

A STUDY ON THE INTENTION OF LEARNING BODY PAINTING

Li-Chuan Chu¹ & Li-An Wu²

¹ Professor, Department of Business Administration, Nanhua University, Chiayi, Taiwan, R.O.C

² Research Scholar, Department of Business Administration, Nanhua University, Chiayi, Taiwan, R.O.C

ABSTRACT

The study aimed to explore the intention to learn body painting. In this research, the questionnaire survey sampling was conducted via convenient sampling method. A total of 200 hard copies of the questionnaire were sent out, while 162 valid questionnaires were adopted. This study used SPSS for data analysis, where the research hypotheses were tested by regression analysis to verify the causal relationships between the mentioned variables, and to investigate the mediating effect of attitude and perceived behavioural control. The conclusions of this study were listed as follows: There are significantly positive influence on the students' behavioural intention, attitude, subjective norm and perceived behavioural control. Subjective norm has a significant positive influence both on attitude and on perceived behavioural control. Attitude has a complete mediation effect on the relationship between subjective norm and behavioural intention. Perceived behavioural control has a partial mediation effect on the relationship between subjective norm and the behavioural intention. Rather than direct influence, subjective norm has an indirect influence on students' behavioural intention through attitude and perceived behavioural control.

KEYWORDS: Body Painting, Theory of Planned Behaviour, Attitude, Subjective Norm, Perceived Behavioural Control

Article History

Received: 21 Dec 2021 | Revised: 27 Dec 2021 | Accepted: 03 Jan 2021

INTRODUCTION

This study intended to explore the learning attitude, subjective norm, perceived behavioural control and learning intention of body painting students through a questionnaire survey. This chapter is composed of three sections, specifying respectively research background and motivation, literature review, and research procedures.

There are diverse forms of body arts: tattoos, body piercings, scarification, body painting, costuming, body shaping, and even circumcisions--all play important roles in the form of visual fashion art. These body arts were popular in different zones, times, races, which results in the different use-situations and meanings of symbols. To be specific, these anthropological differences share the cultural meanings to obviously convey cultural differences. Highlighting the different social and economic status or the social group where an individual belongs to, the body art is also considered a sort of communication no matter it is permanent or temporary. Permanently and irreversibly, the patterns are applied onto the body, skin and bones such as tattooing, scarifying, piercing and the cosmetic surgery; temporarily and reversibly the make-up, the costume, the decoration, and the hairdo. The body art also reflects the aesthetical features and the imagination that belongs to one specific group, one distinctive race and culture respectively, representing cultural connection to the ancestors and religious beliefs. From time to time, what is called contemporary body arts implies the practice of tradition and its combination with creativity. Different races and different environments make people present distinctive forms of design to

rebuild and to declare themselves, to demonstrate their personalities, and also to gain identities in a group. Historically speaking, the Australian aboriginals, for example, applied similar patterns both to their body and the cave wall in order to indicate the sacred location of their ancestors (Enid Schildkrout, 2001).

The body engravings, especially the tattooing, the scarifying and the body painting, generally gain the attention of the anthropologists the most. The craved body symbols represent the gender, age, political status and cultural variety. Non-Caucasians in the early times depicted and described their arts on the human body which was used as the canvas to write and to read. In the west China, the discovered mummies were tattooed around 3,000~4,000 years ago (Schildkrout, 2004). In Greek, Roman, and Celtic cultures, tattoo was also represented as the punishment for someone to be enslaved. However, in the African cultures, tattoo was privileged in the elite class; moreover, the pilgrims in the early Christian times used tattoo as the token of their belief in the only God. The design of tattoos was not only applied to the human body but to the places in the daily life both secularly and sacredly, such as the furniture, the textile, the sculpture, and the architecture. The tattoo patterns in the European colonial times were recorded as the printed images. In the middle-twentieth-century's Africa, the pattern of tattoos was included in the textile and costume design, which served as the symbol of the social and economic status. Nevertheless, the body painting was still a physical-based platform to display the visual art. The earliest record of the body painting can be dated back to 3000 B.C.; the pictures on the potteries and the stone statues revealed that the tribe aboriginals did body-painting in the religious rites with the clay and natural pigments. The body painting was then functioning as the traces left by the dead, in order to distinguish their personal significance, social status and cultural identity. In contrast, the modern body painting is not merely a physical totem but also a way of bodily art with the specific and spontaneous intention to signify individual freedom (Enid Schildkrout, 2004).

