

*Full Length Research*

# **Attitude, Subjective Norms, Perceived Behavioural Control and Reading of Patient Information Leaflet by Lagos State Polytechnic Students, Ikorodu**

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The study examined the attitude, subjective norm, perceived behavioural control and reading of patient information leaflet by the students of Lagos State Polytechnic, Ikorodu. The study used the survey method because this study is a poll. The findings of the study revealed that there is a strong positive relationship between subjective norms and students reading. The data also indicated that there is positive relationship between students' reading patient leaflets and attitude towards patient information leaflet ( $r^2=0.458$ ,  $p<0.05$ ). There is strong positive relationship between Students' reading patient leaflet and by their subjective norms towards patient information leaflet at ( $r=0.259$ ,  $p<0.05$ ). According to the study, because patient information leaflets are important sources of drug information for patients and have a positive effect on their knowledge, attitude, perception, and reading, healthcare professionals should encourage healthcare consumers to read the patient information leaflets, which should be patient-friendly and written clearly in understandable lay terminology and native language. It has also been demonstrated that providing a medicine with a patient information booklet can enhance awareness about the treatment; nevertheless, failing to read the patient information leaflet can result in non-adherence, which can lead to mortality, adverse reactions, and poisoning of the system.

**Keywords:** Attitude, Subjective Norms, Perceived Behavioural Control, Reading, Patient Information Leaflet.

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## **INTRODUCTION**

Reading is a two-way track between the text and the reader. It is influenced by the reader's past knowledge, attitude, language acquisition process, communication, strong information, and thoughts. Reading is an active process in which the reader interacts with the text in order to generate meaning. The reader's ability to activate existing information, apply reading methods, and adjust to reading conditions is inherent in building meaning. Reading is a complex activity that includes word recognition, comprehension, fluency, and motivation. According to studies, reading literature has become a difficult activity for young people all around the world.

This is largely due to the effect of digital platforms, which have suddenly captured their interest. The teens' lack of interest in reading patient information pamphlets is the most concerning. The patient records leaflet is meant to convey valuable information again from producer to intended consumers, such as description, composition, actions and pharmacology, clear signs, potential side effects, warning and safety measures, side/adverse repercussions, over dosage, dosage and administration, in order to make sure that the medication is taken correctly to be used as meant.<sup>i</sup> Accompanying a drug with its patient information leaflet can improve knowledge about the medication, but failure to read the patient information leaflet can result in non-adherence to important instructions<sup>ii</sup>. This may lead to death, adverse reaction and poison the system (Doak & Doak, 2016).

According to Adepun and Swamy (2018), attitude is a positive, negative, or mixed appraisal of an item conveyed at a certain level of intensity. It expresses a positive or negative appraisal of a person, location, item, or event. They felt that basic influences of our perceptions and actions toward all areas of our social environment existed. Attitude is a complicated organization of evaluative ideas, sentiments, and proclivities toward certain acts.

Attitude also denote the total of man's inclinations and feelings, prejudice or bias preconceived notions, ideas, fears, threats and other any specific topic, which also has a relationship with the level subjective norms (Adeniji, 2015).

According to Dumitrescu, James, and Horne (2020), subjective norms are the assumption that an influential individual or group of people would accept and support a given behavior. Subjective norms are established by an individual's perceived social pressure from others to behave in a specific way, as well as their incentive to conform to those people's views.

Perceived behavioral control, according to Dumitrescu, James, and Horne (2020), relates to people's views of their capacity to accomplish a certain behavior. The degree to which the invention is intelligible and simple to utilize is referred to as perceived behavioral control. Perceived behavioral control is defined as the sense of the difficulty of implementing a behavior. When these two variables are combined, they form perceived behavioral control, which together directly predicts behavior and indirectly predicts behavior through intentions. So, the reading of patient information leaflet is of interest because of observed drug abuse as a result of peer pressure and depression coupled with their level of education and expected ability to understand the importance of good health.

