

Single Parent Participating in Art Therapy Guidance Curriculum Intention

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Abstract

With the rapid social progress, medical development, improved national education standards, and family structure that had changed from the traditional extended family into nuclear or smaller families, and other social factors, it was found that the number of preschool children living in single-parent families are gradually increasing; many of these single parent children live with their father or mother because of the divorced. Similar to adults, children also need to face the changes in their surroundings and learn to adjust to their living paths to adapt to the changing future. When children find it difficult to adapt to the environment or to overcome adversity, negative emotions. During the process of drawing, young children might express themselves naturally, while learning drawing methods and getting along with everyone happily Family Counseling Center (FCC) provide programs can help single parent to motivate children's positive behaviors through different life learning philosophies with professional knowledge from different fields. Besides learning self-introspection, single parent can also apply what they have learned to help children with different family issues. This study adopted the Theory of Planned Behavior (TPB) (Ajzen, 1985; 1991) as the theoretical foundation. The reason was because the TPB can create better models to predict more complex and particular behavior patterns than general behavioral theories can. It can decompose belief into several constructs to help understand which factors had greater influences on behavioral intention. Thus the research subjects were single parents who had participated in the 5 preschool Family Counseling Center workshops in July of 2019. The questionnaire was designed to examine preschool single parent's intention to participate in art therapy professional single parent guidance curriculums. A total of 200 questionnaires were distributed to the 5 FCC workshops in Taiwan. Regarding signal parent participation in art therapy professional single parent guidance curriculums, "attitude", "subjective norms", and "perceived behavioral control" were significantly related to "intention to participate in art therapy single parent guidance curriculums". The result of the study shows that the more positive single parent attitude, subjective norms, and perceived behavioral control regarding participation in art therapy single parent guidance curriculums were, the higher their intentions to participate were. In other words, their intentions were related to other people's viewpoints and their perception of degrees of controlling. However, perceived behavioral control and attitude were factors which significantly influenced single parent's participation in art therapy single parent guidance curriculums.

Keywords— Art Therapy, Single Parent, Guidance, Theory of Behavior Planned

I. Introduction

This has raised the question, in "marriages" in today's society, think again with regards to the changes happening inside the family. Family

Counseling Center (FCC) provide programs can help single parent to motivate children's positive behaviors through different life learning philosophies with professional knowledge from different fields. Theory of

Planned Behavior (TPB) (Ajzen, 1985; 1991) as the theoretical foundation. The reason was because the TPB can create better models to predict more complex and particular behavior patterns than general behavioral theories. With the rapid social progress, medical development, improved national education standards, and family structure that had changed from the traditional extended family into nuclear or smaller families, and other social factors, it was found that the number of preschool children living in single-parent families are gradually increasing (Dowd, 2020). Because a woman, being self-independent and self-sufficient. This is because while the child does not have the mindset and worries of parents but for him or her, the “family” is their first contact with society.

II. Statement of the Problem

Despite an information-rich society in a rapidly changing age, it is a wonder whether such children should be protected or should adapt to this kind of single parent environment(Dowd, 2020). According to the statistics from the government, 1.1% of the families in Taiwan. On the other hand, 14.5% of the poor and disadvantaged families supported by the Taiwan-Fund for Children and Families (FCC). That means, about 6000 children in 3000 families are raised by their single parent and grandparents. These numbers reveal the fact that there are a higher percentage of among disadvantaged families.

III. Significant of Study

Similar to single parent, children in single parent families also need to face the changes in their surroundings and learn to adjust to their living paths to adapt to the changing future. When children find it difficult to adapt to the environment or to overcome adversity, negative emotions, such as pain, anxiety, discomfort, fear, anger, etc., are raised and hence it has become more difficult for them to learn or to maintain good relationship with others as normal children. During the process of drawing,

children might express themselves naturally, while learning drawing methods and getting along with everyone happily (Lee, 2003). Therefore, these children tend to exhibit behavioral problems at home or school. With reference to Taiwan and foreign literatures, the researcher found that there was a lack of research in the behavioral problems and negative emotions of preschool children who were single-parent participating in art therapy guidance curriculum (Ajzen, 1988).

This study focused on single-parent children living in single parent families, whose problems happened while they interacted with other schoolmates at preschool, thus exhibiting emotional behavior such as irritability, attacks, lack of concentration, low frustration tolerance, denying mistakes, negative thinking, low motivation for learning, etc (Dowd, 2020). All these emotions and behavior not only had affected their learning results and relationships. But does these single parents have any senses that can comfort their emotions children from drawing.

IV. Purples of Study

To explore the relationships among attitudes, social norms, self-control intention, and single parent to participate in the single parent in art therapy guidance curriculum intention.