There are a large number of body painting pigments, including the kaolin, cinnabar, cedar bark, ochre, etc. In the Age of Discovery, these colouring ingredients were the key trade items. Generally speaking, the body painting was usually used to represent the transition of the different life paths, such as the rites of passage and the funerals. Mostly, the scenario of the body painting is mostly to pray for happiness, especially the cultural function to ward off the misfortune. To exemplify, the bride in the wedding ceremony will do henna tattoo in order to pray for the good luck. Using henna as dye is still quite popular in the India, Middle East, and some geographically nearer western world. In the middle 20th century, the body painting was applied to the stage actors or clowns, which makes it another unique art type to illustrate the concept of the modern civilization.

The body painting is one of the earliest performances of art, presenting human's innovative art styles at different times. In 1933, as an art practice, the famous cosmetic brand, Max Factor, presented the new collection of make-ups in the Great Exhibition in Chicago. This tongue-tying display of art wasn't thought popular in the western world, yet it played great influence on many artists in the future. Afterwards, during the 1950's-1960's, the renaissance of body painting in the western society was started as the alternative art by applying pigments onto the body of the models who would paint themselves by touching or rolling on the paper or canvas at the artist's request. In the hipster movement of the late 1960's, the western artists then were trying to invent a sensational and mind-blowing way of creation to express themselves. The young females involved in the movement would usually decorate their cheeks with flowers or linear signs, which could be recognized as the prototype of the modern painting art. Although the hipsters were always associated with nudity, psychedelics, and public pursuit of sex, yet the body painting was not always conducted upon the fully naked female body but upon the respective body parts of the skin, back, hand, chest and face respectively and partially.

The body painting is an art of applying paints on the human body, which will not result in the irreversible change to the flesh. The costume, make-up, and the hairdo share the same quality of the temporariness of the body arts, which can momentarily re-invent the image of the self and the identity of the adopters of the aforementioned body art. So far, the above-mentioned forms of the body art have been globally recognized as one of the alternative arts and the basic development of fashion.

Hemphill and Suk (2008) proposed the Flocking-Differentiation Model to illustrate how the fashion trend produces itself. “Flocking” means that consumers take part in the trend via buying one same product while the manufacturers produce the merchandise to respond to the consumers’ needs. Between the supply and demand, the fashion shapes itself, which reflects the experiences shared by the whole generation. “Differentiation” means the individuals who don’t want to follow the trend demand, instead, the innovative vogue. As the research proves, the whole cycle of fashion is built between the trends of flocking and differentiation. To put it differently, the body painting, costume, etc., as the same temporary form of the body arts, are not only the fashion practice to re-shape oneself, but also the to demonstrate the personal significance, which is also the indication that people take part in the trend together.

So far, quite different to the general school system, the training purpose of the professionals in Taiwan’s fashion industry has been based on the vocational schools, responding to the demand and the development of the dominant trends. Only by appropriate adapting the school-based curriculums including professional know-hows, situations, skills can the schools meet up the need of the students and the demand of the society and the country as well (Dai-Pai Feng, 1992). In other words, as an emerging project in the fashion industry, how body painting can effectively provide professional skills training and understand the students’ willingness to learn is the key issue. That is, how the fashion industry, particularly in the field of body painting, can provide the most professional practitioners for the current need of Taiwan to promote and activate the growth momentum is of paramount importance. All in all, this research, based on the above-mentioned understandings and the Theory of Planned Behaviour (TPB), aims at understanding the body painting practitioners’ intention to learn the trade. To be precise, this research is making effort to figure out how the education of the body painting can effectively respond to the calling of the contemporary society, and therefore, fulfilling the mission to cultivate professionals with the core professional competencies to meet the demand of society.

LITERATURE REVIEW

According to the research motivation and purpose, this research based on the Theory of Planned Behaviour, mainly explores the learning willingness and intention of body painting students. The research of the related literature on the Theory of Planned Behaviour will be included, as well as the relationship between such factors as subjective norm (SN), attitude (AT), perceived behavioural control (PBC), and behavioural intention (BI)—all of which will affect body painting practicing students’ learning intention. The Theory of Planned Behaviour is the most frequently cited and influential prediction model of human social behaviour.