Therefore, this study seeks to examine the disposition of the students of Lagos State Polytechnic, Ikorodu towards reading patient information leaflet since they fall within the scope of this research study.

### Statement of the Problem

Considering the irrational use of drug among undergraduate students in Nigeria today, it has been observed that there is poor reading culture, which is caused by attitude, subject norms and perceived behavioural control.

Studies have shown that many students do not read information especially patient information leaflet that accompanies drug which is meant to communicate important information such as description, composition, side/adverse effect of the drug, over dosage etc. Inability to read patient information leaflet has been reported to have caused serious health issues such as heart attack, adverse reactions and even death.

It is on the strength of this that the study seeks to investigate the attitude, subjective norms, perceived behavioural control of the reading of patient information leaflet by the students of Lagos State Polytechnic, Ikorodu.

### Research Objectives

The study was guided by the following objectives:

- i. To find out Laspotech students' attitude towards the reading of patient information leaflet
- ii. Find out the effect of subjective norms of Laspotech students to patient information leaflet
- iii. Find out the effect which behaviour of reading patient information leaflet has on Laspotech students
- iv. Find out the effect which behaviour of reading patient information leaflet has on Laspotech students

### Research Questions

In other to examine the attitude, subjective norms, perceived behavioural control and reading of patient information leaflet by Lagos State Polytechnic student, answers were sought for the following research questions:

- i. What is Laspotech students' attitude towards the reading of patient information leaflet?
- ii. What are the subjective norms of Laspotech students to patient information leaflet?
- iii. What is the perceived behavioural control of patient information leaflet among Laspotech students?
- iv. What is behaviour of reading patient information leaflet among Laspotech students?

## Research Hypothesis

- i. Null Hypothesis 1: Students' reading patient leaflet is not predicted by their Attitude towards patient information leaflet.
  - ii. Null Hypothesis 2: Students' reading patient leaflet is not predicted by their subjective norms towards patient information leaflet
  - iii. Null Hypothesis 3: Students' reading patient leaflet is not predicted by their behavioural control towards patient information leaflet.
  - iv. Null Hypothesis 4: Students' reading patient leaflet is not predicted by their behavioural control towards patient information leaflet.
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## Theoretical Framework

According to literature, a theory is a systematic set of interrelated statement intended to explain some aspect of social life or enrich our sense of explanation of how people conduct and find meaning in their daily lives.

### Theory of Planned Behaviour

This study was anchored on theory of planned behaviour as proposed by Ajzen in 1989 as a refinement of the earlier theory of reasoned. The theory of Planned Behaviour is one of the models most frequently used in literatures to explore pro-environmental behaviour including recycling, travel mode choice, energy consumption, water conservation, food choice, and ethical investment<sup>ii</sup>. The application of this theory has been identified in 154 different contexts<sup>ii</sup>. The theory of planned behaviour (TPB), deriving from theory of multi attribute attitude (TMA) and theory of reasoned action (TRA) (Ajzen & Fishbein, 1973). It is a social-psychological theory that explains behavioural decision-making processes of human beings aiming at understanding and predicting the behaviour of individuals, advocating that the successful completion of human behaviour is mainly controlled by individual will. According to TRA, the behaviour intention of individuals is determined by two factors of attitude and subjective norm, in which the subjective norm is influence by normative beliefs in the society and the attitude can be divided into positive or negative aspects. The Theory of Planned Behaviour assumes that the best prediction of behaviour is given by asking people if they intend to behave in a certain way. Here we note that the intention will not express itself in behaviour if it is physically impossible to perform the behaviour or if unexpected barriers stand in the way. Assuming intention can explain behaviour, how can intention be explained? According to Azjen, (1989), three determinants explain behavioural intention:

1. The attitude (opinions of oneself about the behaviour);
2. The subjective norm (opinions of others about the behaviour);
3. The perceived behavioural control (self-efficacy towards the behaviour).

