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## THEORIES OF REASONED ACTION (TRA), PLANNED BEHAVIOUR (TPB), AND THE INTEGRATED BEHAVIOUR MODEL (IBM)

## ORIGIN OF THEORIES

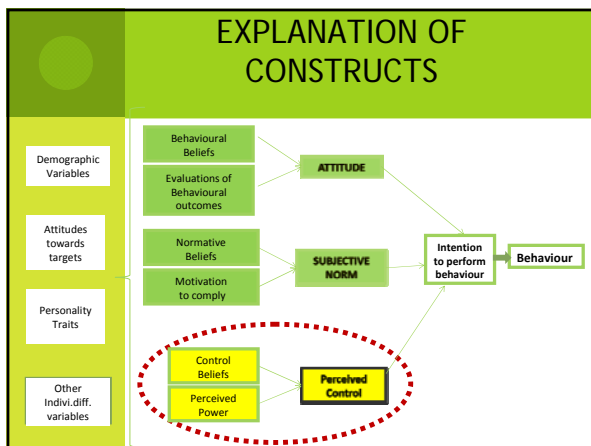
- TRA, TPB and IBM - one theory but evolved over time.
- First theory was TRA developed by Martin Fishbein & Icek Ajzen.
- An additional construct was added to TRA model and its name changed to TPB.
- TPB was later expanded to incorporate components of other major theories.
- New version called IBM.

## Presentation Outline

- Jewel - TRA, TPB constructs & application
- Yun - IBM constructs & application
- Laura - Case study and summary of theories

## PREMISE OF TRA & TPB

- Main focus is on theoretical constructs concerned with personal motivational factors as the determinants of the likelihood of performing a behavior.
- Makes the assumption that the best predictor of a behavior is behavioral intention.
- Behavioral intention is in turn influenced by attitude toward the behavior social normative perception regarding that behavior and perceived control.



## SALIENT POINTS

- TPB postulates that attitude, subjective norm and perceive control are independent determinants of behaviour. However, perceived control is a very strong determinant of intention.
- The weight of the influence of these three factors in determining intention would vary for different behaviours and different populations.

## SALIENT POINTS CONT'D

- Weight of model constructs requires gathering data from population to determine which constructs and their underlying beliefs are most important to target interventions e.g. attitudinal or normative control.
- Hypothesized causal relationships among model components are clearly specified. The theorist also provided an approach to measuring and computing components when applying the theory in the field.

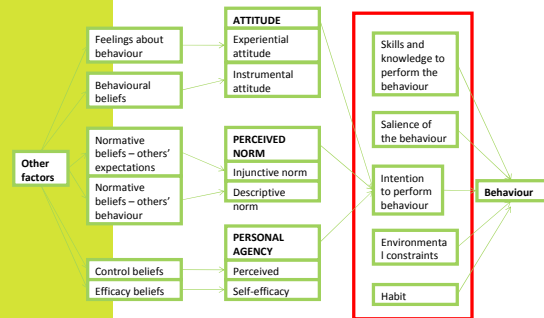
## POINTS TO PONDER

- Failure of past programs based on TRA/TPB demonstrated the challenge of translating models that predict behaviour change into successful HP interventions.
- Secondly, failed programs using TRA/TPB highlighted the dangers of choosing to focus on just a few elements in a complex model.
- The model is most successfully applied when all elements are considered in an intervention. (Nutbeam & Harris, 2009)

## THE INTEGRATED BEHAVIOURAL MODEL

- IBM vs. TRA/TPB – Similarity: Most important determinant of behaviour is still *intention to perform*
- Differences: IBM incorporates other theories:
  1. Knowledge and skill to perform behaviour
  2. Environmental constraints preventing performance
  3. Behaviour must be “salient” (must be cued to remind individual to perform it)
  4. Previous experience performing behaviour results in habitude → Intention to perform becomes less important