It is derived from the Theory of Reasoned Action (TRA) (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980). TRA model is served as a model to evaluate and to research the influences of attitude, subjective norm on behavioural intentions, attitude is formed through learning, but it is affected by various factors such as gender, age, social class, personality traits, lifestyle, values, family, relatives and friends, social culture, and economy (Walter, 1978). The subjective norm depicts how social pressure places influence on the behaviour in a certain social group. The norms stemming from the reference group can predict or regulate one or more persons’ values, norms, or attitudes (Deutsch and Gerard, 1955). However, the TRA

model limits the application of theory. Ajzen (1985) proposed that TPB adds a variable, perceived behavioural control. The Theory of Planned Behaviour proposed by Ajzen (1991) depicts that most human behaviour is goal directed and have plans to execute their own behaviours. Individual behaviour is affected by individual behavioural intentions (Sussman, 2019).

The behavioural intention refers to the strength of the intention to engage in a particular behaviour of an individual. The psychological intensity of whether or not to actually take action can be used to understand whether the person is willing to try hard or the intention of how much effort he is willing to devote, and this variable can explain and predict the reasons for the actual behaviour of the individual. In addition, the behavioural intentions are also affected by attitude and subjective norm.

Yarimoglu and Gunay (2020) collected by the interview survey technique, and 400 usable questionnaires were held from the customers in Izmir City, Turkey, they found the attitude and subjective norm will affect customers' intention to visit green hotels.

The attitude refers to the positive or negative thoughts about the environment and behaviour of an individual. Toward the behaviour, it means that to maintain the more positive attitude, representing the higher intention to engage in the matter. Conversely, the more negative the attitude is, the lower intention can be possible (Fishbein & Ajzen, 1975). Oztekin took meta-analysis by reviewing 26 studies of TPB in knowledge sharing, which shows that the attitude and the intention are strongly related (Oztekin 2017). Burns, Houser & Farris (2018) surveys were distributed to 343 college students in a basic course. The results show that teacher confirmation was significantly related to attitude communicating with an instructor, perceived behavioural control and subjective norm. Subjective norm and perceived behavioural control were also positively related to students' behavioural intention to communicate with the instructor.

The subjective norm depicts that the individual feels the imposed social pressure when conducting the specific behaviour. The pressure can come from the elder, teachers, relatives, friends, and so on. Meanwhile, to perceive whether others approve of the individual's specific behaviour, and then to predict the social pressure, which might place great influence on the individual's process of decision. La Barbera and Ajzen (2020) research with the theory of planned behaviour has typically treated attitude, subjective norm, and perceived behavioural control as independent predictors of intention. Attitude, subjective norm, and perceived behavioural control positively influenced their intention to adopt mobile learning. (Cheon, Lee, Crooks & Song, 2012). Hsu, Chang and Yansritakul (2017) indicate that attitude, perceived behavioural control and subjective norm have a significant impact on purchase intention of green skincare products.

Perceived behavioural control is also a factor that constitutes behavioural intention. The perceived behavioural control refers to the ability of an individual to control the perceptual ability of opportunities and resources needed when engaging in a certain behaviour (Ajzen, 1991). Non-motivational factors that an individual cannot control, such as personal intentions, desires, opportunities, abilities, resources, or policies, are all related to the control of personal behaviour. Perceived behavioural control is also controlled by specific beliefs, called control beliefs. When individuals want to engage in certain specific behaviours, they will eventually be unable to actually engage in this behaviour due to the lack of the ability to control resources (Ajzen, 2002). Armitage (2005) studies the relationship between exercise habits and perceived behavioural control was significantly predictive of intention and actual behaviour. The study was to investigate nursing intention among nurses caring for emerging infectious disease patients in Korea, perceived behavioural control significantly influenced nursing intention. (Lee & Kang, 2020) .The intention is also affected by perceived behavioural control (Quintal, Lee & Soutar, 2010).

METHODOLOGY

Research Model and Hypotheses

The body art is one of the earliest art performances, in accordance with the records in the western history, the tribal aborigines in the early times adopt the clay and natural dye to read and write on the human skin just like the canvas. Considered as a communication between people among different regions, times, races, the body art can be divided into two categories: temporary and permanent, such as the make-ups, the body painting, the tattoos, and the piercing. The body painting is a globally popular art form to combine painting and body art. Influenced by the globalisation of cultures and creativity, the body painting is recently to catch up with the high-paced fashion trend, which are the vital issues how body painting, one of the rising new ventures in the fashion industries, efficiently provides the training of the professional skills, and that realizes the learning attitude of the learners. Therefore, it is possible to improve the professional skills to catch up with the edgy international trends in the fashion industries.