According to the model attitudes, subjective norms and perceived behavioural control predict the intention, which in turn predicts the behaviour. Background variables, as demographical factors, are supposed to influence the behaviour through the three determinants and the intention. Attitudes, subjective norms and the perceived behavioural control, explain the behavioural intention before the behaviour takes place. The intention is a good predictor of the actual behaviour. Theory also says that the perceived behavioural control is an estimate of the skills needed for expressing the behaviour and the possibility to overcome barriers. Therefore, a direct influence of perceived behavioural control on behaviour is supposed. The actual behaviour leads to feedback about the expectations of the behaviour.

## METHODS

Survey method was adopted for this study. The adoption of survey method was to enable the researcher to obtain data from a large sample of the students of Lagos State Polytechnic for the 2019/2020 academic session in respect of their attitude, subjective norms, perceived behavioural control and reading of patient information leaflet. National Diploma (ND) and Higher National Diploma Student formed the population of the study, while proportionate stratified sampling techniques was used to arrive at the needed sample for this study. The instrument used for data collection was questionnaire. The data collected from the respondents was analysed using Statistical Package for Social Sciences (SPSS) the hypotheses testing was done using simple and multiple regression analysis.

## Results and Discussion of Findings

**Table 1.** Demographic Information of Respondent in Lagos state Polytechnic

Variable	Category	Percentage (%)
Level of study	OND	51.8
	HND	48.2
School	Management and Business Studies	12.0
	Engineering	13.0
	Environmental	12.0
	Agriculture	17.0
	Technology.	23.0
	Pure and Applied Science	12.0
	Communication and Liberal Studies	11.0
Gender	Male	59.5
	Female	40.5
Age bracket	Less than 20	30.6
	20-24	51.8
	25-29	15.6
	Above 30	2.0

Sources: field work, 2020

Table 1 shows the responses of the respondents regarding demographic variables. Almost the same number of them were Ordinary National Diploma (51.8%) and Higher National Diploma (48.2%) students. Students in the School of Technology participated most (23.0%) in the study, followed by those in the School of Agriculture (17.0%), while the School of Engineering accounted for 13.0%, and 12.0% each in the School of M&BS, School of Environment, and School of P&AS. Students in the School of C&LS participated least with 11.0%. Regarding gender, the majority (59.5%) of the respondents were male, whereas 40.5% were female. The majority (51.8%) of the students were between 20 and 24 years, as 30.6% of them were less than 20 years. Those between the ages of 25 and 29 years were 15.6% of the respondents, while 2.0% of them were above 30 years.

**Table 2.** Responses about Attitude towards Patient Leaflet Information

Attitude Statement	Responses (%)		
	Disagree	Undecided	Agree
Information contained in drug information leaflet is understandable.	10.0	38.5	51.6
Reading patient information leaflet is helpful to me.	6.3	30.2	63.5
Reading patient information leaflet is good.	3.4	32.6	64.1
Reading patient information leaflet is valuable.	6.6	31.6	41.8
Reading patient information leaflet is enjoyable.	25.6	26.6	47.9
Reading patient information leaflet is wise move.	6.0	31.6	62.5
Reading patient information leaflet provides me with additional information besides the one given by the Pharmacist	8.7	28.2	63.1

Sources: field work, 2020

Table 2 reveals the students' responses regarding their attitude towards patient leaflet information. The majority of the respondents agree that reading patient information leaflet is good (64.1%), and that the act is helpful to them (63.5%), also that they get additional information from the leaflet (63.1%) while they perceive it to be a good move (62.5%). About half (51.6%) of the students agree that information contained in the patient information leaflet is understandable, and that they enjoy (47.9%) reading the information leaflet, also, that reading patient information leaflet is valuable (41.8%).

