

Consumers' Attitude and Behavior Toward Ethical Consumerism: A Survey Study of Wenzao Students

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ABSTRACT

Ethical consumerism has taken roots in many foreign countries. Ethical consumers with high moral principle take their purchasing decision as a power to promote ethical business practices. Along the increasing influence of ethical consumers, ethical consumerism gradually becomes a hot issue in Taiwan. As some studies suggested that younger generation seemly value less the concept than older generation were. The survey study examined Wenzao students' attitude and intended behavior toward ethical consumerism to test the validity of these studies. In summer 2018, 500 valid questionnaires were collected. The results showed that Wenzao students held positive attitude and intended behavior toward ethical consumerism. Also, they would like to get educated about ethical consumerism in class. The study suggested that education could be a tool to help students understand ethical consumerism and its practice.

Keywords: Ethical Consumerism

TABLE OF CONTENTS

INTRODUCTION	1
Research Background	1
Research Motivation	3
Research Purpose	3
Research Questions	4
Contribution	4
Limits	4
Delimits.....	5
LITERATURE REVIEW	6
Consumerism	6
Ethical Consumerism	7
The Consumption Attitude and Behavior toward Ethical Consumerism.....	9
The Consumerism Attitude and Behavior toward Ethical Consumerism in Taiwan	11
The Importance of Higher Education Institution	12
General Education.....	12
The USR Project	13
The USR Project in Wenzao University.....	13
METHODOLY.....	15
Research Design.....	15
Source of Data.....	15
Instrument and Data Collection	16
Methods for Data Analysis.....	17

DATA ANALYSIS	19
Questionnaire Delivery	19
Data Discussion	19
Attitude on Cognition of Ethical Consumerism.....	25
On Gender Difference	25
On Age Difference	25
On Grade Difference	26
On Department Difference.....	26
On Monthly Income Difference	26
On Volunteering Experience Difference	27
Attitude on Affection toward Ethical Consumerism.....	28
On Gender Difference	28
On Age Difference	28
On Grade Difference	28
On Department Difference.....	29
On Monthly Income Difference	29
On Volunteering Experience Difference	30
Intended Behavior based on Ethical Consumerism	30
On Gender Difference	30
On Age Difference	31
On Grade Difference	31
On Department Difference.....	31
On Monthly Income Difference	31
On Volunteering Experience Difference	32
Correlation between Attitude and Intended Behavior based on Ethical	

Consumerism	33
Data Summary	34
CONCLUSION AND SUGGESTION	35
Appendix Questionnaire	37
BIBLIOGRAPHY	43

LIST OF TABLES

Table 1. The Ratings Categories of ECRA	9
Table 2. Summary of Exploratory Factor Analysis Results for Ethical Consumerism	22
Table 3. Standardized Regression Coefficients from Analysis Intended Behavior based on Ethical Consumerism (N=500)	33

LIST OF FIGURES

Figure. 1 Construction of research instrument.....	16
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INTRODUCTION

Research Background

The rise of ethical consumerism can be attributed to the advancement of modern technology and industry. In order to pursue industrial progressive development, human beings have exhausted natural resources and destroyed the environment. At the same time, enterprises chase for the maximization of profits by paying unfair wages and even using illegal labor to reduce costs. Under such a trend, people are dissatisfied. Some people identify themselves from consumers to ethical consumers.

However, compared with western countries, the concept of ethical consumerism in Taiwan is insufficient, or it can be said that it has not taken roots. Even some people do not walk their talk. They hold the sign saying “protecting the earth” in one hand but sipping bubble tea in a disposable cup from the other hand.

In comparison, the concept of ethical consumerism is getting more and more mature in foreign countries. The ethical consumers in Western countries are not limited to individual interests when consuming. They consider not only the price but the consequences of this consumer behavior. Ethical consumers with high principles take purchasing decisions as the power to promote consuming ethical business practices.