In order to explore the cognition of the students and the evaluation of the body painting course, this study is based on the attitude of the students, subjective norm, perceived behavioural control, and behavioural intention. In short, this research Explores the attitude of the students, subjective norm, and perceived behavioural control for their learning of body painting. There are influences which will be discussed as follow: the influence of behavioural intentions; the influence of students' subjective norm on the attitude towards body painting and the perceived behavioural control; the mediating effect of students' attitude between the subjective norm and behavioural intentions and the mediating effects of students' perceived behavioural control between the subjective norm and intentions.

The research model considered in the present study was shown in Figure 1. According to the research model as given in figure 1, there were seven hypotheses considered as follows :

- **H1:** Attitude of the students has played a positive role in affecting the students' behavioural intention to learning body painting.
- **H2:** Subjective norm of the students have played a positive role in affecting the students' behavioural intention to learning body painting.
- **H3:** Perceived behavioural control of the students have played a positive role in affecting the students' behavioural intentions to learning body painting.
- **H4:** Subjective norm of the students have played a positive role in affecting the students' attitude to learning body painting.
- **H5:** Subjective norm of the students have played a positive role in affecting the students' Perceived behavioural control to learning body painting.
- **H6:** Attitude of the students has a mediation effect between the students' subjective norm and the behavioural intention.
- **H7:** Perceived behavioural control of the student's has a mediation effect between the students' subjective norm and the behavioural intention.

Data Collection and Data Analysis

This study adopts the questionnaire survey from the opinions of the body painting students. The first part is the basic information of the students. The second part is to investigate the attitude, subjective norm, perceived behavioural control and behavioural intentions of the body painting students, and apply the seven-point Likert type scale to indicate whether the respondents agree or disagree with the post-service questionnaires item. The level of agreement in the Likert type scale utilized responses from 1 to 7, where 1: Strongly Disagree; 2: Slightly disagree; 3: Disagree; 4: Neutral; 5: slightly agree; 6: Agree; 7: Strongly Agree. Finally, we collected 162 valid data.

This study is based on the relevant literature and the suggestion from the students who learn body painting. The collected data is content-valid. Six items for “Attitude” scale were classified based on the works by De Leeuw, Valois, Ajzen and Schmidt (2015), Zhao, Yin and Song (2016), Three items for “Subjective norm” scale were classified on the basis of the works by Catalano et al. (2017), Potard et al. (2018). Five items for “Perceived Behavioural Control” scale were classified on the basis of the works by Ingram, Cope, Harju and Wuensch (2000), Davis, Ajzen, Saunders and Williams (2002), Carpenter, Lininger and Craigm (2020). Four items for “Behavioural Intention” scale were classified on the basis of the works by Teo (2009), Gretter and Yadav (2018). Furthermore, seven items including gender, age, education, family status, occupation, working years, monthly income were all designed to collect the demographic information. In the process of data analyses, according to Guilford (1965), standard Cronbach's alpha should be greater than 0.5, with a coefficient alpha above 0.7 preferred. Regarding to its satisfying internal consistency, in this study, the Cronbach's alpha for attitude (0.890), subjective norm (0.912), perceived behavioural control (0.892) and behavioural intention (0.907), the Cronbach's coefficient alpha of four constructs were all above 0.7, showing that the questionnaire had high reliability.

ANALYSIS AND INTERPRETATIONS

Demographic Information

In this study, 162 valid samples were collected. 85.8% of the respondents were females while 14.2% of the respondents were males. The largest group of respondents (24.7%) was aged more than 46 years old, followed by the respondents (22.8%) aged 31-35. With regard to educational level, respondents with undergraduate is the largest (37.0%), followed by and the secondary education and under (25.9%). 48.8% of the respondents were married and parenting. With the regard to occupation, respondents of freelanced workers were 41.4%. 29% of the respondents whose working years were for 10 years - 15 years. 42.0% of the respondents were monthly income more than 30,001~50,000 NTD. The sample characteristics of the respondents responded in the Table 1.

Factor Analysis and Reliability Analysis

According to Kaiser (1970) suggested, the Kaiser-Meyer-Olkin (KMO) value and Bartlett's test of sphericity are employed to exam the variable suitability for factor analysis. Kaiser (1974) suggested, the KMO value should be greater than 0.7. According to Table 2 in this study, it indicates that KMO values of subjective norm is 0.755, attitude is 0.821, perceived behavioural control is 0.793 and behavioural intention is 0.759, each construct's KMO value is greater than 0.5 and the Bartlett's test of sphericity of each construct is significant, which implies it is suitable for factor analysis. The results of factor analysis for each research constructs were shown in Table 3. For the three items of subjective norm, factor loadings were ranged from 0.916 to 0.933. The explained variance is 85.093%. All the item's factor loadings are greater than 0.5.

