45% and with a close degree to 42% of respondents voting for the authority use in their classes by a high tension; while only a minority reaches 13% over the all assuming that authority use is bearable. These results explain the issue that teachers' forced compliance is unbearable due to the highly used authority with students.

**9. Rating the statement: *authority practice turned to be conundrum***

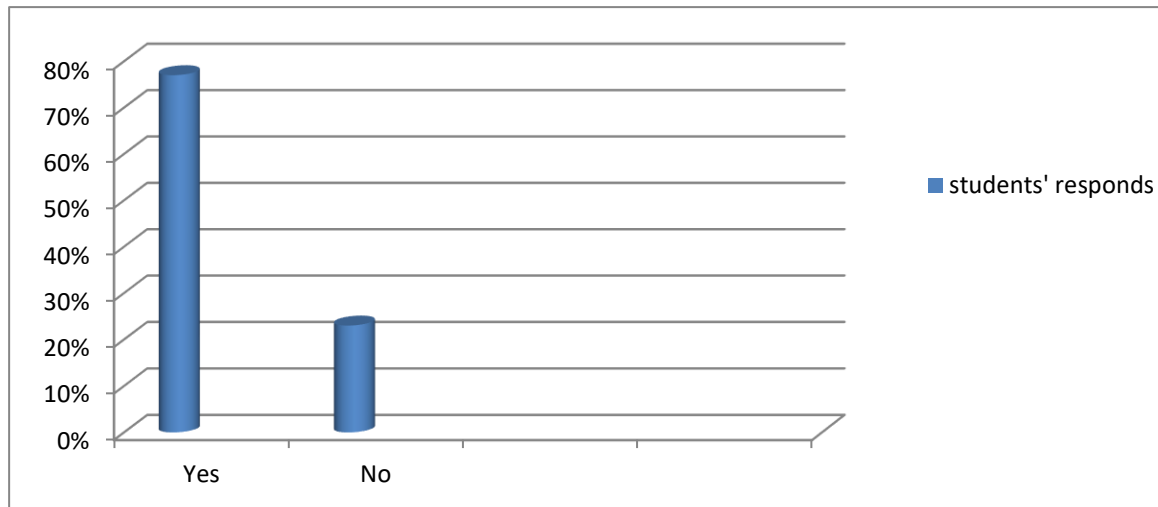
**Table 2:**

***Teachers' Forced Compliance as a Conundrum***

Degree of Agreement	Number of respondents	Percentage
Fully Agree	4	13%
Agree	18	58%
Partially Agree	5	16%
Disagree	4	13%

It is the forced compliance that makes students feel almost ineffective and under objectionable govern, which is quite hard issue to handle; for example, when they are asked by a teacher for aside talk or summoned to the desk, it is this way the undue authority is assumed bad and conundrum for the way it makes them feel. The participants answered the question with different opinions transformed in the table above into statistics to have particularly: 13% of informers fully agreed on their teachers' authority turned to seem a problematic; followed by a higher percentage for the rank that agreed with 18 voters forming 58% from the sample asked; five others partially agreed on it as well to establish 16% out of the whole; and among the answers 13% (N=4) disagree on the fact that forced compliance is a terrible matter. At the most fundamental levels, authority created dominant practice over students which lead them to feelings of fragility, fear, and less confidence that is confirmed with the majority in the statistics above.

**10. Is there any specific unabated type of teachers' authority used with students?**



**Figure 7: Unabated Authority Use**

In order to know the type of the authority used, this question set the path to by confirming or denying the unabated type of the forced compliance. Responses are alike: 77% of informants (N=24) agreed on teachers' sturdy use of authority; whereas, responses to the case of denying are the minority of participants' opinions toward the existence of the unabated authority forming 23% from the whole.

**11. What is the most used one?**

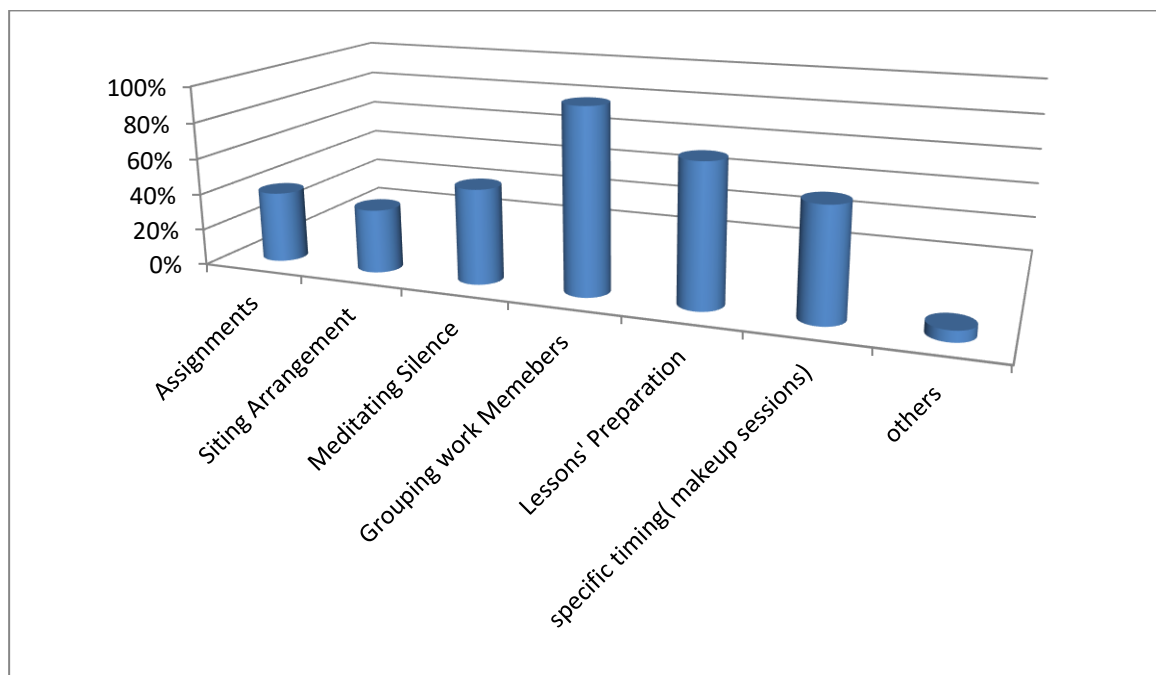
**Table 3:**

*Types of Authority Used*

Authority Types Used	Students' Responds (%)
Coercive authority	13%
Strict Authority	74%
Appropriate Authority	13%

The excessive use of authority (the forced compliance) is divided into assorted types; in this question, the researcher checked which type is mostly used in the classes with the chosen sample. The gathered data shows equality in percentage between coercive and appropriate use of authority in their classes which remain a contradiction in choice between the different samples; however, strict authority is rated highly by 74% of participants, which means there is a forced compliance through exploring the type of authority.