V. Research Question

How does the attitude toward the behavior, subjective norms, and perceived behavioral control of single parent associate with behavioral intention to attend in the single parent in art therapy guidance curriculum?

VI. Limitation

1. This study's population is limited to the FCC preschool single parent in art therapy guidance curriculum in Taiwan. The results cannot be extended to other elementary school, high school and junior high school single parent.

2. This research study is based on the assumption that the theory of planned behavior predicts real behavior.

3. The research participants of this study were all single mother or single father of private/public preschool in central part of Taiwan.

4. The research scale of this study covered all single mother or single father who had participating in art therapy guidance curriculum in the FCC in 2019. Not all single parents were covered.

Teacher and Single Parenting Professional Development

All expressive art therapies explain the importance of preschool teachers and parents' participations in art therapy professional development curriculums. And references can be offered to related educational institutions and ministry of education to design art therapy guidance curriculums single parents, and other factors can significantly influence children learning performances. According to these research results, it is single parents' family quality influence children's learning at home (Annice; Yarber; Paul, 2010). From these descriptions above, whether single parent's focuses are on children's learning skills, professional equipment in schools or home, or hardware/software facilities, and parents' humanistic spirits are actually very important for they have great influences on children in schools and children's learning.

Concept of Children's Drawing and Non-Verbal Expression

When children suffer from mental pressures, they have no idea how to express the complex feelings they may have. This is why they can make proper adjustments. When their cognitions conflict with external environments, their unbalanced statuses lead to some inappropriate ways to express their emotions or deviant behaviors.

For a long time, scholars have explored individuals' mental development and cognition development through drawings. Art activities

can be used as channels to release emotions. Through this sublimation, problems can be solved and conflicts inside can be resolved (Rubin, 1987). Through this process of creation and media used by a child, single parents can understand the child without disturbing and the child, whose oral expression ability is limited, can express his/her thoughts and release his/her emotions.

American Art Therapy Association (AATA) defined art therapy as offering an opportunity to offer non-linguistic expression and communication. In fact, every child is a natural artist. For children, drawing is a spontaneous game, a language of their own, drawing, and to re-examine children paintings to find out the elements other than lines and drawings

Theoretical Framework

This study adopted the Theory of Planned Behavior (TPB) (Ajzen, 1985; 1991) as the theoretical foundation. The reason was because the TPB can create better models to predict more complex and particular behavior patterns than general behavioral theories can. And one intention and perceived behavior control would lead him/her to conduct a certain behavior. Thus, the TPB can be used to predict and explain human behaviors in all types of scenarios under all types of circumstances.

A behavioral intention is a determination of subjective probability of someone conducting some behavior. It reflects a person's willingness to conduct a certain behavior. Therefore, it is influenced by 3 factors, including the attitude one holds toward that behavior, the external subjective norms which affect one's actions, and perceived behavior control.

An attitude is a person's positive or negative opinion on a certain behavior. According to the expectation-value model, a behavioral attitude is a set of behavioral beliefs. In other words, an attitude is composed of behavioral beliefs and outcome evaluation. A behavioral belief is a person's belief that some behavior may lead to certain results.

Subjective norms are the social pressures a person suffers due to conducting a certain

behavior. Ajzen (1991) believed that social pressures are from not only parents, brothers, sisters, friends, or peers, but also social environments. In other words, the factors that influence subjective norms include the individual factor which is more personal and the information factor which is more related to living environments. The information factor is also called the external environmental factor or social norms. This means subjective norms are composed of “normative beliefs” and “motivations” to comply. A “norm belief” is the pressure from a person perceiving whether other people/groups believe he should conduct a certain behavior or not. A motivation to comply is a person’s willingness to comply with the expectation from important individuals/groups when conducting a certain behavior.

Perceived behavior control is the degree that a person perceives he has the ability to conduct a certain behavior. Perceived behavior control is composed of “control beliefs” and “perceived convenience”. A “control belief” is a person’s knowledge of resources, chances, or obstructs he may have when conducting a behavior. “Perceived convenience” is the degree of influence of these resources, chances, or obstructs on that behavior.

VII. Literature Review

This study was based on the Theory of Planned Behavior (TPB) to discuss the origin, fields of application, and related domestic/foreign literatures of the TPB. By integrating art therapy development, viewpoints from the aspects of art therapy and art education, studies regarding single parent upbringing, and literatures related to single parent participating in art therapy guidance curriculum and children drawings, the purposes and meanings of preschool single parents participating in art therapy guidance curriculums were derived.