For the six items of attitude, factor loading were ranged from 0.739 to 0.859. The explained variance is 64.997%. The factor loadings were ranged from 0.739 to 0.911 with sum of variance explained of 70.061% for the five items of perceived behavioural control. For the four items of behavioural intention, factor loading is 0.864-0.910. The explained variance is 78.209%. All the items should not be deleted. In this study, all the values of Cronbach's alpha were greater than 0.7, which implies a high degree of internal consistency.

Means Analysis

Means Analysis was done to determine whether the demographic characteristics were significantly influenced by statistics for each construct. Independent samples T test was adapted to gender, and for other demographic items, one-way ANOVA with Scheffe's test of post-hoc comparisons were conducted. The statistically significant differences were considered while $p < 0.05$. As shown in Table 4, among the seven demographic items, the educational level of the learning body painting was significant related to four constructs. According to the Table 4, the subjective norm plays greater impact on the participant of the higher educational level, which shows that the participants receiving higher education were encouraged to learn body painting by their significant others, such as family or peers. Meanwhile, the education level was also strongly related with the behavioural intention, which can tell the participants of the higher educational level showed the stronger willing to keep learning body painting and to encourage others to take lessons of body painting. For subjective norm and behavioural intention, the married parents were higher than that of the unmarried. For subjective norm, the mean of the work years 10-15 years and more than 20 years were higher than that of the less than 5 years.

Regression Analysis

The seven research hypotheses were tested by using regression analysis. As the results showed in Table 5 and Table 6, the standardized coefficients of subjective norm, attitude and perceived behavioural control to behavioural intention were 0.351, 0.435, and 0.464 respectively. The standardized coefficients of subjective norm to attitude and perceived behavioural control were respectively given by 0.573.

All the results were statistically significant and therefore the hypothesis of H1~H5 were not rejected. As a result, subjective norm, attitude and perceived behavioural control positively affected the behavioural intention to learning body painting. This study uses regression analysis to verify the causal relationship between variables and the method proposed by Baron and Kenny (1986) to investigate whether attitude, perceived behavioural control, have a mediating effect on the relationship between subjective norm and behavioural intention. Compare the results given in model 2 and model 4 in Table 5, the standardized regression coefficient of subjective norm decreased from 0.351 to 0.152, after adding attitude in regression model. Subjective norm was not significantly positive effect on intention in model 4. The attitude has a complete mediation effect on the relationship between subjective norm and behavioural intention. Hence, the hypothesis of H6 was not rejected. Compare the results given in model 2 and model 4 in Table 6, the standardized regression coefficient of subjective norm decreased from 0.351 to 0.161, after adding perceived behavioural control in regression model. Perceived behavioural control was still significantly positive effect on behavioural intention in model 4. The perceived behavioural control has a partial mediation effect on the relationship between subjective norm and the behavioural intention. Hence, the hypothesis of H7 was not rejected.

CONCLUSIONS

Base on the analysis of data information, the survey results supported H1-H5, that subjective norm, attitude and perceived behavioural control have a significant Positive association with the behavioural intention to learning body painting. The results of factor analysis, reliability analysis and regression analysis in this study showed that the standardized regression coefficient of each construct to behavioural intention were 0.088, 0.203, 0.297 respectively in Table 7, which showed that subjective norm was not significantly positive effect on behavioural intention. Thus, subjective norm was deleted and used stepwise regression procedure analysis. The results of stepwise regression analysis in this study showed that the standardized regression coefficient of each construct to behavioural intention from highest to the lowest were perceived behavioural control and attitude. The standardized regression coefficient was respectively given by 0.317, 0.241, showing that the constructs of influences on the learning body painting behavioural intention were perceived behavioural control and attitude. According this study moderation model, showing that perceived behavioural control inexistence, the construct of subjective norm should be deleted. Finally, the suggestion to learning body painting shows that attitude places the most important influence. The intention of expressing different behaviours can predict various norms and perceived behavioural control with high accuracy subjectively from attitude (Ajzen, 1991). The attitude of the body painting student strongly effected on the intention to learn the trade.

