

Creating a Virtuous Cycle of Sustainability and Frugality: Proposing a Framework on the Role of Higher Education Institutions in Reducing Intention-Behaviour Gap

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Extant literature suggests a substantial gap between consumers' stated intention of using products that foster ecological sustainability and the actual purchases carried out by them. In the innovation management literature this phenomenon is generally referred as Intention-Behaviour gap, or also Attitude-Behaviour gap ([Ajzen et al, 2004](#); [Heidenreich and Handrich, 2015](#)). Studies show that frugal innovations offer a potential solution to this challenge by simultaneously enabling affordable and sustainable technological excellence that can match consumer aspirations ([Morimura et al, 2020](#)). On the other hand, frugal innovations have themselves suffered by often unjustified negative quality perceptions. The potential role of academic education in fostering acceptance of frugality and thus, inter alia, bridging the Intention-Behaviour gap has received very little scholarly attention, if any.

Our paper seeks to address this gap by developing a conceptual model for frugal solutions targeted at ensuring sustainability in five stages with a mixed-method research design, as described below:

A literature analysis is conducted, in the first stage, to identify the underlying causes behind Intention-Behaviour gap. In a second step, these are matched with core characteristics of frugal innovations. For this purpose, the model draws on a multidimensional understanding of affordability, which includes financial, societal, environmental and infrastructural affordability as a core pillar for frugal products and services ([Achtelik et al, 2022](#)). The third stage is concerned with identifying the state-of-the-art instruments of academic education, e.g., use of Blended Learning, Virtual and Augmented Reality, and Life-Long Learning, to reach out to different societal stakeholders to make them aware of the concept of frugality and frugal innovations ([Papageorgiou and Kokshagina, 2022](#)). Critical classroom discussions and academic emphasis are not only likely to increase acceptance of frugality, but also to reveal potential barriers and concerned that could be subsequently addressed. These findings would be supplemented and validation by open data provided by World Values Survey (7th round) for Germany and Japan.[\[1\]](#) The fifth and final step is about consolidation of the conceptual model

References

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[1] See, <https://www.worldvaluessurvey.org/WVSDocumentationWV7.jsp>, last retrieved: 5 March 2023