**12. In terms of the forced compliance techniques used by teachers, what are the tasks students are obliged to do?**



**Figure 8: Tasks and Teachers' Forced Compliance**

Teachers' forced compliance techniques resemble a manner of recognising adherent classes by using their authority over their students to reach a specific arrangement in class. The twelfth question in this questionnaire aims at exploring the tasks that teachers ask their students to do using the forced compliance; the researcher provided different tasks and let another column for adding other tasks not mentioned

among the suggestions for exploring further factors or tasks that are suggested by the informants. First task provided for the forced compliance is assignments, it took 39% (N=12); little less, 11 respondents formed 35% rated for the second factor “sitting arrangement”. The third statement “meditating silence”, as a disturbing adherence law, reached a percentage of 52% (N=16) that is the half of the population. Grouping the members of the working teams is identified an issue by 100% of the population. 77% of them also discerned lessons’ preparation as a task obligated. More likely, specific timing like make up sessions took 61% of the respondents’ scores; however, only 6% (N=2) who mentioned other tasks that are presented in the table bellow (table 4).

**Table 4:**

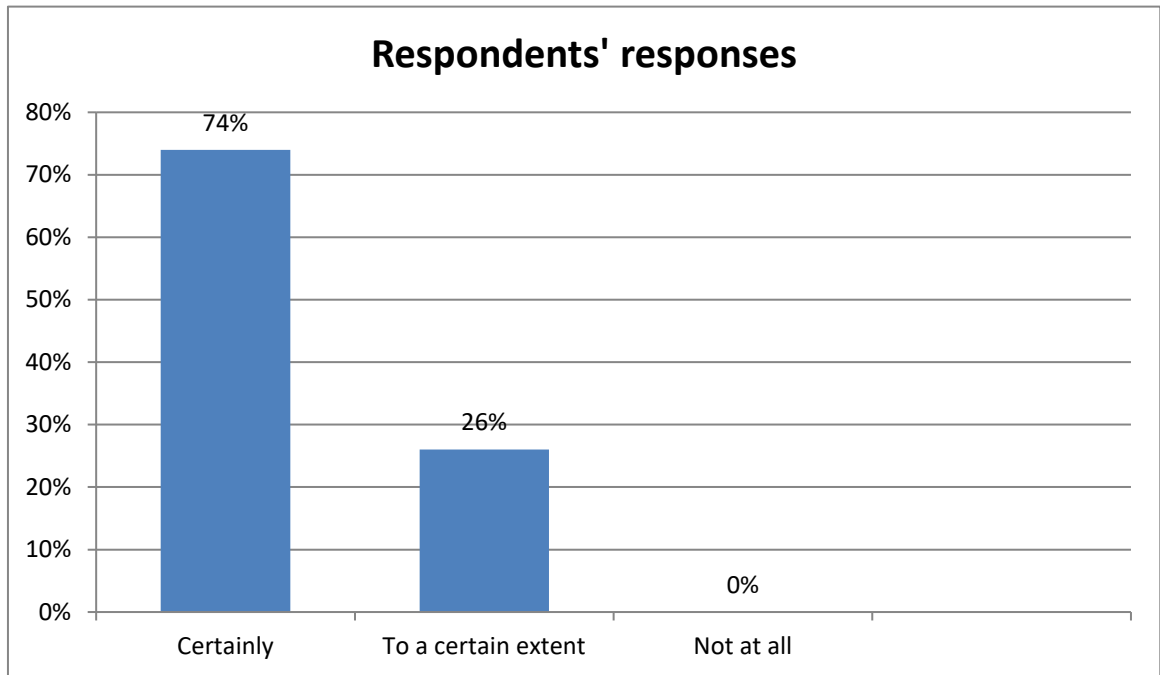
*Other Obligatory Tasks*

Other tasks provided by students	Students’ Percentage
<ul style="list-style-type: none"> <li>• The compulsory brainstorming writing</li> <li>• The banned use of technological devices while teachers are allowed (even in writing we have to write on papers not laptops or phones)</li> </ul>	6% (N=2)

The above section encompasses tangible tasks for what the requested sample feel obliged to do which means eventually the practice of the forced compliance of teachers. 6% from the sample population elaborated other tasks that resembled brainstorming occasionally and especially in writing classes that they claim to feel primitive learners of the language instead of advanced level that can write effectively without the hint proposed by teachers and more sadly they claim that it is compulsory. Another factor mentioned is the barred use of technological devices which encounter the fact of teachers’ use of

devices whether phones or laptops. This blocks the logic of the modern classroom; in other words, students cannot write using their phones or laptops or any other technological means but their papers and pens.

