



# Personal Variables Differentials in the Use of Strategies to Reduce Dissonance in Supervisors' Feedback among Pre-Service Teachers

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**Abstract:** The study assessed the influence of four personal variables of age, sex, level of training and department on the use of strategies to reduce dissonance in supervisors' feedback among pre-service teachers (PRESETs). It utilized the ex-post facto research design. The sample comprised 192 pre-service teachers in their penultimate and final levels of teacher education programmes in Obafemi Awolowo University, Ile-Ife, Nigeria. Results showed that the PRESETs utilized different reduction strategies when confronted with dissonance in supervisors' feedback. It was also revealed that of the four personal variables, only level of training significantly influenced the PRESETs' use of dissonance reduction strategies. Lastly, these variables jointly contribute to the prediction of the use of strategies to reduce dissonant supervisors' feedback. The implications of these findings for teacher education are also discussed.

**Keywords:** Dissonance reduction strategies; Pre-service teachers; Supervisors' feedback; Teacher training

## INTRODUCTION

Teaching practice is at the core of teacher education programmes. Its purposes and merits include: giving students the opportunity to put to practice the training they have received in pedagogical skills and classroom management; helping cooperative teachers to improve on supervisory roles and creating room for the evaluation of teacher-training programmes (Adeleke, 2010, Muhammed, 2011). Research has shown that teaching practice exercise improved students' attitude towards lesson preparation and changed their opinion of lesson delivery for the better (Adeleke, Adesina, Salami & Adebayo, 2011). Yet, it is one that is haphazardly organized and coordinated, poorly financed and one that utilizes teacher trainers from different education fields who are most often than not least aware of innovations in the field of pedagogy. The consequences of these poorly organized and coordinated teaching practices are supposedly trained teachers who are oblivious of the professional nature of teaching and the various competences required of teachers.

Prior to teaching practice exercises, teacher trainees are exposed to at least one course in teaching

methodology. For instance, at the Obafemi Awolowo University, teacher trainees at the second year of their training would have been taught ASE202 - Curriculum and Instruction besides EDU101 - Introduction to the Teaching Profession and EDU102 - Principles and Practice of Education which they are exposed to during their first year. Yet at the third year, they would have been taught STE 301 - Curriculum Development and specific teaching subject methods courses. These courses would have exposed the students to the basics and techniques of teaching and the nexus between curriculum and teaching by experts in teaching and curriculum studies fields. Teacher trainees however sometimes report that their assigned supervisors who mostly are not experts in teaching methodology and curriculum studies field do give feedbacks that are contradictory to their repertoire of knowledge on how to teach. These contradictory feedbacks often lead to as a state of cognitive dissonance. Coupled with the created cognitive inconsistencies is the relative non-availability of an atmosphere of freedom where these inconsistencies could be discussed. Teacher trainees are then left to seek for ways of resolving the dissonance if the assumption of the action-based model of the cognitive dissonance theory



(Harmon-Jones, Amodio & Harmon-Jones, 2009) which suggests that dissonance motivates discrepancy reduction because unresolved dissonance interferes with effective action, holds sway. The non-availability or provision of limited pathways for resolving these inconsistencies could further lead to the training of teachers who are not favourably disposed to teaching as a profession.

The theory of cognitive dissonance is credited to Leon Festinger. It was said to have emerged in the 1950s and has since been confirmed and expanded by diverse scholars. These latter scholars include Harmon-Jones, Jack Brehm, Elliot Aronson, Joe Cooper, Russell Fazio, Claude Steele and Robert Steiner. Cognitive dissonance refers to the discomfort or tension that is created when two or more elements of cognitions (ideas, attitudes, beliefs, opinions) that are relevant to each other but inconsistent with one another are held by an individual (Harmon-Jones, 2012; Steiner, 1980). It is the negative affective state experienced after cognitive discrepancy occurs (Hinojosa, Gardner, Walker, Cogliser & Gullifor, 2017). According to Ehindero and Ojediran (2009), cognitive dissonance is a psychological phenomenon which refers to the discomfort or disequilibrium one experiences between what one already knows or believes in (cognition) and new information, transformation and interpretation. In order to reduce the dissonance, individuals could add consonant cognitions, subtract consonant cognitions, increase the importance of consonant cognitions, or decrease the importance of consonant cognitions (Harmon-Jones, 2012).