Orientations of Art Therapy

In art therapy, there are several major task orientations. The first one is the type of orientation requires participants’ background information and growing courses, so that analyses on symbolic images created by these

participants would be meaningful. The second one is the development orientation. The cultural backgrounds participants must face nowadays. Because of stimulations of diversified cultures and change of family structures, different participants have different growing courses with different paces. The third one is the adaptation orientation. This type of therapy is used as the most important foundation of therapies. For example, for children with ADHD or ADD can hardly focus on one thing. Through a drawing activity of art creation, their concentration can be improved and they can become more focused. The fourth one is the cognitive behavior orientation. It is also specifically placing visual images into psychological effects or processes associated with participants. The fifth one is the individual composition orientation. Individuals always try to control environments they are in; they have to be assisted to experience different roles. The sixth one is the individual object orientation. The art therapy orientation is developed by participants, educators, therapists, and psychologists together. All these have been mentioned previously. Although for every one of the orientations there is an explanation or a definition, all of them have something in common.

Purposes and Features of Art Therapy

The first purpose is to release physiological and psychological pressures through drawing of art creations, to expand physiological and psychological space, and to reduce affective impacts or disturbances in the aspect of emotions, so that participants’ emotions can become more stable. The second purpose is to provide participants a non-linguistic communication channel with different materials and creations. This way, participants can make associations or interpretations with their artworks. And these associations or interpretations are from their internal emotions which cannot be observed from outside. This is a chance for participants to freely express themselves and is helpful to their self-growth.

Applications of Art Therapy

The applications of art therapy expand day by day; the most common application is applied to

the counseling treatment or educational guidance for disabled people. A mind power methodology-oriented art therapy is frequently utilized in hospitals and clinical institutions to deal with the emotional and behavioral problems of psychologically disturbed patients (Lavie, Smadar, 2014). For normal patients, the preferred method is to adopt a humanity-oriented art therapy to enhance their personality adjustments, potential developments, and physical and mental growths. Additionally, the FCC application of art therapy could be undertaken through the form of counseling treatment with individual, small group, or family (Annice; Yarber; Paul, 2010). Moreover, it might be conducted through school counseling and guidance programs. Actually, it could be flexibly designed according to the requirements of patients and technical orientation (Dalley, Rifkind, Terry, 1993; Dewdney, 1973; Liebmann, 1991; Pine, 1975; Payne, 1993; Roth, 1987; artadason, 1980; William & Wood, 1977; Zeiger, 1976).

Researches related to art therapy and emotions

Lee (2003) asked one 5th-grade primary school student having behavioral and emotional disturbance problems to participate in a 40-minute painting therapy activity twice a week (20 sessions in total). According to the results of observation, interviews, and data analysis, painting activities facilitated an understanding of the subject's emotional problems while improving his attitude toward family members through self-understanding and ego-exploration. Moreover, painting activities with emotional feelings and problem-solving measures might enhance the subject's self-affirmation and attitude while dealing with difficult problems. Under the guidance of therapists, the subject was more willing to do deeper self-disclosure, so that obvious relationships were established between the subject and teachers or classmates along with an improved learning motivation and academic performance (Lavie, Smadar, 2014)..

Solomon-Fears (2014) recruited 20 5th-grade primary school students having adaptive problems and randomly divided them into 2 groups, i.e., experimental group and control

group; all participants had to participate in a 90-minute group therapy session once a week (10 sessions in total) for a period of 2.5 months. Results showed that although the therapy activities could not immediately solve students' behavioral problems, the positive effects remained continuously. Additionally, students' feedbacks from the experimental group revealed that, except for better emotional management, there was a positive improvement and self-concept towards oneself, others, and the environment.

Relevant researches aiming at art therapy or drawing therapy conducted in domestic and foreign countries mostly adopted the approach of group therapy instead of individual therapy; otherwise, it was normally conducted by a single consultant instead of using all the human resources at school to counsel children with emotional disorders. Many researchers preferred to focus on children without persuading teachers to incorporate art therapy into formal educational programs.

This study provides a basic overview to the single parents of how to use the children's drawings as intervention for better understanding of what problems the child is actually facing within their hidden subconscious or who are experiencing trauma or pain. Art therapy is used more often for the smaller children, who have more difficulty to describe their emotions and feelings in recognizing words, such as anger, resentment, and different kind of abuses; as matter of fact, the drawing has become a preferred mode of communication for them. The theatrical application revealed in this study is related to a theory of planned behavior developed by Ajzen in 1985. The theory of planned behavior was used to predict the single parents participating intention of art therapy guidance curriculum intention, generation, knowledge, and information flow. This means that every single parent in a single parent family study program shall enrich this single parent's knowledge and improve when they get alone with their children easy to perspectives their children's emotions and feelings. This type of context is built in the society. Some scholars'

viewpoints on single parent study include external changes.