With the increasing number of ethical consumers, such ethical issues have gradually been discussed in Taiwan. In 2011, CommonWealth magazine conducted a survey about green consumption in Taiwan.¹ The survey found that the environmental awareness of Taiwanese people is getting higher and higher. The article pointed out that the older generation was more active in green consumption than the

¹天下雜誌, 「綠」起來! 台灣不必碳氣,"
<https://www.cw.com.tw/article/article.action?id=5000228>. (May 11, 2019).

younger generation. It seems to be truth since the fact that the behavior of students who studied at Wenzao University is not in line with the concept of ethical consumerism. Therefore, the university has taken a big step to be more ethical by building a green university.

Wenzao University was officially awarded by Green University Union of Taiwan as full membership.² Green University Union of Taiwan is a non-profit organization that promotes the sustainable development of universities.³ After Wenzao was approved to become a part, the university promotes the ideals of a sustainable campus and also aims to fulfill the international standards.

Later on, during December 2014, Wenzao University signed The Talloires Declaration.⁴ The manifesto is composed in 1990. It lays out a ten-point action plan. The purpose is to advocate sustainability environment literacy at universities. It reaches out to four aspects which are teaching, research, operations and outreach.⁵ In order to implement environmental protection in the declaration, Wenzao University sets a short-term goal in May 2018. It is to reduce the number of wastes from 118 tons per year to 100 tons.⁶ The university proposed a regulation to ban disposable containers and packaging. It imposes mandatory rules on the professors and staffs, and non-mandatory propaganda on the students.

² 文藻外語大學, "25 校簽署塔樂禮宣言 文藻邁向綠色大學," <http://b001.wzu.edu.tw/ezcatfiles/b001/img/pictures/history/file/1/15114/145430526.pdf>. (May 10, 2019).

³Green University Union of Taiwan, "Introduction of Green University Union of Taiwan " http://www.guut.org.tw/en_about_intor.php. (May 10, 2019).

⁴ 文藻外語大學, "25 校簽署塔樂禮宣言 文藻邁向綠色大學".

⁵University Leaders For A Sustainable Future, "Talloires Declaration," <http://ulsf.org/talloires-declaration/>; *ibid.* (May 10, 2019).

⁶文藻外語大學, "分項計畫四「大學之道計畫」," 文藻外語大學, <https://c063.wzu.edu.tw/category/147938>. (May 11, 2019).

However, according to the researcher's observation, most of the students still did not comply. During the period of lunch time, people line up in front of trash can to throw disposable lunch boxes. Some even do not sort their trash and put it in the right bins.

All in all, it has been eight years after the survey conducted by Commonwealth magazine in Taiwan. We can find more and more green products that they have been certified by fair trade in the market, and the topic of animal experiments has become a hot issue. Also, with the improvements that educational institutions such as Wenzao University trying to make, it makes the researcher wonder if the younger generation is still not as active as the Commonwealth magazine survey indicated.

Research Motivation

Due to the trend of ethical consumerism, the consumers' cognition and affection toward ethical consumerism are two important factors influencing their behavior. If sellers don't pay much attention to the production decisions on the environment and society, their products will be rejected by the increasing number of ethical consumers. Therefore, through the increasing number of ethical consumers, the sellers will achieve their social responsibility. Therefore, the researcher expected the result to tell how well the younger generation valued the concept of ethical consumerism.

Research Purpose

Thus, the study aims to identify Wenzao students' attitude and behavior toward ethical consumerism.

Research Questions

In order to comprehend Wenzao students' attitudes and intended behavior toward ethical consumerism, here are questions to lay out.

1. What is Wenzao students' attitude on cognition toward ethical consumerism?
2. What is Wenzao students' attitude on affection toward ethical consumerism?
3. What is Wenzao students' intended behavior based on ethical consumerism?
4. What is the relationship between Wenzao students' attitude and intended behavior based on ethical consumerism?

Contribution

The main contribution of the research is to understand whether ethical consumerism is really implemented in daily life and how much the study population of the research knows about ethical consumerism, thus confirming whether we need more education or related publicity in this issue. In addition, the study was conducted through questionnaires from consumers, so for those business who plan to develop marketing strategies from the aspect of ethical issues can see the research as data.

Limits

Due to time constraints, it was impossible to really observe and understand the actual behavior of the respondents. Therefore, the research concentrated on their intended behavior.