**Table 3.** Response on the Subjective Norms of Polytechnic Students to Patient Leaflet Information

Subjective Norm Statement	Responses (%)		
	Disagree	Undecided	Agree
I am persuaded by the Doctor or Pharmacist to read patient information leaflet.	27.6	31.2	41.2
People around me have the habit of reading patient information leaflet.	32.2	28.2	39.6
Adverts and jingles I listen to advice reading patient information leaflets.	24.3	29.2	46.5
I nurse underling ailment that warrants reading patient information leaflet before taking a drug.	16.6	36.2	47.2
I have heard someone die from complications of drug information ignorance.	17.6	27.6	43.9
It is expected of me to read patient information leaflet.	6.7	31.9	61.4

Sources: field work, 2020

Table 3 indicates the student's responses regarding their subjective norms toward patient leaflet information, the majority of the respondents disagreed that People around me have the habit of reading patient information leaflet (32.2%) and that majority agreed that It was expected of them to read patient information leaflet (61.4%), also majority were undecided (36.2%) that they nurse underling ailment that warrants reading patient information leaflet before taking a drug.

**Table 4.** Response on Perceived Behavioural Control of Patient Leaflet Information among Polytechnic Students

Perceived Behavioural Control Statement	Responses (%)		
	Disagree	Undecided	Agree
I understand English Language.	9.6	27.6	61.8
The volume of information in patient information leaflet does not scare me.	21.3	32.9	45.8
It is possible for me read and understand patient information leaflet.	9.3	35.2	55.5
My health status is my responsibility.	4.4	24.9	70.7
I understand simple or basic medical terms.	9.6	35.9	54.5
I can read and understand information contained in patient information leaflet.	9.3	33.9	56.8

Sources: field work, 2020

Table 4 reveals the student's responses regarding their perceived behavioural control of patient leaflet information. The majority of the respondents disagreed that the volume of information in patient information leaflet does not scare me (21.3%) and that the majority agreed I understand English Language (61.8%), while majority were undecided that they understand simple or basic medical terms (35.9%).

**Table 5.** Responses of Behaviour of Reading Patient Leaflet Information among Polytechnic Students

Behaviour	Disagree	Undecided	Agree
I usually spend much time to read patient information leaflet.	18.0	29.2	52.8
I actively read patient information leaflet.	11.9	135.2	52.8
I voluntarily read patient information leaflet.	11.7	33.2	55.2
I cannot take a drug without reading patient information leaflet.	15.3	35.9	48.8
I see patient information leaflet as part of the value for my money.	16.9	33.6	49.5
I ask for clarification when patient information leaflet is contrary to Doctor or Pharmacist prescription.	11.3	35.2	53.5

Sources: field work, 2020

Table 5 shows the student's responses regarding their behaviour of reading patient leaflet information among polytechnic students. The majority of the respondents disagreed that they usually spend much time to read patient information leaflet (18.0%) and also majority agreed that they voluntarily read patient information leaflet (55.2). while other respondents were undecided that they cannot take a drug without reading patient information leaflet (35.9%).

## Hypothesis Testing

**Null Hypothesis 1 :** Students' reading patient leaflet is not predicted by their Attitude towards patient information leaflet.

**Table 6.** Distribution of Linear Regression Analysis of Students' Reading and Attitude towards Patient Information Leaflet

Model	Beta	T	Sig.	R	R2	F
(Constant)	6.128	7.764	.000	.676 <sup>a</sup>	.458	250.478
ATTITUDE	.676	15.827	.000			

a. Dependent Variable: reading

b. Predictors: (Constant), ATTITUDE

The table 6: presents the Regression analysis of relationship between Students' reading patient leaflet and Attitude towards patient information leaflet. The result indicates strong positive relationship (coefficient = 0.676) between Students' Intention to read patient leaflet and Attitude towards patient information leaflet at ( $r^2=0.458$ ,  $p<0.05$ ). That is 45.8% variance is accounted for by Students' Intention to read patient leaflet and Attitude towards patient information leaflet. Therefore, the null hypothesis is rejected.