**13. Do the above tasks/ factors justify the forced compliance technique used by teachers**



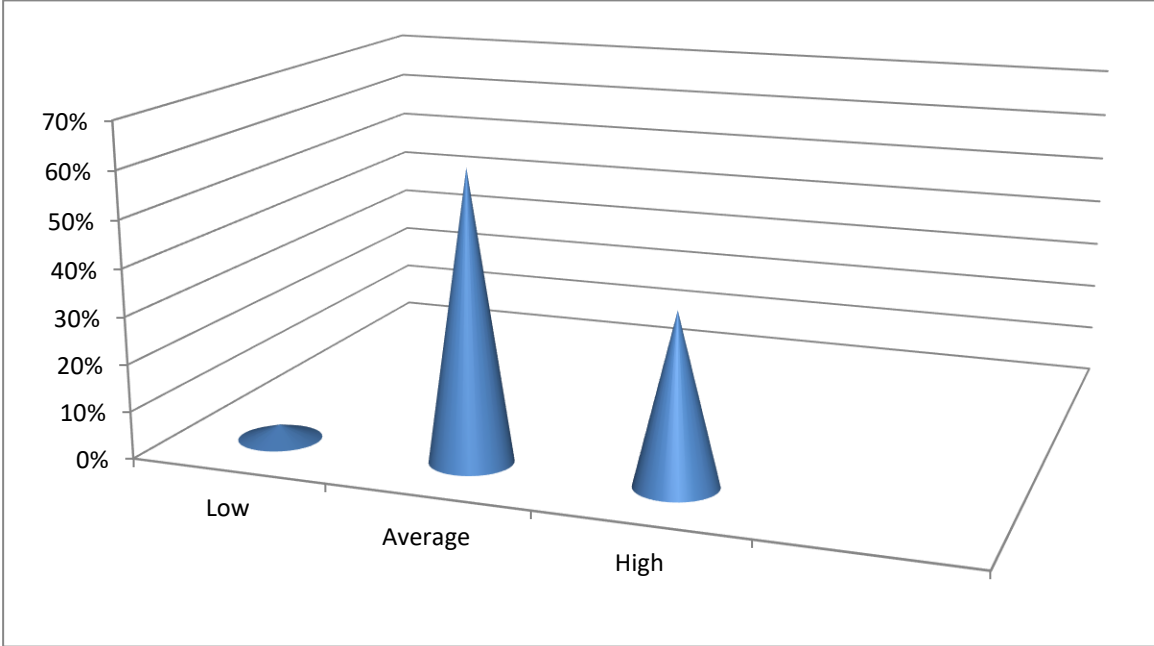
**Figure 9: Teachers' Forced Compliance Reality**

As a matter of fact, the forced compliance is known as the practice of authority instead of persuasion to claim a change in behaviour. Teachers' obligation for students to do some tasks in classes prompted the same attitude of forced compliance by the use of authority to change their minds about doing what actually they don't want to do, just as working in a group created by the teacher which certain members they do not want to work in; nevertheless, they have to work in it because it is not negotiable. Additionally, the question seeks for the affirmation about whether the tasks given by the researcher do resemble the teachers' forced compliance and to what extent does it seem to be. Results confirm the forced compliance in adhering classes with the mentioned tasks by 74% of the total respondents,

which shows the acceptance of almost most respondents. It is an agreement on the reality between recognizing an adherent class and the forced compliance of teachers to make it so. Statistics present 26% of respondents agreeing on the fact that those provided tasks do resemble the forced compliance when recognizing the adherence of classes to a certain extent; whereas, none of the respondents presented the column of “not at all” which means the forced compliance in recognizing the adherence of classes is justified by tasks of classroom management that are compulsory.

**Section four:**

**14. Rate from the scale 1 to 10, how much do you feel affected by the teachers’ forced compliance techniques?**



**Figure 10: Forced Compliance Effects**

The mental pressure on some matters resolves the inconsistency in behaviours and, consequently, it affects feelings; for this reason, students were asked on how much they get affected by the teachers’ forced compliance while recognizing the adherence of classes. Results present a tiny interaction 3% (N=1) as being affected with a low degree

that resumes on the other hand a higher degree by 61% (N=19) of population telling that in their case the forced compliance makes them affected on an average level. Other data submitted by 36% of respondents resembled 11 participants that are highly affected by the teachers' forced compliance. The statistics are interestingly showing the large dimensions of the forced compliance in recognising adherent classes on students that are specifically set in details and shapes; more accurately, the following data represent the effects of the disharmony in beliefs and behaviours of students that are operated due to the forced compliance of teachers. This inconsistency in cognition is termed the cognitive dissonance and represented by the most consequences appearing beyond the issue.

**15. As a student do the following statements relate your case?**

**Table 5:**

***Internal Thoughts Inconsistency***

Statements	Percentage (%)
<ul style="list-style-type: none"> <li>1. What teachers ask me to do generally does not cope with what I really want.</li> </ul>	90%
<ul style="list-style-type: none"> <li>2. What teachers ask me to do generally cope with what I really want.</li> </ul>	10%
<ul style="list-style-type: none"> <li>3. My decisions at class do not define my beliefs and behaviours.</li> </ul>	90%
<ul style="list-style-type: none"> <li>4. My attitudes show discrepancy to my inner thoughts due to teachers' force.</li> </ul>	100%
<ul style="list-style-type: none"> <li>5. I hold a great discomfort when teachers try to set the class</li> </ul>	100%

in their manner and way.	
<ul style="list-style-type: none"> <li>6. My internal inconsistency in values and perception towards what I want and what I don't (technically, cognitive dissonance) is shaped in strict classes.</li> </ul>	97%
<ul style="list-style-type: none"> <li>7. It is easy for me to handle teachers' strict attitudes when imposing adherence laws.</li> </ul>	3%
<ul style="list-style-type: none"> <li>8. It is undesirable tension when the imposer appoints me to do something simultaneous with what I don't want.</li> </ul>	100%

The core of the research is to explore the existence of the cognitive dissonance of students by the practice of the forced compliance in classes; this paradigm is established when any one face such situation when he/she perceives an inner conflict for what remains his/her values or beliefs and their opposites or simply they can be someone's thoughts and their opposites. In this case, the sample population were asked whether they were put into such situations inside classes and the results showed that they were forced by their teachers to behave the way the laws of classrooms adherence were set which is in a way not accepted but they have to deal with; hence, for this instance, students are having inconsistent thoughts.