REFERENCES

1. Ajzen, I. (1991). *The theory of planned behaviour. Organizational Behaviour and Human Decision Processes*, 50(2), 179-211.
2. Ajzen, I. (2002). *Perceived behavioural control, self efficacy, locus of control, and the theory of planned behaviour 1. Journal of Applied Social Psychology*, 32(4), 665-683.
3. Ajzen, I. (2006). *Constructing a TPB questionnaire: Conceptual and methodological considerations. Retrieved from. <http://www.people.umass.edu/aizen/pdf/tpb.measurement.pdf>*
4. Ajzen, I. (2020). *The theory of planned behaviour: Frequently asked questions. Human Behaviour and Emerging Technologies*, 2(4), 314-324.
5. Al-Jubari, I., Hassan, A., & Liñán, F. (2019). *Entrepreneurial intention among University students in Malaysia: integrating self-determination theory and the theory of planned behaviour. International Entrepreneurship and Management Journal*, 15(4), 1323-1342.
6. Alexa, L., Apetrei, A., and Sapena, J. (2021). *The COVID-19 lockdown effect on the intention to purchase sustainable brands. Sustainability*, 13(6), 3241. <https://doi.org/10.3390/su13063241>
7. Armitage, C. J. (2005). *Can the theory of planned behaviour predict the maintenance of physical activity? Health psychology*, 24(3), 235-245. <https://doi.org/10.1037/0278-6133.24.3.235>
8. Burns, M. E., Houser, M. L., & Farris, K. L. (2018). *Theory of planned behaviour in the classroom:*
9. *An examination of the instructor confirmation-interaction model. Higher Education*, 75(6), 1091-1108.
10. Callahan, C. E. (2012). *Fashion Frustrated: Why the Innovative Design Protection Act Is a Necessary Step in the Right Direction, but Not Quite Enough. Brooklyn Journal of Corporate, Financial & Commercial Law*, 7(1), 195-223.

11. Catalano, H. P., Knowlton, A. P., Birch, D. A., Leeper, J. D., Paschal, A. M., & Usdan, S. L. (2017). Using the theory of planned behaviour to predict HPV vaccination intentions of college men. *Journal of American College Health, 65*(3), 197-207.
12. Carpenter, S., Lininger, M., & Craig, D. (2020). Intrapersonal factors affecting concussion reporting behaviours according to the theory of planned behaviour in high school football players. *International Journal of Sports Physical Therapy, 15*(3), 374-379.
13. Cheon, J., Lee, S., Crooks, S. M., & Song, J. (2012). An investigation of mobile learning readiness in higher education based on the theory of planned behaviour. *Computers & Education, 59*(3), 1054-1064.
14. De Leeuw, A., Valois, P., Ajzen, I., & Schmidt, P. (2015). Using the theory of planned behaviour to identify key beliefs underlying pro-environmental behaviour in high-school students: Implications for educational interventions. *Journal of Environmental Psychology, 42*, 128-138.
15. Davis, L. E., Ajzen, I., Saunders, J., & Williams, T. (2002). The decision of African American students to complete high school: An application of the theory of planned behaviour. *Journal of Educational Psychology, 94*(4), 810.
16. Fisher, J. A. (2002). Tattooing the body, marking culture. *Body and Society, 8*(4), 91-107.
17. George, J. F. (2004). The theory of planned behaviour and Internet purchasing. *Internet research, 14* (3), 198-212.
18. Gretter, S., and Yadav, A. (2018). What do preservice teachers think about teaching media literacy?: An exploratory study using the theory of planned behaviour. *Journal of Media Literacy Education, 10*(1), 104-123.
19. Heider, F. (1958). *The Psychology of Interpersonal Relations*. New York: John Wiley and Sons Inc. <https://doi.org/10.1037/10628-000>
20. Hemphill, C. S., and Suk, J. (2008). The law, culture, and economics of fashion. *Stanford Law Review, 61*(5), 1147-1200.
21. Hsu, C. L., Chang, C. Y., and Yansritakul, C. (2017). Exploring purchase intention of green skincare products using the theory of planned behaviour: Testing the moderating effects of country of origin and price sensitivity. *Journal of Retailing and Consumer Services, 34*, 145-152.
22. Lin, C. Y., Cheung, M. K., Hung, A. T., Poon, P. K., Chan, S. C., & Chan, C. C. (2020).
23. Can a modified theory of planned behaviour explain the effects of empowerment education for people with type 2 diabetes? *Therapeutic advances in endocrinology and metabolism, 11*, 2042018819897522.
24. Lee, J., & Kang, S. J. (2020). Factors influencing nurses' intention to care for patients with emerging infectious diseases: Application of the theory of planned behaviour. *Nursing & health sciences, 22*(1), 82-90.
25. Lee, R., Murphy, J., and Neale, L. (2009). The interactions of consumption characteristics on social norms. *Journal of Consumer Marketing, 26*(4), 277-285.
26. La Barbera, F., & Ajzen, I. (2020). Control interactions in the theory of planned behaviour: Rethinking the role of subjective norm. *Europe's Journal of Psychology, 16*(3), 401.