**Null Hypothesis 2:** Students' reading patient leaflet is not predicted by their subjective norms towards patient information leaflet

**Table 7.** Distribution of Linear Regression Analysis of Students' Reading and Attitude towards Patient Information Leaflet

Model	Beta	T	Sig.	R	R Square	F
(Constant)	10.847	14.309	.000	.509 <sup>a</sup>	.259	104.586
Subjective	.509	10.227	.000			

a. Dependent Variable: reading

b. Predictors: (Constant), Subjective

The table 7 reveals the Regression analysis of relationship between Students' reading patient leaflet and by their subjective norms towards patient information leaflet. The result indicates strong positive relationship (coefficient = 0.509) between Students' Intention to read patient leaflet and by their subjective norms towards patient information leaflet ( $r=0.259$ ,  $p<0.05$ ). That is 25.9% variance is accounted for by Students' Intention to read patient leaflet and by their subjective norms towards patient information leaflet. Therefore, the hypotheses two is therefore rejected.

**Null Hypothesis 3:** Students' reading patient leaflet is not predicted by their behavioural control towards patient information leaflet.

**Table 8.** Distribution of linear regression analysis of Students' Reading and behavioural control towards Patient Information Leaflet

Model	Beta	T	Sig.	R	R Square	F
(Constant)	8.349	11.474	.000	.633 <sup>a</sup>	.400	199.697
Behaviour Control	.633	14.131	.000			

a. Dependent Variable: reading

b. Predictors: (Constant), behaviour reading

The table 8 above reveals the Regression analysis of relationship between Students' reading patient leaflet and by their behavioural control towards patient information leaflet. The result indicates strong positive relationship (coefficient = 0.633) between Students' reading patient leaflet and by their subjective norms towards patient information leaflet at ( $r^2=0.400$ ,  $p<0.05$ ). That is 40.0% variance is accounted for by Students' reading patient leaflet and by their subjective norms towards patient leaflet information. Therefore, the hypotheses three is therefore rejected.

**Table 9.** Distribution of Linear Regression Analysis of Students' Patient Leaflet Reading Behaviour of Patient Information Leaflet

Model	Beta	T	Sig.	R	R Square	F
(Constant)	4.659	5.061	.000	.633 <sup>a</sup>	.400	199.697
Intention	.695	14.131	.000			

a. Dependent Variable: behaviour reading

b. Predictors: (Constant), reading

**Null Hypothesis 4:** Students' reading patient leaflet is not predicted by their behavioural control towards patient information leaflet.

Table 9 reveals multiple Regression analysis of joint influence on Students' reading patient leaflet on their attitude, subjective norm, and behavioural control towards patient leaflet information. The results reveal that students' attitude towards patient information leaflet has a significant positive effect (co-efficient 0.454) on students' reading patient leaflet. However, subjective norm towards patient leaflet information has a significant positive but weak effect (co-efficient 0.206) on information needs of student .and finally, students' behavioural control towards patient information leaflet has a significant positive effect (co-efficient 0.342) on students' reading patient leaflet ( $r^2=0.545$ ,  $p<0.05$ ). That is 54.5% variance is accounted for by joint influence on Students' reading patient leaflet on their attitude, subjective norm, and behavioural control towards patient information leaflet.

## Discussion of Findings

Data analysis in this study has provided an insight into the attitude, subjective norms, perceived behavioural control and reading of patient information leaflet by Lagos state polytechnic students. The finding shows that the respondents disagreed that Reading patient information leaflet is enjoyable and good. While others were undecided that information contained in the patient information leaflet is understandable. This is corroborated with the study of Jolayemi and Idegbekwe<sup>ii</sup> and that of Jolayemi and Mahmud<sup>ii</sup>. The study found out that, though people around them disagree to have the habit of reading patient information leaflet. It was expected of them to read patient information leaflet while others think that they must have an underlying ailment that will warrant them to read patient information leaflet before taking a drug's this finding is supported by Laurea<sup>ii</sup> but negated the study of Sustersic et al.,<sup>ii</sup>

However, on perceived behavioural control of patient leaflet information among polytechnic students, this finding disagreed that the volume of information inpatient information leaflet does not scare me, but agreed that they understand English Language. While others were undecided that they understand simple or basic medical terms used in the patient information leaflet. This research is supported by study of Beusekom et al.,<sup>ii</sup> And Burgers et al.,<sup>ii</sup>