However, to improve single parents' competences or internal literacy, improving hardware and environments is not as useful as improving them from their insides. Perhaps continuous single parent art therapy guidance curriculum with enrichment and improvement to expect single parent to grow in the professional aspects may help them to understand children's minds and purposes of their behaviors. The purpose of FCC for single parent is to help them improve their psychological skills, color and line knowledge from psychology drawing aspect (Solomon-Fears, 2014). Most of information regarding educational issues is from and workshops are held by the Ministry of Education in Taiwan-FCC. The Ministry offers some subsidies to schools or government agencies to hold workshops. The meaning of this is to help single parents to improve their professional skills and competences for reading their children's drawing to perspective inner. Also, it is expected that differences in viewpoints on education among children's families of different cultures and backgrounds can be reduced.

Studies Regarding Children under Single Parents Family

The reason of single parent family means family structures has been changing in the modern society. Single parent education has become a phenomenon in the changing society. Family is the first place where an individual is socialized. Influences of interactions with family members on children's future body and mind development are great. And family structure changes may lead to changes of interactions with family members and different family motivations (Solomon-Fears, 2014). Now, the percentage of single parent families is increasing. In this social environment, this phenomenon has caused some different issues. There are a lot of domestic and foreign studies regarding single parent family education. Family cultures may also lead to differences. For example, in Taiwan, the reasons may be that parents are working in other places, parents are divorced, one or both of parents passed away,

parents are not willing to raise children, and parents are not married. When parents need to work, sometimes single parents only can help raise children to save money spent on nannies or nurseries (Ajzen, Sheikh, 2013).. Some foreign scholars had analyzed changes of times, and found that more and more single parents are not willing to raise their own children. Sometimes it is because these single parents are too young, having emotional problems, having mental issues, violent, on drugs, pregnant before marriage, intentionally deserting their children, or deceased. The main reasons behind single parent's families abroad include drug use, child abuse, and divorce. In Taiwan, the main reasons are single parents working in other places and divorce. In Taiwan there are still many different reasons which may lead to single parent families. The society changes because of emergence of these families. Children's psychological characteristics are influenced due to single family changes (Ajzen, Sheikh, 2013). Every child is a different individual. We cannot compare one child with another. Children are influenced by environments and how they are raised and develop different personalities, whether they are raised by single parents (Kader, 2018). It is single parents' nature to dearly love their single parents. Some single parents offer more stable love and better environments than parents do out of guilt of not taking care of their own children. It's hard to teach them some good habits. They are difficult to teach. And there are issues related to vague identity. For example, they are not sure who their families are. This type of confusion is very common in single parent families. This is the main reason that the researcher would like to study if children are asked to draw their parents in a class, these children may draw their grandparents instead. Their drawings reflect who they recognize as their parents. They don't know the definition of parents. Thoughts of children from single parents' families can be presented through drawing. Some children are found to be willing to live with their parents (Kader, 2018). This is good for them because they can be under good care and security. However, when they think about their parents, their emotions sometimes get out of control. In cases with vague identities, children become

indifferent, and sometimes they can't trust people. By that time, they may isolate themselves from the world for they are different children.

Foundation of The Theory of Planned Behavior

A person with strong behavioral intention is more likely to work hard to reach his goal. However, behaviors are influenced by not only motivations, but also many other factors, such as individuals' abilities to conduct behaviors and resources owned (Usakli, 2018). Thus, many researchers have suggested that factors such as individual abilities and behavioral control shall be included to predict human behaviors. "Perceived behavioral control" is an individual believes that he has the resources required to conduct a behavior and expects obstructs he may encounter to achieve his goal, we can say that individual is of higher perceived behavioral control (Arti Sahni, 1994).

According to the intention model, "behavioral intention" is closer to behaviors compared with

"attitude", "belief", and "affection". Therefore, to predict and explain whether a person would conduct a behavior and to find out why, it is necessary to understand his behavioral intention (Fishbein and Ajzen, 1975).

To apply them, one must measure them based on the behavior to be explained and find out other external variables which may influence these 3 internal psychological variables. (1) behaviors are determined by behavioral intention, (2) "attitudes toward behavior", "subjective norms", and "perceived behavioral control" may influence behavioral intention, and (3) "attitudes toward behavior", "subjective norms", and "perceived behavioral control." These external variables may indirectly influence behavioral intention through internal variables. External variables include all kinds of beliefs and factors which influence beliefs, such as "beliefs concerning the object", "attitude toward the objects", situational factors, job properties, personalities, and demographic variables.