27. Ingram, K. L., Cope, J. G., Harju, B. L., & Wuensch, K. L. (2000). Applying to graduate school: A test of the theory of planned behaviour. *Journal of Social Behaviour and Personality*, 15(2), 215-226.
28. Oztekin, C., Teksöz, G., Pamuk, S., Sahin, E., and Kilic, D. S. (2017). Gender perspective on the factors predicting recycling behaviour: Implications from the theory of planned behaviour. *Waste Management*, 62, 290-302.
29. Potard, C., Kubiszewski, V., Camus, G., Courtois, R., & Gaymard, S. (2018). Driving under the influence of alcohol and perceived invulnerability among young adults: An extension of the theory of planned behaviour. *Transportation research part F: traffic psychology and behaviour*, 55, 38-46.
30. Quintal, V. A., Lee, J. A., and Soutar, G. N. (2010). Risk, uncertainty and the theory of planned behaviour: A tourism example. *Tourism Management*, 31(6), 797-805.
31. Shin, Y. H., Im, J., Jung, S. E., and Severt, K. (2018). The theory of planned behaviour and the norm activation model approach to consumer behaviour regarding organic menus. *International Journal of Hospitality Management*, 69, 21-29.
32. Schildkrout, E. (2001). Body art as visual language. 22(2), 1-3.
33. Schildkrout, E. (2004). Inscribing the body. *Annu. Rev. Anthropol.*, 33, 319-344.
34. Soorani, F., & Ahmadvand, M. (2019). Determinants of consumers' food management behaviour: Applying and extending the theory of planned behaviour. *Waste management*, 98, 151-159.
35. Soliman, M. (2019). Extending the theory of planned behaviour to predict tourism destination revisit intention. *International Journal of Hospitality & Tourism Administration*, 1-26.
36. Sussman, R., & Gifford, R. (2019). Causality in the theory of planned behaviour. *Personality and Social Psychology Bulletin*, 45(6), 920-933.
37. Teo, T. (2009). Modelling technology acceptance in education: A study of pre-service teachers. *Computers & Education*, 52(2), 302-312.
38. Walters, C. G., & Behaviour, C. (1978). *Theory and Practice*, Richard D. Irwin. Inc., Illinois. Walters, C. G. (1978). *Consumer behaviour: theory and practice* (3rd ed.).
39. Homewood, Ill.: R. D. Irwin.
40. Yarimoglu, E., & Gunay, T. (2020). The extended theory of planned behaviour in Turkish customers' intentions to visit green hotels. *Business Strategy and the Environment*, 29(3), 1097-1108.
41. Zhao, L., Yin, J., & Song, Y. (2016). An exploration of rumor combating behaviour on social media in the context of social crises. *Computers in Human Behaviour*, 58, 25-36.

APPENDICES

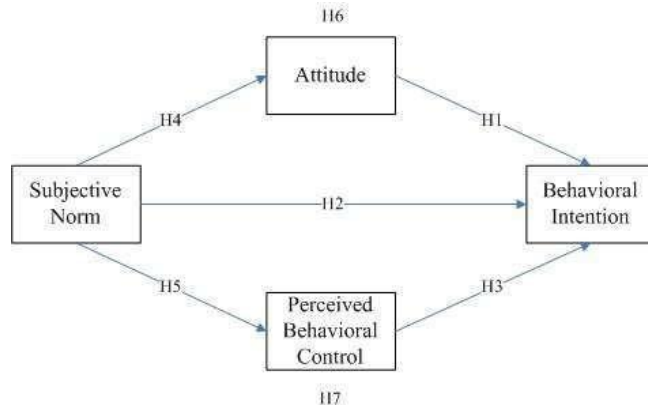


Figure 1: Research Model.