Delimits

The concept of ethical consumerism was introduced to Taiwan from Europe and North America. The concept of ethical consumerism was relatively unfamiliar to the consumers in Taiwan. Since a few literatures relating to ethical consumerism from Taiwanese researchers, it was difficult to conduct a literature review. In addition, most of the literatures were conducted by scholars from abroad. Therefore, there would be some deviations in the consumption attitudes and behaviors of consumers in Taiwan.

LITERATURE REVIEW

Consumerism

Consumerism is a term explained as consumer rights' protection. Since the trading distances of products continues to expand, the shipping term become conveniently, and the new technology rapidly develop, the companies publish as much products as possible.⁷ Thence, the products on the market are diversified. Those products were sold by the packages or the advertisements instead of looking at the products themselves. Therefore, it increases the difficulties for consumers to understand the quality of their commodities, which in turn harms the interests of consumers.

However, different experts have different understandings and evaluations toward consumerism. In fact, the term started to be used more often after the introduction of the Consumer Bill of Rights which was a speech presented by president John F. Kennedy.⁸ He introduced initiative to protect consumer rights for governments, businesses, and private groups. Before that, there were also experts gave explanation of consumerism. In 1970, Cravens and Hills formed the concept as a kind of design that put pressure on companies through moral, legal and economic approaches in order to protect consumers.⁹ Later, in 1972, Kotler considered it as a social movement which sought the rights and power of buyers while they deal with sellers.¹⁰ During 1978, Miller regarded consumerism as a social movement.¹¹ Its purpose was

⁷Peter N. Stearns, *Consumerism in World History: The Global Transformation of Desire* (Routledge, 2001).

⁸Office of Consumer Affairs and Business Regulation, "Consumer Bill of Rights," <https://www.mass.gov/service-details/consumer-bill-of-rights>. (May 19, 2019).

⁹Roger Swagler "Evolution and Applications of the Term Consumerism: Theme and Variations," *The Journal of Consumer Affairs* 28 (1994). 3-4

¹⁰Philip Kotler, "What Consumerism Means to Marketers," *Harvard Business Review* 50 (1972). 48-57

¹¹ Roger LeRoy Miller, *Economics Today and Tomorrow Workbook* (Glencoe/McGraw-Hill School Pub Co, 1999). 124-127.

to educate and protect consumers. There were also researchers like Day and Aaker who pointed out the term gradually came to cover the concerns about the changes in the economic environment.¹² It would become a reflection of many social problems and the processes of products was one of them. Annie Leonard produced a short film to send the message about the current situation of the system of the materials economy. According to Annie's opinion, she mentioned "the system composed of the extraction to the production, to the distribution, to the consumption and finally to the disposal is in crisis."¹³ The linear system stood for how a product was produced. The reason why the system is in crisis is due to the running system function on the planet with limited sources. As the result, people start to gather together for movement.

Ethical Consumerism

Ethical consumerism has gradually been promoted. People with highly principal taking purchasing decision as a power to promote ethical business practices can be tagged as ethical consumers.¹⁴ They concern diversifications of ethical issues, those include carbon footprint, oil spill in the ocean, blood mica, fair trade and even whether business have executed social responsibilities.

¹²David A. Aaker and George S. Day, "Consumerism: Search for the Consumer Interest," *Sage Journal* (1972). 2-3

¹³ Annie Leonard, "Story of Stuff, Referenced and Annotated Script by Annie Leonard," <https://storyofstuff.org/wp-content/uploads/movies/scripts/Story%20of%20Stuff.pdf>. (May 17, 2019).

¹⁴Khuram Shahzad and Ilkka Sillanpaa, "The Role of Fair Trade in Developing Corporate Social Responsibility: An Empirical Examination Based on Multiple Cases" (paper presented at the Proceedings of 2013 International Conference on Technology Innovation and Industrial Management, 2013).

The concept of ethical consumerism hasn't been regulated to specific ranges. Yet, with different scholars and ethical organizations, they have share similar ethical issues and those issues can be sorted into specific categories. In general, the categories are associated with the environmental issues, animal issues, and human right issues.

According to the scholars and organizations, here are the definitions:

Strong indicated that “ethical consumerism” referred a concern from consumers through their purchasing behavior.¹⁵ People from the third world mostly are the producers of cheap products and those products are normally sold to western consumers. Therefore, consumers supposed to take their purchasing behavior as a way to support the producers who are paid with fair compensation.