Furthermore, on behaviour of reading patient leaflet information among polytechnic students, majority of the respondents disagreed that they usually spend much time to read patient information leaflet. Similarly, majority agreed that they voluntarily read patient information leaflet. However, other respondents were undecided that they cannot take a drug without reading patient information leaflet. This research is supported by the study of Tong et al<sup>ii</sup> and Jolayemi and Mahmud<sup>2</sup>

And based on the hypotheses, the study indicates reveals the Regression analysis of relationship between Students' reading patient leaflet and Attitude towards patient information leaflet. The result indicates strong positive relationship (coefficient = 0.676) between Students' reading patient leaflet and Attitude towards patient information leaflet at ( $r^2=0.458$ ,  $p<0.05$ ). That is 45.8% variance is accounted for by Students' reading patient leaflet and Attitude towards patient leaflet information. Therefore, the hypotheses one is therefore rejected. This is similar to the study.

On the second hypotheses, the result indicates strong positive relationship (coefficient = 0.509) between Students' reading patient leaflet and by their subjective norms towards patient information leaflet at ( $r=0.259$ ,  $p<0.05$ ). That is 25.9% variance is accounted for by Students' reading patient leaflet and by their subjective norms towards patient information leaflet. Therefore, the hypotheses two is therefore rejected.

The hypotheses three indicates strong positive relationship (coefficient = 0.633) between Students' reading patient leaflet and by their subjective norms towards drug leaflet information at ( $r^2=0.400$ ,  $p<0.05$ ). That is 40.0% variance is accounted for by Students' reading patient leaflet and their subjective norms towards patient information leaflet. Therefore, the hypotheses three is therefore rejected.

The fourth hypothesis indicates strong positive relationship (coefficient = 0.633) between Students' patient leaflet reading behaviour and their intention to read patient information leaflet at ( $r^2=0.400$ ,  $p<0.05$ ). That is 40.0% variance is accounted for by Students' patient leaflet reading behaviour and their reading patient information leaflet. Therefore, the

hypotheses three is therefore rejected.

Finally, the study revealed that students' attitude towards patient information leaflet has a significant positive effect (co-efficient 0.454) on students' Intention to read patient leaflet.  $s(r^2=0.545, p<0.05)$ . That is 54.5% variance is accounted for by joint influence on Students' reading patient leaflet on their attitude, subjective norm, and behavioural control towards patient leaflet information.

## CONCLUSION

The study obtained responses from 301 students of Lagos State Polytechnic of the use of patient leaflets. It was observed there is significant relationship between students' reading patient leaflets and their attitude to reading patient leaflets. However, it was also observed from the study that student reading patient leaflet is not predicted by their attitude towards patient information leaflet and by their behavioural control towards patient leaflets information.

Since majority of patients find patient leaflet useful, finding ways to improve their accessibility seems to be of paramount importance. Closer control by the NAFDAC is necessary to ensure the availability of the patient leaflet in the original packages. Furthermore, new regulations must be approved on the contents of these patient information leaflets and whether these leaflets are prepared for the patient or the health-care professional. In addition, regulations for the pharmacists and pharmacy personnel must be written emphasizing the importance of patient information leaflets and dispensing them along with the medication itself.

Drug manufacturers should consider their target audience in choosing the type of words and expressions they will use to write the patient information leaflets.

Thus, easily accessible explanation and terms, rather than complex expression be explored.

## RECOMMENDATIONS

- i. It would be recommended that pharmaceutical companies include pictogram and modify the language in writing the patient information in order to improve patients' understanding of the patient information leaflets.
- ii. Health care providers should advocate reading the leaflet and promote it as a useful resource tool and Government institutions such as the food and drug administration and standards board responsible for enforcing laws on patient information leaflets should step up their activity.
- iii. Sensitization of patient on radio and television by appropriate agencies such as National Agency for Food and Drug Administration and Control (NAFDAC), National Orientation Agency (NOA) and Medicine and Healthcare Product and Regulatory Agency (MHRA).

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