A scenario that may cause cognitive dissonance with teacher trainees may be their knowledge of the exigencies of motivation and reinforcement in facilitating learning of concepts as would have been taught in Psychology of Learning classes and supervisors' comments that clapping of hands as reinforcement should be used sparingly and least with adolescent learners. Teacher trainees may find it difficult processing this latter information if supervisors do not provide further immediate explanation in a safe and relaxed friendly atmosphere.

Various disciplines and studies have utilized the cognitive dissonance theory to determine people's attitudes and actions towards changes in their beliefs and perceptions and systems. Jermias (2001) built on the theory of cognitive dissonance to predict that commitment to a particular course of action will cause people to become insensitive to the potential benefits of the rejected alternative. The study utilized laboratory experimentation to examine why people are motivated to resist change and what mechanisms they use to rationalize their judgement. The results from the study revealed that people's judgements about the usefulness of costing systems were influenced by their commitment to their favoured system and that people assessed only a

subset of their knowledge to support their desired conclusion. McFalls and Cobb-Roberts (2001) applied the principles of cognitive dissonance to an instructional strategy to reduce resistance to diversity. The results indicated that incorporating cognitive dissonance theory into instruction on diversity creates an awareness of (meta)dissonance and has the potential for reducing resistance to diversity issues. Gorski (2009) also recognised cognitive dissonance as a viable strategy in teaching social justice. Other scholars that have given credence to the use of cognitive dissonance in teaching to bring about desired learning include Carkenord and Bullington (1993), Esma (1998) and Kivirinta (2014).

Misiti and Shrigley (1994) carried out a study on the role of cognitive dissonance based on five preconditions for dissonance viz: perceived choice, irrevocable commitment, minimum incentive, perceived responsibility for consequences, and foreseeability of negative consequences of behaviour on the science attitudes of 141 middle school students. It was predicted that dissonance arousal following the essay writing task would be reduced by a positive attitude change in the direction of the counter-attitudinal advocacy. Results depicted that there was no evidence to support the premise that engaging the students in a counter-attitudinal essay writing task will improve their science attitudes. It was also reported that there was a significant three-way interaction of grade level, gender and treatment level on science attitude scores even though when taken separately only grade level showed significant effect on the post-test science attitude of the students.

Ying (2010) in a study on Chinese students' experience of cognitive dissonance regarding Christianity in the United States, indicated that these students experienced cognitive dissonance when they were exposed to Christianity. These students were either aware, uncertain or acted in denial when confronted with the dissonance. The study revealed that the students tended to reduce their cognitive dissonance either by ignoring the new beliefs or by changing their existing beliefs and accepting Christianity. These studies show directions that cognitive consistency is a goal for everyone irrespective of gender, sex or class.

Personal variables such as age, sex, level of training and stratification based on department have been thought to influence a wide range of psychological constructs and behaviours. Results from diverse studies including meta-analytic studies on the influence of age have always shown conflicting results. However, the far-reaching conclusions from studies are that interpretation of findings should consider greatly the context of the research and the underlying psychological processes of members in each group (Bernal, Synder & McDaniel, 1998; Springer, Pudrovskaya, & Hauser, 2011;



Rauschenbach & Krumm, 2012). With respect to the influence of sex on the decision-making process, Lizarraga, Baquedano, Cardelle-Elawar (2007) observed that decisions are affected by beliefs about the characteristics that differentiate the sexes even though these beliefs may be based on questionable criteria. They stated that results of research are somewhat ambiguous because, although some significant differences have been identified, most of them are minimal. Observed differences have been interpreted as the result of the incidence of sex-related social norms and stereotypes that are transmitted in the form of values, traditions, and behavioural expectations (Lizarraga, Baquedano, Cardelle-Elawar, 2007). A study by Rex and Ragaiah (2017) found out that females were more dissonant in the internal and personal areas specifically the personal adjustment and health and wellness whereas males were more dissonant in the external and impersonal areas especially in schooling and learning and subservience/dominance divisions.