The statements provided relate the sample population with different rating. The first statement scored 90% of the overall participants in which it says actions students want to do are not in the same line with what teachers want; so , they have contradiction in thoughts. The second statement, which is the opposite of the first, is rated by only 10% of respondents and it states that teachers and students share the same actions that they do

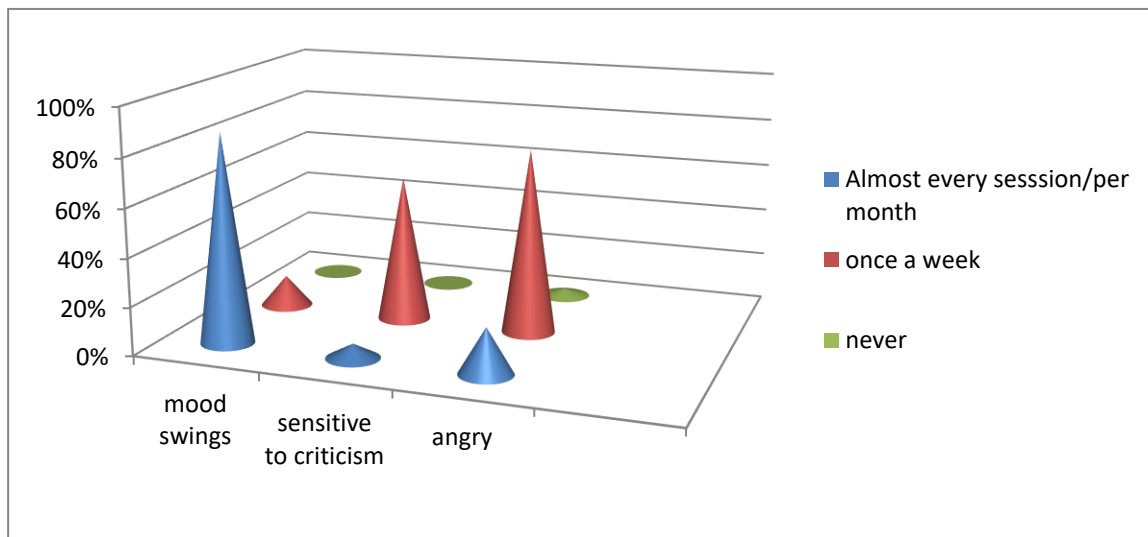
and they cope together. The third one, proposing that students' decisions at classroom do not define their behaviours at any context, has reached 90% of participants' selection which is meant to describe a non-optional situation where they can decide and make clear decisions according to their real attitudes. The fourth statement states that students' attitudes are inconsistent with what they believe because of the teachers' force practiced over them; it is selected by all the sample contributing in the study which formed 100% validity to the operation of students' cognitive dissonance as it deem the fact of the discrepancy of thoughts due to a certain force or authority applied.

The fifth statement proclaims that students' feeling of discomfort emerged when teachers set the classes in their manners; this statement got the percentage of 100% from the entire sample population. The subsequent statement holds one of the definitions of the technical term *cognitive dissonance* joined with strict classes as a form of the forced compliance just to know about their relativity together. The aspect of cognitive dissonance seemed to be experienced by 97% of the respondents inside the strict classes that holds the form of the forced compliance technique or what is known as the practice of authority by force over students. The statement before the last has been selected by only one participant (3%) out of the sample population; this shows how this student receives the attitudes of authorised teachers when they impose the adherence laws. Accordingly, most participants do not like or even handle the forced compliance which makes their cognition unstable and inconsistent since they are under stress and discomfort when it comes to their psychological state. The last statement explains the undesirable physical tension that happens when the teacher imposes the students to practice one of the adherence laws; this case is experienced by all respondents (100%).

**16. According to your answers on the previous statements, how do you consult the impact of cognitive dissonance from teachers' forced compliance in adhering classes on you?**

An NB was given for respondents on this phase for a better understanding of the question and it says, "the following are a series of self-assessment scales to help students determine: stress degree, psychological, physical and emotional consequences and others that are hailed from the cognitive dissonance. Tick what is relevant."

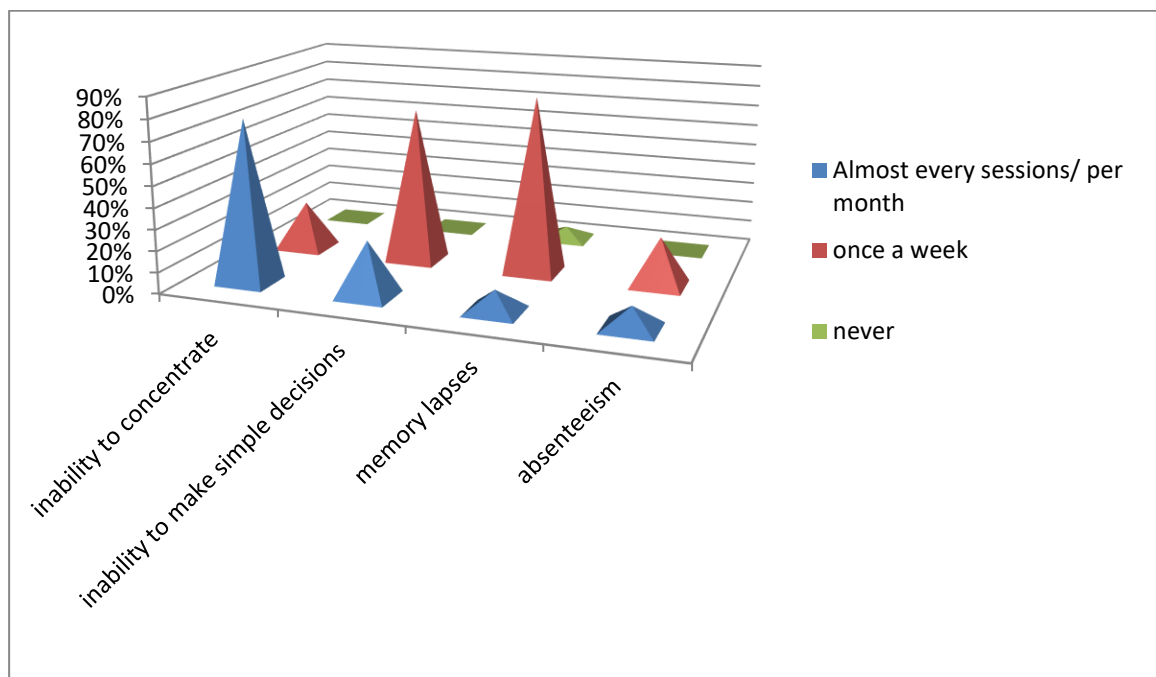
The aim behind this question is to know what are the most consequences that affected each respondent of the sample population. The question is inspired from a psychologist's test for stress levels which diagnoses and consults the cognitive dissonance consequences in this study; in reverse, it is to denote the existence of the cognitive dissonance. The test is divided into different three sections depending on the effects and time duration of sessions took per month along the practice of teachers' forced compliance.