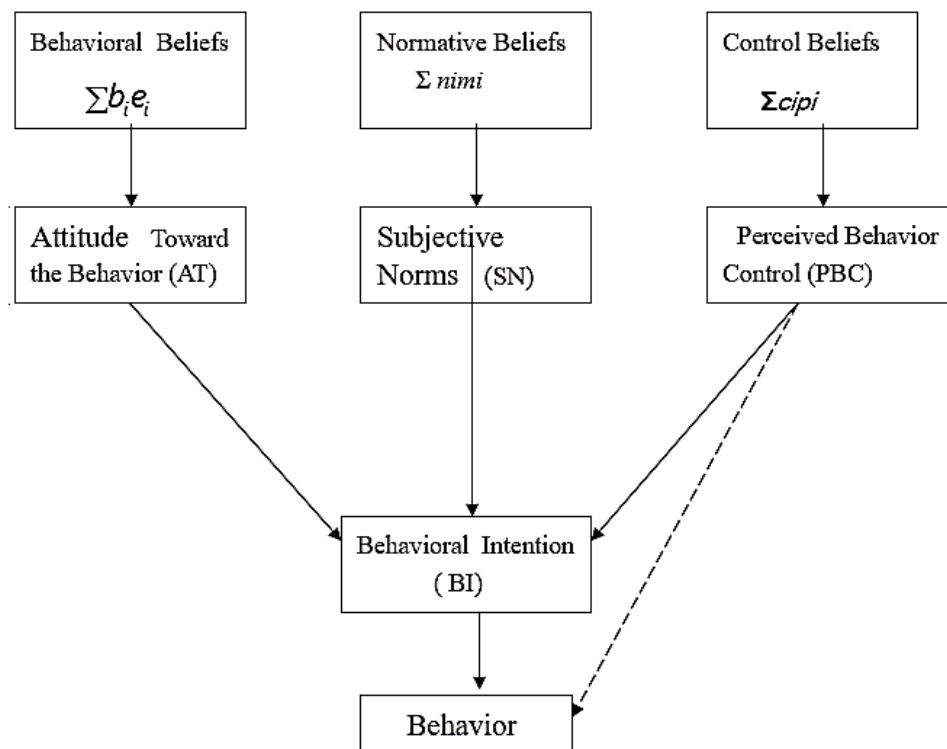


Figure 1. The Theory of Planned Behavior (Ajzen & Fishbein, 1980)

The formula is listed below, where w_1 , w_2 , and w_3 are regression coefficients.

Behavioral intention may influence a behavior, and is influenced by “attitudes toward the behavior”, “subjective norms”, and “perceived behavioral control”.

Determinants of Intention

Model of the theory of planned behavior:

$$B \sim BI = w_1 AB + w_2 SN + w_3 PBC$$

Figure 2. Equation of the Theory of Planned Behavior (Ajzen & Fishbein, 1980)

Attitude toward the behavior is the positive/negative belief in or evaluation of the behavioral intention. In other words, if his attitude is strong, it is very likely he would conduct the corresponding behavior.

Attitudinal Equation:

$$AB = \sum b_i e_i$$

Figure 3. Ajzen, 2001

Attitude toward the behavior (AB) means the individual component that indicates an individual's positive or negative feelings towards the behavior. The attitude belief score is $AB = \sum b_i e_i$. This can be measured by the sum of the products of the behavior outcome result “belief, b_i ” and to these results desirability's “evaluation, e_i ”.

Subjective norms concerning the behavior is an individual's evaluation of whether others would agree with him conducting that behavior or not. External groups may include peers, parents, professionals, and other important reference groups with influences.

Subjective Norms Equation:

$$SN = \sum n_i m_i$$

Figure 4. Ajzen, 2001

The subjective norms score, $SN = \sum n_i m_i$, was derived by summing the products of the normative beliefs (n_i) which illustrates that the individual perceives the importance that other

individuals or groups have. This indicates an individual may succumb to the pressure to do that behavior. Motivation to comply (m_i) means that the individual's behavior to other individuals or groups is important to him or her.

Perceived behavioral control can influence behaviors through 2 paths. First, perceived behavioral control influences behaviors completely through behavioral intention. In other words, even if an individual has a positive attitude toward a behavior and all the important others support him, if he is lack of perceived behavioral control, there may not be behavioral intention strong enough to influence his behavior. Secondly, perceived behavioral control also influences behaviors directly. Ajzen (1991) indicated that between 2 people have the same degrees of behavioral intention of a behavior, usually the one who rarely doubts his own capabilities is more likely to conduct that behavior.

The formula can be written as:

Perceived Behavioral Control Equation:

$$PBC = \sum c_i p_i$$

Figure 5. Ajzen, 2001

Control beliefs mean the individual adopts the idea that he/she can control a particular behavior. Information, opportunity or barriers to the behavioral level influence belief power.

When studying a behavior based on the TPB, it is necessary to provide more specified operationalized definitions for attitudes, subjective norms, and perceived behavioral control. In the aspect of forming processes of behaviors, it is very suitable to adopt the TPB model to predict behaviors, because it clearly indicates that influences of all other factors on behaviors are intermediated by the 3 internal psychological factors of the TPB model.