As pre-service teachers progress in their training, it is expected that they acquire sufficient knowledge in diverse areas related to curriculum and teaching, tests, measurement and evaluation, philosophy of education, psychology of education, etc. and such other cognition, attitudes and beliefs that would make them develop professional identity and practical knowledge to do their work as teachers. Pre-service teachers at higher levels of training should be able to harness resources for their professional growth to make them relevant in the field. The various experiences they are exposed to as they progress in their training should provide them with interpretive frames (Darling-Hammond & Bransford, 2005) that would make them seek avenues to reduce dissonance when they arise.

The nature of the work of teachers is such that they are competent in: the subject matter; psychological learning theories; classroom management; the use of relevant technology for teaching specific content and; selecting and using specific pedagogical techniques for bringing about desired learning outcomes. These core competency areas are the foci of pre-service, in-service and continuing professional training and development. For pre-service teachers, teaching practice affords the opportunity of translating learned theories to practice within a clinical supervision framework-such clinical supervision framework providing for feedback to students where inconsistencies are reported between theories and practice. Yet reports from the field indicate that pre-service teachers find recourse to diverse dissonance reduction strategies other than relating with the supervisors. These other strategies include: discussing the area of conflict with other students; discussing with other faculty members other than the assigned supervisors, reading articles, journals and other texts on

the area of dissonance, etc. The use of these strategies may differ for teacher trainees by age, department of level. There is thus a need to ascertain this latter position.

The purpose of the study is to determine the influence of the personal variables of age, sex, teacher education training level and department on the dissonance in supervisors' feedback reduction strategies adopted among teacher trainees. The specific objectives of the study are to:

- determine pre-service teachers' usage patterns of strategies to reduce dissonance in supervisors' feedback;
- determine the individual influence of the personal variables of age, sex, level and department on use of strategies to reduce dissonance in supervisors' feedback among the teachers; and
- assess the joint influence of the personal variables on the pre-service teachers' use of strategies to reduce dissonance in supervisors' feedback.

#### *Research question*

One research question that was asked and answered in this study was:

- What is the usage pattern of strategies to reduce dissonance in supervisors' feedback among the pre-service teachers?

#### *Research hypotheses*

The following hypotheses were formulated and tested at 0.05 level of significance:

- there will be no significant individual influence of each of the personal variables of age, sex, level and department on the use of strategies to reduce dissonance in supervisors' feedback among the teachers; and
- there will be no significant joint influence of these personal variables on the use of strategies to reduce dissonance in supervisors' feedback among the pre-service teachers.

## **METHODS**

### *Design*

The study utilized the ex-post facto research design.

### *Population*

The population comprised 902 pre-service teacher candidates who registered and sat for examinations in an intermediate teaching methodology course (ASE 202-Curriculum and Instruction) during the 2014/2015 and 2015/2016 sessions at the Faculty of Education, Obafemi Awolowo University, Ile-Ife, Nigeria and were presented for the 2016/2017 teaching practice exercise.

### *Sample and sample technique*

The sample for the study consisted of 192 pre-service teachers in their penultimate and final years of their



teacher education training programme who were selected using the random sampling technique. The sample profile is: 85 male, 107 female; 99 were in penultimate class (3<sup>rd</sup> year), 93 were in final class (4<sup>th</sup> year); 143 are from the Department of Arts and Social Science, 33 from the Department of Science and Technology and 16 from the Department of Kinesiology, Health Education & Recreation. The average age of the respondents was 22.73 with a standard deviation of 3.32. The frequency distribution of the age group reveals the following: Below 20= 24; 20-24= 117; 25-29= 43; 30-34= 6; 35 and above= 2.