**Figure 11: Emotional Consequences of Students' Cognitive Dissonance**

The figure above shows the students' emotional consequences of having a cognitive dissonance matter. The researcher dealt with only three main emotional consequences that

are assumed to be the most relevant to students' feelings in classes and they are particularly mentioned: mood swings, sensitive to criticism and anger. The previous emotions are rated differently according to the frequency in time. Starting by almost every session per month, the data show different rating in the three set emotions in this frequency and thus, mood swings defines 87% of participants who get this emotion in every session per month; whereas, for once a week it is rated by 13% of the whole; while, none of the respondents rated the frequency never for mood swings which means they do experience the mood swings only with different frequency, i.e. when they are asked if possibly some could never felt the mood swings, they did not tick on it and it was 0% out of the whole.

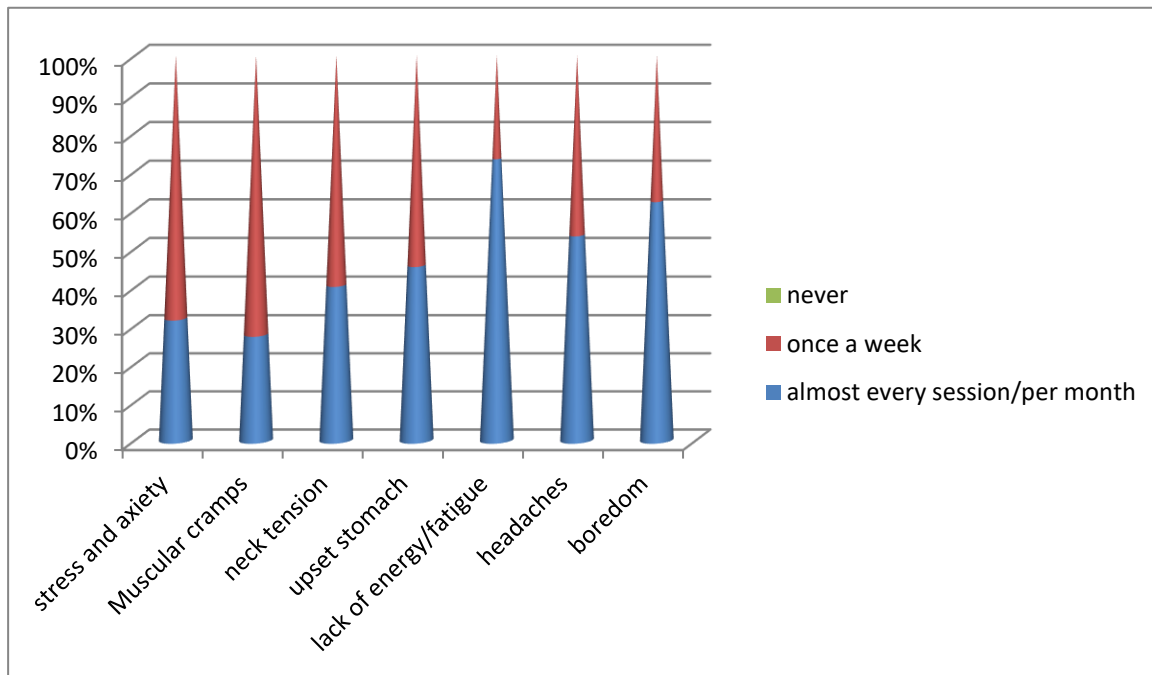


**Figure 12: Psychological Consequences of Students' Cognitive Dissonance**

The psychological consequences that are resulted due to the cognitive dissonance are selected to be: inability to concentrate, inability to make simple decisions, memory lapses and absenteeism. Respondents in this part are asked to rate their feelings on a scale of frequency whether almost every session, once a week or never experiencing the allocated feelings. The

psychological well being of students can be harmed through the forced compliance of teacher and this results into some psychological tumults including all the above mentioned in the list. The case diagnosed as students' cognitive dissonance where the two different thoughts that lead to a change in the attitudes and behaviours, this psychological change is explained in the following lines according to the sample studied. 77% ( N=24) of informants feel consequently a massive reduction in concentration ability in almost every sessions per month, others are also unable to concentrate for once a week and they created 23% of the sample population; this means, none from the sample has the ability to maintain concentration while they are in a cognitive dissonance state.

The second consequence which is the inability to make decisions comes at the second place for not being able to clear their minds but its peak response is experienced at once a week in the time frequency provided in the conducted study with 74% of the sample population and 26% for almost every session which is experienced in either times, this ends the possibility of never felt in the options of frequency. Further, memory lapses are experienced with 10% of respondents almost every session; whereas, it is experienced once a week for 84% of them while only 6% (N=2) had never experienced the lapses in memory. The last psychological consequence left behind students' cognitive dissonance is not attending classes in which according to the time frequency: 10% of students make absenteeism every session, 21% once a week and 59% had never left classes.



**Figure 13: Physical Consequences of Students' Cognitive Dissonance**

This part checked upon the physical consequences of students' cognitive dissonance after teachers' forced compliance. Hence, stress and anxiety have a great deal of concern in each session as it is rated by 32% of informants picking for their every session relativity and in the other hand, 68% of them feel stressed only for one session per a week. A low percentage of responses was addressed to muscular cramps with total 10% for every session and 19% for only once a week; next comes the neck tension aura with a close percentage to the muscular cramps getting 13% out of the whole sample population rating it to every session and 19% of them for once a week. Upset stomach is a physical symptom of stress and psychological unset which is felt by 16% of participants every session per month and 19% of the respondents experienced it in one session a week.