According to Deborah Doane, “Ethical consumerism can be seen as a product.”¹⁶ Later, she pointed out three arguments to support her opinion. First, ethical consumerism is associated with specific issues. Those are human rights, animal welfares and the environment. Next, it allows consumers to choose between a product and an ethical substitute. Third, it displays individual choice instead of business decision.

¹⁵Carolyn Strong, "Features Contributing to the Growth of Ethical Consumerism – a Preliminary Investigation," *Marketing Intelligence & Planning* 14, no. 5 (1996). 6-9

¹⁶Deborah Doane, *Taking Flight: The Rapid Growth of Ethical Consumerism : The Ethical Purchasing Index 2001* (New Economics Foundation, 2001).

Ethical Consumer Research Association (ECRA), a non-profit organization in the UK, publish a monthly magazine which is called Ethical Consumer Magazine. ECRA identifies multiple ethical issues and divided them into five categories. The following table are the categories in detail.

Table 1. The Ratings Categories of ECRA

Categories	Issues
Environment	Environmental reporting
	Climate change
	Pollution and toxics
	Habitats and resources
	Palm oil
Sustainability	Company ethos
	Product sustainability
People	Human rights
	Workers' rights
	Supply chain management
	Irresponsible marketing
	Arms and military supply
Animals	Animal testing
	Factory farming
	Animal rights and cruelty
Politics	Anti-social finance
	Boycott calls
	Controversial technologies
	Political activity

Source from ECRA

The ratings categories of ECRA included the ethical issues which other scholars and ethical organizations mentioned. Therefore, the research instrument was formed based on the ratings categories.

The Consumption Attitude and Behavior toward Ethical Consumerism

The behavior of ethical consumerism is different from general consumer behavior.¹⁷ It is because ethical consumerism is not only a kind of behavior that relates to payment flow, but also represents a person's ethical regulation. To be more

¹⁷Claudio Eduardo R. Camfield and Patricia Piceti, "Consumerism, Sustainability and Consumer Behavior: A Systematic Literature Review" (University of Beira Interior, 2016).

specific, the behavior of ethical consumerism can be divided into two main types.¹⁸ One of the types is seen as positive purchases. It refers to purchase the products with environmental labels, fair trading products, local food regime products, etc. The other type is seen as negative purchases. Behaviors such as boycotting non-environmental products, products made by children and illegal labors, and business that do not have social responsibilities can be regarded as negative type of purchases.

According to Emma Boulstridge and Marylyn Carrigan, four factors affected consumers' perception toward ethical consumerism.¹⁹ The first factor was the price of ethical products. The products with ethical labels were usually more expensive than those without the labels. However, consumers with certain financial levels were more willing to purchase ethical products than the rest did. The second factor was the unstable quality. Since there were not enough associations provide the ethical products with guarantee labels, consumers were easy to be misled by the business claim they were ethically but not exactly acted like that. The third factor was the weak substitution effect. The substitution effect referred to the effect caused by the rising price that induced a consumer to buy more of relatively low-priced products and less of high-priced ones. Due to a few ethical products in the market, consumers did not have many options to compare with others. The last factor was the little accessible Consumers had the less accessible and correct information to adopt ethical consumer behavior. It was because the information about retailers and manufacturers remained non-transparent and unclear.

¹⁸Rob Harrison and Terry Newholm, *The Ethical Consumer* (SAGE Publications Ltd, 2005). 3-7

¹⁹Emma Boulstridge and Marylyn Carrigan, "Do Consumers Really Care About Corporate Responsibility? Highlighting the Attitude—Behaviour Gap," *Journal of Communication Management* 4, no. 4 (2000). 7-8

The Consumerism Attitude and Behavior toward Ethical Consumerism in Taiwan

Ethical consumerism was not being paid much attention in Taiwan. It was said that consumers' definition toward ethical consumerism was not in-depth.²⁰ As above, the behavior of ethical consumerism was divided into positive type and negative type. In order to find out how Taiwanese adopted ethical consumerism, the researcher provided each type with a case.