#### Instrumentation

A validated researcher-designed questionnaire titled "Dissonance in Supervisors' Feedback Reduction Strategies Use Questionnaire (DSFR-Q)" with two sections was used for the study. Section A of the instrument contained 14 items on the alternative courses of action pre-service teachers may take when they are given feedbacks that are in dissonance with what they have learnt in methodology classes by their supervisors. The initial 16 items in the questionnaire were developed via informal discussions with both pre-service teachers who had experienced one or more teaching practice session and those who have not experienced any. The initial responses given were transcribed, modified and collated. The items were then presented to other experts in the fields of teacher education, curriculum studies and tests and measurements for expert judgement on them. Their comments were also utilized in modifying the items which were later administered on a sample that did not partake in the main study. The items were subjected to reliability analysis using the Cronbach alpha technique. Only items with high inter-item correlation ( $r \leq 0.70$ ) were retained in the questionnaire. Two items viz: "do nothing than accept the position of the supervisor as the current state of event in the field of teaching" and "reject the supposed new knowledge if it disseminated with the intent to victimize and make me feel less important" were deleted via this process. Confirmatory Factor Analysis

Procedures revealed that the questionnaire is unidimensional with one major factor structure. Sample items from the questionnaire include: "try to see how different facts and ideas fit together" and "discuss the area of conflict with an expert in the field of teacher education" A Cronbach alpha value of 0.85 was obtained for the present study. This was considered appropriate for the present study. Section B contained items that elicited responses on the personal variables of interest to the present study namely: age, sex, level and department of respondents.

#### Procedure for data collection

The pre-service teachers were met at the schools where they were placed for the teaching practice assignment. The purpose of the study was explained to them and the questionnaire was administered to them. The filled copies of the questionnaire were collected immediately.

#### Method of data analysis

The collected data were analysed using descriptive and inferential statistics. Descriptive statistical tools of mean, standard deviation and percentages were used to analyse data so as to answer the sole research question asked while inferential statistics of one-way analysis of variance and multiple linear regression analysis were used to analyse data with respect to hypotheses one and two respectively.

## RESULTS

*Research question:* What is the usage pattern of strategies to reduce dissonance in supervisors' feedback among the pre-service teachers?

In order to provide a response to this question, the mean and standard deviation of the pre-service teachers were obtained. The mean was further classified into three categories of High Priority (3.45-5.00), Medium Priority (2.01-3.44) and Low Priority (0-2.00) response set. The results obtained are as presented in Table 1.

**Table 1. Descriptive statistics of pre-service teachers' use of strategies to reduce dissonance in supervisors' feedback**

S/N	Items	Mean	Std. Deviation	Rank	Remarks
	<b>When the opinions or comments of assigned university teaching practice supervisors differ from the ideas, knowledge and skills you have learnt in teaching methodology classes, you are likely to:</b>				
1.	try to see how different facts and ideas fit together.	2.99	1.48	8.5	Moderate Priority
2.	discuss the area of conflict with other students.	3.13	1.41	4.5	Moderate Priority
3.	ask the supervisor for further clarification on the perceived area of conflict.	3.08	1.48	6.5	Moderate Priority
4.	discuss the area of conflict with an expert in the field of teacher education.	3.13	1.47	4.5	Moderate Priority



5.	accept the position of the supervisor as the current state of events in the field of teaching.	2.84	1.40	13	Moderate Priority
6.	work harder as a result of the conflicting feedback	3.28	1.31	3	Moderate Priority
7.	engage the supervisor, in company of other students, in a discussion to clarify the expressed divergent opinion.	2.90	1.49	11.5	Moderate Priority
8.	read articles or books on the areas of the disagreement.	2.90	1.47	11.5	Moderate Priority
9.	explore different ways of thinking on the area of disagreement.	2.99	1.46	8.5	Moderate Priority
10.	seek the opinion of senior members of the faculty on the area of conflict.	3.08	1.48	6.5	Moderate Priority
11.	seek the opinion of junior members of the faculty on the area of conflict.	2.47	1.51	14	Moderate Priority
12.	accept the position of the supervisor without dispute if he/she is from one of the teacher education departments and not from other departments.	2.91	1.47	10	Moderate Priority
13.	assimilate the new knowledge if it is backed up with reasonable explanation by the supervisor.	3.48	1.33	2	High Priority
14.	accommodate the new knowledge if it is offered within a constructive feedback framework.	3.53	1.39	1	High Priority