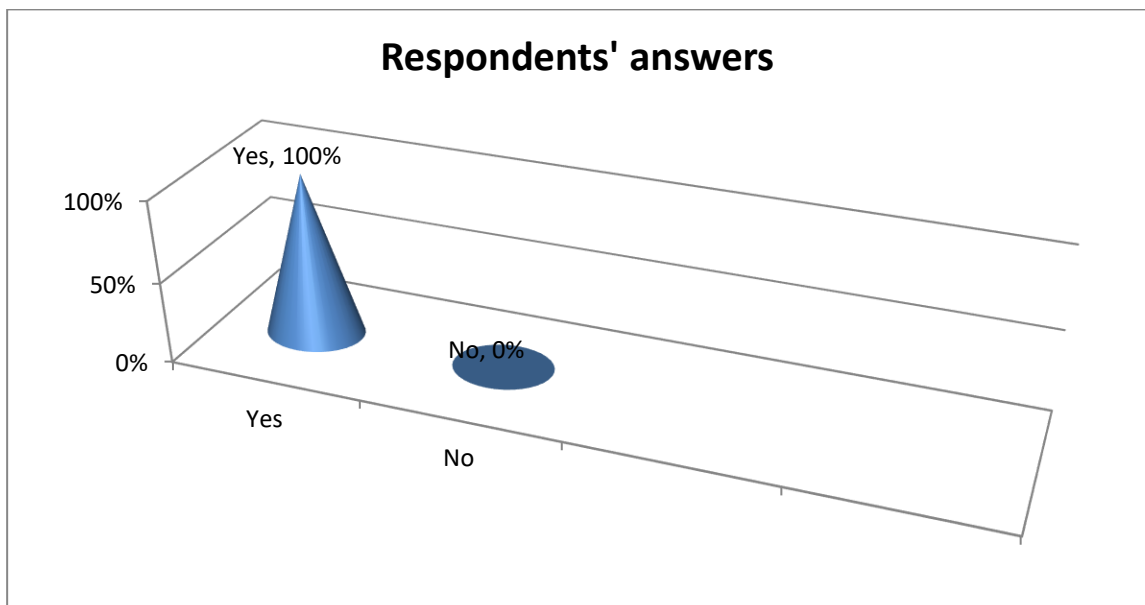
The psychological being can be a responsible factor for many physical auras and as it may boost the body energy; it may also reduce its amount. Students' cognitive dissonance effectively operated such impact as it is shown in the data; there is a massive interaction to

this physical consequence with 55% from the full sample population informing that it is a symptom felt in every session they had and 19% likewise admitting that it is also felt in one session per a week. Further, 45% of the sample professed having a headache every session and 39% of them have it in one session per week. Boredom is rated for every session by 48% and by 29% for one session per a week. Thus, the statistics of the physical symptoms fluctuate between participants that highly rated those consequences and/or the very few who did not pass through them.

**17. Teachers' forced compliance techniques in adhering classes are a result of inappropriate authority use that can be changed. Explain how?**

When some teachers try to make adherent classes, they tend to use inappropriate authority practice that is known as the forced compliance which at the end of the matter disturbs the psychological well being of students and leads to a serious change in their attitudes and behaviours. This question is addressed to students to explain how they want their teachers to change their excessive authority practice or the forced compliance. The answers were varied and all agreeing on the change of teachers with giving almost similar suggestions and captions about teachers' attitudes in making adherent classes. Students suggested for teachers to use loose techniques rather than the forced compliance technique in setting rules of adherence; for example, they provided gentle permissions for doing tasks and assignments instead of threatening with decreasing points of their averages, other suggestions are for taking their opinions about make-up sessions' timing, some other responses were for having the freedom to select the group members they want to work with. Additionally, they claimed to have a space to choose whether to use their technological devices as an assistant in writing inside the class or not. The change of the forced compliance in creating the adherence of the class is suggested to be as a matter of fact to all teachers.

**18. Will the change of teachers' forcing treatment to students reduce their cognitive dissonance implications?**



**Figure 14: Desire to Change Teachers' Forced Compliance**

The intense fact of teachers' forced compliance is the negative attitude towards the students which operates them by a vexatious psychological state that is known as the cognitive dissonance; those students claimed a reasonable demand to reduce their cognitive dissonance and to lower the negativity affecting their behaviours. This question tends to find the ratification for the proposed solution to teachers whom are using the forced compliance in adhering classes. The limit of the forcing treatment, i.e. the forced compliance of teachers can effectively reduce the implications of the cognitive dissonance of students; effectively, their psychological set is going to be normal as well as their behaviours. Practicing less authority in adhering classes for instance, giving less orders in the grouping arrangement or the make-up sessions timing and/or preparations of lectures and the many others could stabilise students' mental state and in the ultimate best of cases, their cognitive dissonance will be reduced; this solution has been collectively referred as the right manners teachers would follow for more students' sanity preservation.

## **Conclusion**

This chapter made-clear the data of this research and the analysis of its content with both approaches, qualitative and quantitative. The data collected upon the sample population which is third year EFL students at Chadli Bendjedid El-Tarf University facilitated identifying the subject matter under investigation and gave targeted answers.

# **Chapter Three: Discussion and Recommendations**

## **Introduction**

Supporting the theory of the cognitive dissonance by Festinger and Carlsmith (1959), the discussion of this research tries to validate the explored magnitude of the forced compliance on the cognitive dissonance. This ratio is not mathematically proven but a theoretical result of the cognitive dissonance on its consequences in relation with the magnitude or the importance of the stimulus which has been proven to be teachers' forced compliance. The total magnitude out of the explored relationship is increased if the pressure (the forced compliance) is sufficient to create the dissonance; however, if the consequences are decreased, the magnitude is decreased as well which means the importance of the pressure or the forced compliance is not sufficient to induce the cognitive dissonance paradigm. This ratio determines the hypothesis aimed by whether the forced compliance of teachers in making the classes' adherence is a stimulus to create the cognitive dissonance of students or it disproves the given hypothesis. Holding two opposite thoughts occurs through the process of opinion change when corresponding to a forced overt practice such the forced compliance of teachers in adhering classes is exhibited for the discussion of this study; students desire for the reduction of the cognitive dissonance state is hypothesised as the change of the proportional action of the magnitude which is manipulated as the reduction of teachers' forced compliance as it tends to be their first recommendation for better students' comfort zones.

### **3.1. Discussions of Findings**

Out of the explored results, it is important to note that the cognitive dissonance of students is not an automatic factor for them to hold opposing thoughts and beliefs; they must have a stimulus of the inconsistency to feel this discomfort. At some point, it is obvious in the data that not every student experiences the cognitive dissonance at the same degree than others. Eventually, students with lower tolerance for uncertainty and discomfort are more susceptible to experience the cognitive dissonance than the ones that less requires consistency

which is intrinsically important to students psychological well being. This particular point has been measured through students' high rating on how much they are affected by teachers' forced compliance technique when making adherent classroom laws and the undesirable tension they experience whenever appointed to do what they do not want to do. The disharmony created reflected the discrepant attitudes of the inner thoughts due to the forcing compliance of teachers or their over use of authority in reaching the aim of adherent classes. Accordingly, when students are put under such circumstance they are highly expected to experience inconsistencies.