Studies Using TPB in Different Fields Outside of Taiwan

Arnold (2006) conducted a research for the National Health Service. It was found that

understanding of job contents and cognitive attitude influenced the decision model of career choices. Even if one's loading did not match his salary, he would still choose a job for he liked the job content and he could achieve something while doing this job.

Singh (1988) found that consumers' dissatisfaction with products/services would lead to the intentions to complain. Possible responses included voice responses, such as making claims for compensation, private responses, such as spreading negative comments, and third party responses, such as complaining to legal institutions. Cronin and Taylor (1992) believed that consumers' attitudes toward a product/service were based on their previous experiences and influenced their intention to purchase. In that study, only one item was used to measure consumers' intention to purchase. It was found that service quality and satisfaction were positively related to consumers' intention. Anderson and Sullivan (1990) analyzed customer satisfaction in Sweden and found that consumers' satisfaction with a product would strongly influence their intention to purchase again.

Boulding, Kalrs, Staelin, & Zeithaml (1993) believed that customers' perception of service quality would influence their evaluation of satisfaction with overall services, and customers' satisfaction would further influence their behavioral intentions. That study measured consumers' behavioral intentions using "intention to purchase again" and "intention to recommend to others". It was found that service quality was positively related to consumers' behavioral intentions. Then a further survey was conducted with university students. The result shows that schools' service quality would influence students' behavioral intentions. And students' behavioral intentions were measured using "positive evaluation on school", "willingness to make donations to school after graduation", and "recommending students from the school to a company is recruiting".

The study by Parasuraman, Zeithaml, and Berry (1996) found that service quality directly influenced consumers' behavioral intentions. The only way to ensure a service provider could

maintain its profits was to increase customers' intentions to purchase again and lower the rate of customer churn. The study proposed a scale for consumers' behavioral intentions with 5 measurement constructs, which were saying positive things about service provider, recommending to other consumers, remaining loyal to service provider, spending more time with the company, and paying price premiums.

The purposes of listing the contents above were to show the applications of the "Theory of Consumer Behavior" or "Consumer Decision Theory". On the other hand, this study did not adopt the "Theory of Consumer Behavior" or "Consumer Decision Theory" as the basis of analyses, but further integrated it with the TPB proposed by Ajzen (1985) as the research structure of this study.

VIII. Methods

In this research study, the theory of planned behavior is the amendment and extension of Ajzen (1985, 1991). Ajzen's (2001) research shows that Perceived Behavioral Control will have an independent forecast result on both behavior intention and behavior, which explains why external control factor can affect signal parents' in art therapy guidance curriculum intention of the art therapy professional guidance.

Sample and Data Collection

Thus the research participants were teachers who had participated in the 4 workshops in July of 2019. The questionnaire was designed to examine single parent participating art therapy guidance curriculum intention. A total of 200 questionnaires were distributed to 4 FCC workshops in Taiwan. These participating art therapy guidance curriculum went to central Taiwan for the workshops from different places in Taiwan. These questionnaires were completed in August of 2019. First, 40 single parents participated in the pre-test. 40 questionnaires were retrieved. After invalid questionnaires were excluded, a total of 40 questionnaires were valid. The response rate was 100%. The questions were modified and

some were removed. Then the formal survey was conducted with 200 single parents. 200 questionnaires were retrieved. 5 questionnaires were excluded for missing values. A total of 195 questionnaires were valid. The response rate was 97%. 67 (34%) of the participants were male while 128 (64%) were female. As for ages, 12 (6%) were 21~25 years old, 26 (13%) were 26~30 years old, 33 (16%) were 31~35 years old, 21(10%) were 36~40 years old, 24 (23.2%) were 41~45 years old, 30 (15%) were 46~50 years old, 12 (6%) were 51~55 years old, 11 (5%) were 56~60 years old, and 2 (1%) were over 60 years old. In the aspect of educational background, 55 (28%) graduate from vocational schools, 88 (45%) from universities, and 54 (27%) from graduate schools or above.

Research Instrument

Five questions were developed for single parent participating in art therapy guidance curriculum elicitation study. The first and second questions were designed to ask participants their attitude beliefs and behaviors; the third and fourth questions were designed to investigate their normative belief; the last question was designed to address their control belief.

The main purpose of the elicitation questions was to ask the single parents' advantages and disadvantages to participate in art therapy guidance curriculums. The second part, a self-administrated questionnaire.

Single parents were informed that they were not required to fill out the elicitation study. The elicitation study took 20 minutes to complete. These responses ($n = 40$) were made by convenience sample. The response rate was 100%.