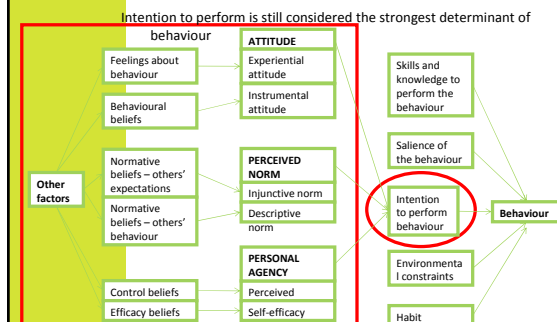
## THE INTEGRATED BEHAVIOURAL MODEL



## THE INTEGRATED BEHAVIOURAL MODEL

- An example: If a woman has the *intention to perform a behaviour* (e.g.: get a mammogram), what things should a program planner using the IBM consider to ensure she actually gets a mammogram?

## INTENTION TO PERFORM



## INTENTION TO PERFORM

1. Attitude toward behaviour
  - Experiential = Emotional response to the idea
  - Instrumental = Intellectual response to the outcome
2. Perceived norm: TPB doesn't capture social networks and identities
  - Injunctive norm = "What others think I should do"
  - Descriptive norm = "What people in my networks do"
3. Personal agency:
  - Perceived control = Perception of control over doing the behaviour; dependent on environmental factors (Same as before)
  - Self-efficacy = Confidence in performing when there are obstacles

## ELICITATION

- What *are* the behavioural, normative, efficacy, and control beliefs for a certain behaviour and for a certain individual or population? How can you and why should you find out?
- Measures developed by a researcher might not even be relevant to the behaviour or population in a real-life context
- Elicitation = Open-ended qualitative interviews to ID relevant feelings, attitudes, "referents" (influential people), environmental facilitators and challenges
- Ultimately, IBM works to explain determinants of behaviour only when researchers' ideas of the factors leading to behaviour performance actually jive with individuals' own understandings

## CASE STUDY

Application of an Integrated Behavioural Model to Predict Michael Goodstadt's Students School Work Behaviour's

- Study Design
- Sampling Strategy
- Questionnaire Development (Elicitation)
- Measures

## STUDY DESIGN

This study is designed to apply the integrated theoretical framework to understand and predict M.G. student's school work behaviours

## SAMPLING STRATEGY

Individuals targeted by the study are 1st year Health Promotion students.

Approximately 20 students, half of whom have performed or intend to perform the behaviour (schoolwork). And half of whom have not performed the behaviour.

## QUESTIONNAIRE DEVELOPMENT (Elicitation)

In the qualitative phase, the focus group will receive open-ended, semi-structured elicitation questions.

## ELICITATION QUESTIONS

Experiential Attitude	How do you feel about the idea of behaviour X? What do you like/dislike about behaviour X? What do you enjoy/hate about behavior X?
Instrumental Attitude	What are the plusses of your doing the behaviour X? What are the minuses of your doing the behaviour X?
Normative Influence	Who would support your doing behavior X? Who would be against your doing behaviour X?
Perceived Control	What things make it easy for you to do behaviour X? What things make it hard for you to do behavior X?
Self-Efficacy	If you want to do behaviour X, how certain are you that you can? What kinds of things would help you overcome any barriers to do behaviour X?

(Table derived from: Glanz, Rimer, & Viswanath, 2008)

## MEASURES

**Behaviour:** 10 point scale, how often students would do their readings, assignments, assigned homework during the previous month.

**Intention:** 7 point bipolar scale with endpoints *extremely unlikely* and *extremely likely*

**Attitude:** 7 point bipolar semantic differential ratings, *goodbad*, *productive- not productive*, *necessary-unnecessary*, *pleasant-unpleasant*, *difficulty-easy*, and *stressful-relaxing*

## MEASURES CONT'D

**Social Norm:** Participants rate normative beliefs concerning whether "most people important to me" ratings on a 7-point scale with endpoint *extremely unlikely* and *extremely likely*

**Perceived Control:** 7 point bipolar semantics: *up to me - not up to me* and *under my control- not under my control*.