To identify the students' cognitive dissonance or the state of congruent private opinions, this research has relied on the aversive feelings of arousal, i.e. the response of cognition to the motive which is included as the forced compliance of teachers. It evolved the exact condition to raise the magnitude of dissonance; the dissonance produced in the induced compliance paradigm is accompanied by negative affective experienced factor that led to negative consequences. This situation enabled students to be exposed to a variety of influential pressure. This pressure is formed because of many tasks students have been forcedly asked to accomplish. Some of these tasks are complied in the form of attending extra courses out of the regular schedule or being forced in a certain classroom arrangement with grouping members out of students' choice and the check up of courses' preparation. The mentioned adhering laws are often fully completed as a daily manner but what is students' perception about being under a pressure to make these laws obeyed. The use of the forced compliance by teachers to create the adherence in classes drifted to what is stated as students' dissonance to mean, creating students' dissonance instead of literally adherent classes. The dissonance explored resulted in psychological, emotional and some physical trauma, transmuting teachers' authority into a conundrum rather than a legal control which finally destructed the cognitive consistency of students making them dealing with mental pressure

and contradiction in thoughts, beliefs and attitudes. The problem with students' cognitive dissonance is the serious magnitude of its negative consequences which, eventually, has been triggered in this research with teachers' forced compliance in recognising the adherence of the classrooms. As a matter of fact, the first hypothesis is neatly validated.

Along with the problematic of exploring the effect of the two psychological theories in an educational setting, the researcher hypothesised the reduction of the tension created in order to achieve the mental consonance of students. Typically, reducing the cognitive dissonance is directly proportional to the magnitude or the importance of the discrepant cognitions, and inversely proportional to the magnitude and the importance of the consistent cognitions. To mimic the consonance which is the opposite state of dissonance, there is no correct way but always depends on the experienced population.

In the principles of the cognitive consistency by Festinger (1957), there are some of the ways to hold attitudes in harmony: change of the conflicting thoughts, change the behaviour, acquire new cognition that outweigh the dissonant beliefs and reduce the importance of the dissonant cognitions. Building on this perspective there must be a way for students to reach some of the harmony of their cognitions during maintaining classrooms adherence by the forced compliance of teachers. It is difficult for students to take for instance the central role to engage in cognitive processes that aims towards reconciling the inconsistency they are experiencing after being exposed to teachers' forced compliance, this will be limiting the will of dissonance reduction; in contrast, students are more likely to adopt a new attitude if they believe they have a menu of actions to accomplish that change. The researcher at this level discussed the idea of the forced compliance change as a step beyond cognitive dissonance operation aiming at finding a response simply through the following proposed way of reducing the negative affective factor. The original rejection upon the excessive use of teachers' authority has been taken as the key to raise the magnitude of students' dissonance;

this means, it is the use of the forced compliance that contributes in creating or eliminating the tension, discomfort or the discrepancy of thoughts.

The concept of reducing the cognitive dissonance in the study is claimed to be through the regular use of teachers' authority rather than the use of the forced compliance which logically makes sense since it is the stimulus to students' inner conflict; it is then what causes the negative consequences and automatically the cognitive dissonance. Relying on the mentioned ratio of the theory expelling the importance of the forced compliance will decrease the magnitude of the cognitive dissonance and so the implications will be limited. Eliciting the method of students' dissonance reduction corresponds to teachers' attitudes change in adhering classes and hence, the second hypothesis is also validated.

## **3.2. Recommendations**

### **3.2.1. Recommendation for Teachers**

- Individuals are a set of free decisions and as Curry, a psychiatrist with The Rowe Network in Houston, says: "Any person would want to be able to say, I have a belief system, and I govern myself accordingly". (As cited in Lawler, 2018a, para. 5). It is inspiring words to be recommended for teachers in order to make beliefs that opinions of their students matter, just because they are free individuals and they can specifically make decisions that go in the same line with their cognitions without using any forced compliance techniques.
- As far as the formulation of the cognitive dissonance and the forced compliance theories is proved to be the aversive mental state created, teachers should reconsider the use of the forced compliance in maintaining the adherence of classes.
- In adhering classrooms, there should not be one dominant power but exchanged and shared ideas on the basis of compromised authority.

- There is no best method to uphold authority and be in charge with its use but definitely it should not be through practicing the forced compliance in view to the harm that can be caused.
- Teachers must prioritize the mental consistency of students before the application of any act, method or approach.
- Teachers must avoid leading students to the state of negative arousals as long as the students' cognitive well being requires so.
- Both teachers and students are aimed to accomplish their targeted tasks (teaching and learning) inside the class in a comprehensible manner where each of them is released from negativity.
- Provide students some of classroom legacy to recognise adherence without arriving to cognitive dissonance.
- Include one element of cognition like learning attitudes at classrooms can reduce the possibility of cognitive dissonance arousal.
- Raise awareness campaigns for students at the beginning of the school year that includes statement of rules and boundaries at classes before starting to apply undesirable procedures for undesirable reasons.
- Justify the reasons behind orders and rules which may result in a good convention between students and teachers in making classroom adherence.
- Allow students to report their perspectives and claims on the applied approach as an attempt of lowering the tension.
- Give students the access to prove their presence as individuals and expressing their attitudes.
- Do not suppress students' emotions which can minor having problems in class management.

- Teachers should master the way of providing instructions.
- The smoother the attitude, the looser the behaviour can be which it may stand as a prompting rule of a well classroom manager.
- Avoid the concrete damage of adherent classes through refining the approach under use.
- Evade the legitimate power daily on students to sustain tasks but rather accurate and narrow its use for only misbehaviours.
- Collaborate with students in making rules which makes them including it as a part of their beliefs.
- As a teacher try to express the first concern to students because they form the base of neatly managed areas.
- Synthesise between the quality of teaching environment and students' perceptions.
- Teachers should believe that their attitudes reflect a deep dimension on students' lives and momentums.
- Teachers should maintain their control that causes progressive insecurities and suspect the values of students.
- Students' dissonance can be unavoidable but teachers may resolve their inconsistency by giving them the choice to write about it.
- Be creative in reaching the cognitive coherence at classes by building humorous and targeting procedure; as instance, instead of ordering a task replace it with the phrase" are you walking your talk" which denotes the consistency of actions and attitudes.