Ajzen and Fishbein (1980) recommended that if the participant response frequency rate was less than three ($f < 3$). Similar responses or meanings were classified together. In addition, Ajzen and Fishbein (1980) recommend that responses from the top 75% from the elicitation study should be used to form a questionnaire (7-point Likert scale). Ajzen (2001) also recommended that intention in the questions must have a high internal consistency and also

must correlate significantly ($p < .05$) with each other.

Behavioral Intention

Behavioral intention was the degree, the first question, which was the dependent variable, pertained to single parents' behavioral intentions to single parents were likely or unlikely to participate in art therapy guidance curriculums.

Attitude Toward the Behavior

This type of question was divided into two sub-questions; one investigated whether or not they believed that participating in art therapy curriculums could help to improve single parents' guidance abilities (belief strength) and the other one explored the strength of attitude toward the belief (or outcome evaluation).

Subjective Norms

Each type of question was designed to ask single parents' how the important others in their lives felt regarding their participation in the single parents' curriculums of the art therapy professional guidance. This type of question was also divided into two questions; the first investigated the normative belief strength and the second queried single parents' motivation to comply. The questionnaire of the normative beliefs and motivation to comply should also be as close in score as attitude and belief strength. From this question, direct normative belief strength against the other normative belief could be measured, thus determining significance that the SNI was correlated with SND.

Perceived Behavioral Control

The first perceived behavioral control, the second question was designed to measure single parents' perceived ability, the third question was designed to measure single parents' perceived difficulty.

Reliability

The alpha scores ranged from 0.86 - 0.94, and the overall alpha coefficient was 0.90. The Cronbach's Coefficient Alpha values of all the variables were over 0.8, meaning that all the

items of the same construct were internally consistent. to design the formal final questionnaire in this study.

Following Ajzen (2001) suggestion, the structural pre-test questionnaire was an open questionnaire designed with integration of questions from previous studies. 6 experts were invited for the expert validity analysis. According to the pre-test result, the Cronbach's α of behavioral attitude was 0.86. After the questions which were not significant regarding single parents to participate in art therapy guidance curriculums were removed. The Cronbach's α increased to 0.94. The Cronbach's α of subjective norms was 0.81. After the questions which were not significant regarding single parents to participate in art therapy guidance curriculums were removed. The Cronbach's α increased to 0.92. The Cronbach's α of perceived behavioral control was 0.80. After the questions which were not significant regarding single parents to participate in art therapy guidance curriculums were removed.

Statistical Treatment of the Data

After the researcher collected the entire final questionnaire, the data was examined and entered into an Excel spreadsheet. In the aspect of data analysis, in order to find out the prediction power of the 3 variables, attitude, subjective norms, and behavioral control, regarding single parents to participate in art therapy guidance curriculums, the researcher used the statistical analysis tool, SPSS 12.0, descriptive statistics, t-test, and ANOVA were also adopted in this study for analyses to perform Pearson product-moment correlation and hierarchical regression analyses, to evaluate the relationships between the 3 variables and the single parents to participate in art therapy guidance curriculums. To explore the differences single parents to participate in art therapy guidance curriculums intention of people with different backgrounds,

Reliability of the Research Instrument

Reliability is a tool to measure accuracy or precision. Generally speaking, when α is 0.70-0.90, the reliability is acceptable. When α is over 0.90, the measured target is highly

reliable. The alpha scores ranged from 0.86 - .0.94. The Cronbach's Coefficient Alpha values of all the variables were over 0.8, meaning that all the items of the same construct were internally consistent.

Research Result

The standard deviation is the most often used statistic to measure variability in research studies. The standard deviation basically measures which scores in a distribution deviate from the mean. The standard deviation is devised by subtracting each score from the mean. Perceived behavioral control had the highest mean 2.91, with a standard deviation of .45. Subjective norm showed the lowest mean 2.43, with a standard deviation of .21. Attitude toward the behavior had the second highest mean 2.77 with a standard deviation .38 in this study.

How does the attitude toward the behavior, subjective norms, and perceived behavioral control of single parents' associate with behavioral intention regarding single parents to participate in art therapy guidance curriculums? The variables of the theory use Pearson's product moment correlation, analysis of variance (ANOVA), and regression analysis to examine the relationships in this study.

Interpretation shows attitude, subjective norms, and perceived behavior control are correlated. Therefore, these could be used to determine the predictive components significantly regarding the construct of intention. R square was .489 and the standard error of estimate was .522. In this study, R square is .509 which means that the three explanatory variables account for around 48% of the variability of the behavioral intention. In this research study, the value of the adjusted R square is 52%, which is slightly less than the R square value of 50%. A multiple regression analysis was used to obtain the square of the mean, 24.43, and the $F = 57.62$. In this study, the observed F ratio of 57.62 is large enough to reject the null hypothesis by looking at the observed significance level, which is significant.