Table 1: Sample Demographic Information

Statistical Variables		Frequency	Percentage
Gender	Male	23	14.2 %
	Female	139	85.8 %
Age	Under 20 years	5	3.1 %
	21-25 years	19	11.7 %
	26-30 years	25	15.4 %
	31-35 years	37	22.8 %
	36-40 years	13	8.0 %
	40-45 years	23	14.2 %
	Above 46 years	40	24.7 %
Education	Secondary Education or Under	42	25.9 %
	College or Vocational School	25	15.4 %
	Undergraduate	60	37.0 %
	Graduate	35	21.6 %
Family Status	Unmarried	52	32.1 %
	Married with No Children	31	19.1 %
	Married with Children	79	48.8 %
Occupation	Student	21	13.0 %
	Civil Servant	16	9.9 %
	Business	25	15.4 %
	Freelance	67	41.4 %
	Housemaker	14	8.6 %
	Other	19	11.7 %
Working Years	Less than 5 years	24	14.8 %
	5 – 10 years	42	25.9 %
	10 -15 years	47	29.0 %
	15 -20 years	15	9.3 %
	More than 20 years	34	21.0 %
Monthly Income	Less than 10,000 NTD	9	5.6 %
	10,001 - 30,000 NTD	42	25.9 %
	30,001 - 50,000 NTD	68	42.0 %
	More than 50,001 NTD	43	26.5 %

Table 2: KMO Value and Bartlett's Test of Sphericity for Each Construct

Construct	KMO Value	Bartlett Spherical Test		
		Chi-Square	df	Significance
Subjective norm	0.755	329.896	3	.000***
Attitude	0.821	571.645	15	.000***
Perceived Behavioural Control	0.793	580.395	10	.000***
Behavioural Intention	0.759	461.846	6	.000***

*** P < 0.001

Table 3: Results of Factor Analysis and Reliability Analysis

Construct	Factor Loading	% of Variation	Cronbach's Alpha
Subjective norm	0.916-0.933	85.093%	0.912
Attitude	0.739-0.859	64.997%	0.890
Perceived behavioural control	0.739-0.911	70.061%	0.892
Behavioural Intention	0.864-0.910	78.209%	0.907

Table 4: Results of Mean Analysis

Measure	Subjective Norm	Attitude	Perceived Behavioural Control	Behavioural Intention
Gender	N	N	N	N
Age	N	N	N	N
Education	4 > 1* 4 > 3*	4 > 1* 4 > 3*	4 > 1* 4 > 2* 4 > 3*	4 > 3*
Family Status	5 > 6*	N	N	5 > 6*
Occupation	N	N	N	N
Working Years	9 > 8* 7 > 8*	N	N	N
Monthly Income	N	N	N	N

Education level 1: Secondary Education and Under, 2: College and Vocational School, 3: Undergraduate, 4: Graduate, Family Status level 5: Unmarried, 6: Married with Children, Working Years level 7: Less than 5 years, 8: 10 -15 years, 9: More than 20 years

*P < 0.05

Table 5: Summary of Mediation Effect Analysis of Attitude

Independent Variable	Model 1	Model 2	Model 3	Model 4
	Attitude	Behavioural Intention	Behavioural Intention	Behavioural Intention
Subjective norm	0.573***	-	0.351***	0.152
Attitude	-	0.435***	-	0.348***
R ² Value	0.329	0.189	0.123	0.205
Adjusted R ² Value	0.325	0.184	0.118	0.195
F-Value	78.353***	37.334***	22.495***	20.425***

*** P < 0.001

Table 6: Summary of Mediation Effect Analysis of Perceived Behavioural Control

Dependent Variable Independent Variable	Model 1	Model 2	Model 3	Model 4
	Perceived Behavioural Control	Behavioural Intention	Behavioural Intention	Behavioural Intention
Subjective norm	0.495***	-	0.351***	0.161*
Perceived behavioural control	-	0.464***	-	0.385***
R ² Value	0.245	0.216	0.123	0.235
Adjusted R ² Value	0.240	0.211	0.118	0.226
F-Value	51.871***	43.996***	22.495***	24.443***

*P < 0.05 , *** P < 0.001

Table 7: Summary of Stepwise Regression Analysis of Attitude and Perceived behavioural control

Dependent Variable Independent Variable	Model 1	Model 2	Model 3	Model 4
	Attitude	Perceived Behavioural Control	Behavioural Intention	Behavioural Intention
Subjective norm	0.573***	0.495***	0.088	-
Attitude	-	-	0.203*	0.241**
Perceived behavioural control	-	-	0.297**	0.317***
R ² Value	0.329	0.245	0.257	0.252
Adjusted R ² Value	0.325	0.240	0.243	0.242
F-Value	78.353***	24.443***	18.201***	26.765***

*** P < 0.001