### **3.2.2. Recommendations for Educational Agenda**

- Put a shift of focus on teachers' training as an objective for fostering the psycho-pedagogical skills.

- Novice teachers must be of academic and psychological quality for its crucial part.
- Efficient procedures for and against students must be well studied before its implementation in curricula and its submission to teachers' hands.

### **3.2.3. Recommendations for Further Studies:**

- What is recommended for future similar research works is to look up for other solutions that deal with other ways of cognitive dissonance reduction than what is proposed in this work. .
- Keeping teachers' forced compliance in the educational settings is always questionable that can propose a new research on the positive consequences out of its use.
- The researcher of this work also recommends another investigation on the positive consequences of students' cognitive dissonance created in another context.
- Cognitive dissonance has a great role in decision making that can be manipulated as a second variable in another study
- Conducting purely psychological experiment can be on how much students care about pleasing their minds using the principle of consistency.

### **Conclusion**

This chapter reassumed the validity of the obtained results and hypotheses covering concise and precise discussion about the students' cognitive dissonance implications due to teachers' forced compliance as well as authority modulation in classes; finally, suggesting other possible perspectives that can be applied on the current research.

## **General Conclusion**

This research seeks at exploring the negative consequences out of teachers' compulsory act in which they are represented as the cognitive dissonance of students. The conducted data are held in a form of questionnaire and interpreted in both qualitative and quantitative approaches and addressed to the Third Year students at Chadli Bendjedid university-English Department in the academic year 2019-2020.

The results obtained a validation to the study hypotheses which examined the effects of teachers' forced compliance use for the identical classroom adherence on student's cognitive dissonance. The consequences associated with dissonance arousal are due to the compulsory act that is represented through the excessive practice of authority in accomplishing tasks, procedures and obeying classroom rules. These psychological, emotional and physical negative effects are a response to the discrepancy between students' attitudes and their behaviours as a result of engaging in beliefs' change that occurred when experienced teachers' forced compliance. Also, the study investigated students' desire and manners of preference for the reduction of their mental discomfort. Results shown a great tendency toward the method of avoiding the dissonance on which reducing the importance of the stimulus that is the forced compliance of teachers to reach consistency.

The presented work is a simple contribution in exploring the relationship between the given theories that needs further investigations and requires more attention on teachers' procedures in making classroom adherence that involves students' well being as a priority.

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**Appendix**  
**Students' Questionnaire**

Third year English students of Chadli Bendjedid El-Tarf are kindly asked to serve answers on this questionnaire maintaining student's cognitive dissonance and teacher's forced compliance techniques. I deem your trust in the preserved thoughts you provide in high kept confidentiality. Thank you for participating! Your contribution is estimated.

**Section One: Students' Information**

1. Are you aged between:

20-22

23-28

29-40

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**Section Two: Adherence of Classes**

Tick up the appropriate context to you.

1. How often do you find well managed classes?

Always

Often

Sometimes

Rarely

2. Are all classes neatly managed?

Yes

No

3. According to a personal view, how do you define an adherent class?

.....

.....

4. Is it teacher's procedures that control the adherence of the class?

5. Yes

No

6. Does every class characterize a form of adherence that is different from the other class?

Yes

No

7. If it is a yes, whom do you consider the reason?

.....

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### Section Three: The Use of Forced Compliance in Adhering Classes

Rate the following statements

1. Teacher's authority in adhering classes.

High

Bearable

Unbearable

2. Authority practice turned to be conundrum.

Fully agree

Agree

Partially agree

Disagree

3. Is there any specific unabated type of teachers' authority used with students?

Yes

No

4. What is the most used one?

Coercive Authority

Strict Authority

Appropriate Authority

5. In terms of the forced compliance techniques used by teachers, what are the tasks students are obliged to do?

NB: Tick up the appropriate answer

Assignments
Sitting arrangement
Meditating silence
Grouping work members
Lesson's preparations
Specific timing
Others?

6. Do the above factors/tasks justify the forced compliance technique in reaching an adherent class?

Certainly

To a certain extent

Not at all

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#### Section Four: Students' Cognitive Dissonance

1. Rate from the scale 1 to 10, how much do you feel affected by the teacher's forced compliance techniques?

0-3 (Low)

4-6 (Average)

7-10 (High)

2. As a student, do the following statements relate your case?

What teachers ask me to do generally does not cope with what I really want.

What teachers ask me to do generally cope with what I really want.

My decisions at class do not define my beliefs and behaviours.

My attitudes show discrepancy to my inner thoughts due to teacher's force.

I hold a great discomfort when teachers try to set the class in their manner and way.

My internal inconsistency in values and perception towards what I want and what I don't (technically, cognitive dissonance) is shaped in strict classes.

It is easy for me to handle teacher's strict attitudes when imposing adherence laws.

It is undesirable tension when the imposer appoints me to do something simultaneous with what I don't want.

3. According to your answers on the previous statements, how do you consult the impact of cognitive dissonance from teacher's force about adhering classes on you?

NB: the following are series of self-assessment scales to help students determine; stress degree, psychological, physical and emotional consequences and others that are hailed from the cognitive dissonance. Tick what is relevant.

**Frequency of Symptoms**

**Almost every**

**once a week**

**never**

**Session**

---

**Symptoms**

---

Mood swings

Sensitive to criticism

Angry

---

Inability to concentrate

Inability to make simple decisions

Memory lapses

Absenteeism

---

Stress and anxiety

Muscular cramps

Neck tension

Upset stomach

Lack of energy/ fatigue

Headaches

Boredom

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**Section five: Students' opinions on teachers' Forced Compliance**

1. Teacher's forced compliance techniques in adhering classes are a result of inappropriate authority use that can be changed?

Explain how? .....

.....

.....

2. Will the change of teacher's treatment to students reduces their cognitive dissonance implications?

Yes

No