After using SPSS to analyze the data in this chapter, the results show that the attitude toward

the behavior is correlated to the behavioral intention ($r = .673$) and the null hypothesis was rejected because the significance probability was .000. The perceived behavioral control is correlated to the behavioral intention ($r = .684$) and the null hypothesis was rejected because the significance probability was .000. The subjective norm is correlated to the behavioral intention ($r = .248$) but the significance level was .327, which means that it did not reach the level of significance $p < .05$.

Discussions of Research Results and Related Theories

The TPB emphasizes “perceived behavioral control” (Ajzen, 1985, 1988; Taylor and Todd, 1995, a 1995b). “Attitude”, “subjective norms”, and “perceived behavioral control” may influence an individual’s behavioral intentions and further influence his behaviors. According to the research results, regarding single parents’ attitudes, subjective norms, and perceived behavioral control influenced their behavioral intention to participate. Thus the research assumption of this study was consistent with the theory.

The result of the study shows that the more positive single parents’ attitude, subjective norms, and perceived behavioral control regarding single parents to participate in art therapy guidance curriculums were, the higher their intentions to participate were (Ajzen, Sheikh, 2013). In other words, their intentions were related to other people’s viewpoints and their perception of degrees of controlling. However, perceived behavioral control and attitude were factors which significantly influenced single parents to participate in art therapy guidance curriculums (Usakli, 2018). Because the research participants of this study include single parents who had participated in art therapy workshops before and those who participated for the first time, this study made the following suggestions for single parents having art therapy workshop experiences, educational institutions which plan to design art therapy related curriculums, and practitioners who would like to promote art therapy guidance curriculum intention of single parent families, in order to improve single parents’ positive

attitude in guiding children from single parent families and point out what single parents in the field can improve and learn regarding guidance.

1. Suggestions for practitioners of single parent participating in art therapy guidance intention

(1) Promotion

This study found that single parent’ attitude and perceived behavioral control were the main factors which influenced their intention to participate in art therapy guidance curriculum intention, whether they had participated an art therapy curriculum or not. Thus, promotion must begin with single parents’ positive attitude toward art therapy and their available time. For example, information regarding contents and effects of art therapy single parent participating in art therapy curriculums can be delivered to single parent through the internet fly sheets, and related activities. And if single parents can use art therapy as one of the channels to solve issues, they can be more flexible in face of problems.

(2) Further understanding single parent’ requirements

Thus, single parent practitioners shall pay attention to how to meet single parent’ expectation of single parents participating in art therapy guidance curriculum intention. single parents curriculums and satisfy their requirements for guidance effects.

2. Suggestions for the government and educational units

(1) Improving supervisors’ understanding of single parents

Single parents’ attitudes may also influence single parents’ intention to participate in art therapy guidance curriculum and their actions. Thus, it is very important to improve single parents’ knowledge of effects and limitations of participation in art therapy. Especially, supervisors must understand and respect single parents keeping secrets of issues of children from single parent’s families.

(2) Creating healthy and positive single parents

This way, single parents and children would be willing to pursue better parent-child and parent-teacher relationships and maintain positive attitudes toward lives and learning. single parents are one of the channels to help with growth of s single paren's families.

Research Limitations and Suggestions for Future Researches

Research participants

The research limitations include limitations on manpower, time, etc. In the aspect of limitation on manpower, because there were limitations on numbers of participants for the workshops in July and August and the survey could only be conducted in a certain period of time, thus the sample size single parents was rather small. And most of the research participants were single parents of ages between 35 and 55. It is suggested that future researchers can follow-up children's growth after the single parents who had participated in the workshops in July returned to their single parents, their performances in intervening with drawing activities, later parent-child communications, and influences and development of assistance for single parent issues(Usakli, 2018).

Research methods

This study mainly adopted quantitative analyses, with some open questions to make up for the insufficiency of quantitative analyses. However, only simple analyses were conducted. It was not possible to further understand single parents' thoughts. Therefore, future researches can aim to further explore qualitative data. In addition, due to the limitations of the questionnaire, only information regarding intention to participate in art therapy guidance curriculums was obtained (Usakli, 2018). Actual participation wasn't surveyed. Future researches can further understand why kindergarten teachers who actually participated, and compared them with those who didn't actually participate to find out what held them back.

Research structure

This study was based on the TPB, which assumes that all individuals make reasonable decisions (Ajzen, Sheikh, 2013). However, in an individual's decision process, there may be a lot of factors which are not reasoned. In the future, these factors can be included, such as emotions and personalities.

Research tools

The result of this study shows that single parents' attitude and perceived behavioral control could significantly influence their participation regarding in art therapy guidance curriculums intention.

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