Table 1 shows that mean of the response sets ranged from 2.47 to 3.53. The response set with the least mean was “seek the opinion of junior members of the faculty on the area of conflict” while the response set with the highest mean was “accommodate the new knowledge if it is offered within a constructive feedback framework”. From Table 1, it could be observed that 12 out of 14 response sets representing 85.71% of the response sets were classified as moderate priority response sets while two response sets representing 14.29% of the response sets were classified as high priority response sets. It could be observed that the high priority sets relate to the assimilation of the dissonant knowledge if reasonable and constructive feedbacks are given by the supervisors. The rank ordering of the strategies show the relative importance of each strategy. The top five strategies are: accommodation of the new knowledge if offered within a constructive feedback

framework; assimilation of the new knowledge if it is backed up with reasonable explanation by the supervisor; working harder as a result of the conflicting feedback; discussing the area of conflict with other students and; discuss the area of conflict with an expert in the field of teacher education. The least used strategies in descending order of magnitude are: read articles or books on the areas of the disagreement; engage the supervisor, in company of other students, in a discussion to clarify the expressed divergent opinion; accept the position of the supervisor as the current state of events in the field of teaching and; seek the opinion of junior members of the faculty on the area of conflict.

**Hypothesis One:** There will be no significant individual influence of each of the variables of age, sex, level and department on the use of strategies to reduce dissonance in supervisors’ feedback among the teachers.

**Table 2. Analysis of Variance of the individual influence of age, sex, level and department on pre-service teachers’ use of strategies to reduce dissonance in supervisors’ feedback**

Dependent variable: Pre-service teachers’ use of strategies to reduce dissonance in supervisors’ feedback

Independent Variables		Sum of Squares	df	Mean Square	F	sig.
Age	Between Groups	3818.676	17	224.628	1.650	.056
	Within Groups	23682.652	174	136.107		
	Total	27501.328	191			
Sex	Between Groups	17.279	1	17.279	.119	.730
	Within Groups	27484.049	190	144.653		
	Total	27501.328	191			
Department	Between Groups	197.629	2	98.815	.684	.506
	Within Groups					



	Within Groups	27303.699	189	144.464		
	Total	27501.328	191			
Level	Between Groups	2135.210	1	2135.210	15.993	.000
	Within Groups	25366.118	190	133.506		
	Total	27501.328	191			

Table 2 shows that there is no significant influence of each of age ( $F=1.65$ ,  $p=.056$ ), sex ( $F=.12$ ,  $p=.73$ ) and department ( $F=.68$ ,  $p=.51$ ) on the pre-service teachers use of strategies to reduce dissonance in supervisors' feedback. The table shows that only the stage in training of the pre-service teachers (level) influenced their response set to dissonance reduction strategies ( $F=15.99$ ,  $p=.000$ ). The descriptive statistics for the departments however show the mean values of 41.88, 42.43 and 45.03 for Kinesiology, Health Education and Recreation; Arts and Social Science Education; and Science and Technology Education respectively. This shows that those in Science and Technology Education used more of the reduction strategies; this was followed by those in Arts and Social Science Education while those in Kinesiology, Health Education and Recreation department reported least use of the strategies. The descriptive statistics for the level, in order to know where the difference arose from, revealed a mean of 39.60 with a standard deviation of 10.97 for those in Part 3 and a mean of 46.27 with standard deviation of 12.15 for those in Part 4. The mean for the use of the strategies for males was 43.16 while 42.56 was reported for females. The mean values obtained for the age groups were: 41.63 for below 20 years; 42.47 for 20-24 years; 43.35 for 25-29 years; 50.50 for 30-34 years and; 44.00 for 35 years and above. The null hypothesis was thus accepted for each of

the variables of age, sex and department while it was rejected for the level variable.

**Hypothesis Two:** There will be no significant joint influence of these personal variables on the use of strategies to reduce dissonance in supervisors' feedback among the pre-service teachers. In order to determine whether to accept or reject this hypothesis, the multiple linear regression analysis with age, sex, level and department as predictors was used. The results obtained are as stated in Table 4 and 5.

**Table 4. Model summary of multiple linear regression analysis of the joint influence of age, sex, level and department on pre-service teachers' use of strategies to reduce dissonance in supervisors' feedback**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.286 <sup>a</sup>	.082	.062	11.622

Findings as could be obtained from Table 5 reveals that there is significant joint influence of age, sex, level and department on the response set of the pre-service teachers to the use of strategies to reduce dissonance in supervisors' feedback ( $F=4.15$ ,  $p=.003$ ). The model summary as shown in Table 4 reveals that these four variables account for about 8.2% variance in the prediction of the use of dissonance reduction strategies.

**Table 5. Multiple linear regression analysis of the joint influence of age, sex, level and department on pre-service teachers' use of strategies to reduce dissonance in supervisors' feedback**

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	2243.824	4	560.956	4.153	.003 <sup>b</sup>
	Residual	25257.504	187	135.067		
	Total	27501.328	191			
a. Dependent Variable: Pre-service teachers' use of strategies to reduce dissonance in supervisors' feedback						
b. Predictors: (Constant), LEVEL, DEPT, SEX, AGE						

The null hypothesis which stated that there will be no significant joint influence of the personal variables of age, sex, level and department was therefore rejected.

## DISCUSSION

It appears from the literature that cognitive dissonance should be relatively expected throughout the various developmental stages of humans. Of importance

however is the need for equilibrium in cognition as soon as possible. Teacher trainees also experience dissonance in the feedback given to them by supervisors during teaching practices. Results from this study show that the strategies adopted can be categorized in order of magnitude as: Work with Supervisor; Work with Others (with students, work with significant others who are at the same or higher level than the supervisor, work with supervisor in company with others students); Work with



Self (interfacing with authors of pedagogy texts) and; Least resistance path (immediate acceptance without further clarifications). The finding of this study is not surprising as it affirms previous findings that when faced with cognitive dissonance, individuals adopt various dissonance reduction strategies. Ying (2010) for instance noted that individuals could either reduce the dissonance either by ignoring the new beliefs or by changing their existing beliefs and accepting the dissonant cognition. The order of the dissonance reduction strategies adopted by the trainees affirms the role of supervisors in clarifying dissonant issues so that they can be in consonance with trainees' prior acquired cognition. It may thus be conjectured that the reasonable lack of clinically-related rapport between the trainees and the supervisors usually triggers the need for trainees to interact with others in the cycle.

The study also determined the individual influence of each of the variables of age, sex, level and department on the use of dissonance in supervisors' feedback reduction strategies among the teachers. It was found that of these four variables, only level in teacher training has significant influence on the use of strategies to reduce dissonance in supervisors' feedbacks among the teacher trainees. A similar report was given by Misiti, Frank and Shrigley (1994) where only grade level showed significant influence on the posttest science attitude of students who had earlier been exposed to counterattitudinal advocacy via essay writing. The significant influence reported for level-in-training of the pre-service teachers could be explained on the basis that those at the higher level of training would have received further instruction in subject-specific teaching methodology classes where dissonances would have been addressed with teaching subject methods experts. More so, those at the higher level of training would have undergone at least one supervised teaching practice and would have had feedbacks on some of the dissonant areas thus improving their likelihood to dispel dissonant cognitions via collaboration with more knowledgeable others, peers and textbooks on pedagogy. Hence, a stronger interpretive frame which could be attributed to advancement in teacher training would have assisted the pre-service teachers in the use of dissonant feedback reduction strategies. The present findings also underscore the importance of incorporating cognitive dissonance instruction early into curriculum and instruction courses so that the level-based differences in the use of cognitive dissonance reduction strategies could be mitigated. The non-significant influence reported for gender could be accounted for on the premise that experiencing cognitive dissonance in the context of this study is not gender-biased but work-related. Hence, as long as both male and female trainees are to perform based on certain teaching principles and theories, skills, competencies and

standards, they are bound to seek channels to eliminate or reduce dissonances as they occur.

## CONCLUSION

The conclusion that could be reached from the findings of this study is that the role of teaching practice supervisors as mentors in giving constructive feedbacks to the teacher trainees during teaching practice exercises is sine qua non to their successful assimilation and integration of new sources of information that could cause dissonance in their cognitive schemata. The giving of feedbacks should be carried out in an ambience of freedom and within the framework of the provisions of social constructivism where teacher trainees could be seen as apprentices in a community of practice and as individuals who are capable of mediating knowledge with significant more knowledgeable others, that is the supervisors.

Also, the alternate courses of actions that teacher trainees take when dissonance in feedbacks occur are affected singularly by their level in the teacher training programme and not by age, sex or the department where they are trained. The implication of this study is that students should be made aware of sources of dissonance between supervisors' feedback and their pedagogical knowledge and competencies and how to positively and constructively respond to same in their teaching methodology classes and micro-teaching sessions. This should start early enough during their training so that seeming disparities in the use of cognitive dissonance reduction strategies based on levels could be mitigated if not eliminated.

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## APPENDIX

## ADSFQ

**Instructions:** Below are some of the acts and decisions a teacher trainee (student teacher) may make when the opinions of university appointed supervisor differ from his/her own during the teaching practice exercise. On a scale of 0-5, with 5 being the most likely act/decision and 0 being the likelihood that you will not make/take such decision/action, rate the extent to which you are likely to engage in the acts/decisions listed below when the opinions/comments of your supervisor differ from yours.

Be assured that your responses will be kept in confidence and used for this research purpose only.

**When the opinions or comments of assigned university teaching practice supervisors differ from the ideas, knowledge and skills you have learnt in teaching methodology classes, you are likely to:**

S/N	Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1.	try to see how different facts and ideas fit together.	39.72	120.69	.531	.514	.842
2.	discuss the area of conflict with other students.	39.58	121.12	.549	.442	.841
3.	ask the supervisor for further clarification on the perceived area of conflict.	39.63	118.43	.607	.481	.838
4.	discuss the area of conflict with an expert in the field of teacher education.	39.58	120.14	.556	.425	.841
5.	accept the position of the supervisor as the current state of events in the field of teaching.	39.87	121.161	.553	.469	.841
6.	work harder as a result of the conflicting feedback	39.44	124.603	.472	.391	.846
7.	engage the supervisor, in company of other students, in a discussion to clarify the expressed divergent opinion.	39.81	124.101	.418	.315	.849
8.	read articles or books on the areas of the disagreement.	39.81	118.750	.598	.507	.838
9.	explore different ways of thinking on the area of disagreement.	39.72	118.737	.604	.472	.838
10.	seek the opinion of senior members of the faculty on the area of conflict.	39.64	122.034	.487	.378	.845
11.	seek the opinion of junior members of the faculty on the area of conflict.	40.24	128.531	.271	.258	.858
12.	accept the position of the supervisor without dispute if he/she is from one of the teacher education departments and not from other departments.	39.81	126.471	.348	.306	.853
13.	assimilate the new knowledge if it is backed up with reasonable explanation by the supervisor.	39.23	123.552	.501	.355	.844
14.	accommodate the new knowledge if it is offered within a constructive feedback framework.	39.19	122.425	.514	.342	.843

**Personal variables****What Department are you in?** ..... **Level:**.....**Sex:** Male ..... Female .....**Level:** .....**Age last birthday** .....

Item 5 as presently stated above was reworded. The initial item stated that “do nothing than accept the position of the supervisor as the current state of events in the field of teaching”. Items 10 and 15 were deleted out rightly as they yielded Cronbach alpha that added to the scale’s Cronbach alpha value. The initial items were “change my opinion immediately as a result of the knowledge/argument presented without further discussion with the supervisor” and “reject the supposed new knowledge if it disseminated with the intent to victimize and make me feel less important”.