The first case was a social enterprise, Leezen Corporation. Leezen used the funds to hold the campaigns for issues like environmental protection and sustainable agriculture.²¹ The funds allowed Leezen to promote more campaigns and attract more consumers. The consumers purchasing at Leezen is a positive type of behavior toward ethical consumerism.

The second case was that consumers launched a boycott toward Effem Corporation. The corporation engaged with food poisoning. The tragedy led to more than six thousand dogs died after eating the dog foods. The owners of the dead dogs asked for a sincerely apology from the corporation.²² However, the corporation responded in an irresponsibility way. Finally, Effem Corporation gained a poor reputation and put themselves into multiple lawsuits.

²⁰張秀樺 and 蔡欣樺, "環境廣告宣稱對永續消費行為之探討," (逢甲大學, 2017.)

²¹李宜庭, "社會企業互助共生之成長動態分析 —以里仁公司為例," (東海大學, 2017.)

²²賀乙舜 and 李皇龍, "寶路毒死狗,"
<https://news.tvbs.com.tw/other/487119>. (May 19, 2019)

The Importance of Higher Education Institution

Integration into society is a necessary process for graduates. On the other hand, the absorption of graduates is what the society needs to achieve especially in the age of knowledge-based economy. Higher education institutions, such as universities, play an important role in the development of the economy of a country. University has become a place that educates people with full of knowledge and innovation. Therefore, it is not only the knowledge of textbooks that college students need to learn in college but also the general education.

General Education

Through general education, students are provided with basic and common knowledge which is different from professional knowledge.²³ Taking the issue of sustainable development as example, the issue of sustainable development needs to be solved by experts in the ecological, economic and social fields. Although their professional skills might be different, they are still able to discuss and analyze a set of solutions to solve the issue. It is because they have been trained with general education. Therefore, they have a certain achievement of understanding of sustainable development. To conclude, general education is a knowledge that provides non-professional knowledge for professionally trained students.

²³ Ministry of Education, "高等教育深耕計畫正式啟動," https://www.edu.tw/News_Content.aspx?n=9E7AC85F1954DDA8&s=C85106C3E60F68F5. (May 11, 2019).

Furthermore, the university is an environment for students to learn the concept of socialize. Through the general education, students are easier to blend into the society by soaking up social norms after they graduate. The most important thing is that social responsibility is a non-negligible link when teaching the concept of socialization.

The USR Project

To advocate the needs of general education, the Ministry of Education of Taiwan launched the University Social Responsibility Project (USR project). The core value of the project is to fulfill social responsibilities and make a connection between the local community and the students. Based on the requirement of the Ministry of Education, the universities that support the USR project need to fulfill at least one of the goals of 17 Sustainable Development Goals (proposing by UN) while conducting the strategies.²⁴ The purpose is to enhance the engagement with international community practices.

The USR Project in Wenzao University

The core value of education in Wenzao University associates with the basic principle of university social responsibility. It can be learned from the school motto. The school motto refers to “respect the natural environment and resources, take actions of understanding, caring, protecting and participating in society.”

²⁴ Ibid.

In order to cultivate students with social responsibility, Center for Ursuline Education, one of the office at Wenzao University, provides students with courses to learn about social responsibilities. The course they provided is named “The Whole Person Development.”²⁵ Some of the ethical issues are mentioned in class. Through the course, the requirement of the USR project is promoted and achieved.

²⁵ 吳甦樂教育中心, "課程理念設計-全人發展 the Whole Person Development," <https://c018.wzu.edu.tw/category/142905>. (May 11, 2019).

METHODOLOGY

Research Design

The research is a one-shot case study. The research purpose is to analyze Wenzao students' attitude and intended behavior toward ethical consumerism. In order to find out the answer fairly and without subjective opinions, it required to reach out to a large number of samples. Therefore, the survey was selected to be the main approach to conduct the study. Likert scales were also adopted as an effective approach to scale the survey.

Source of Data

The source of the data reached out to 500 students who studied at Wenzao University. The researcher would collect the data through two survey modes, including a paper-based survey and a web-based survey. Since the research purpose was to identify Wenzao students' perspective toward ethical consumerism, both survey modes would be able to provide the data of students' attitudes and intended behavior.

Instrument and Data Collection

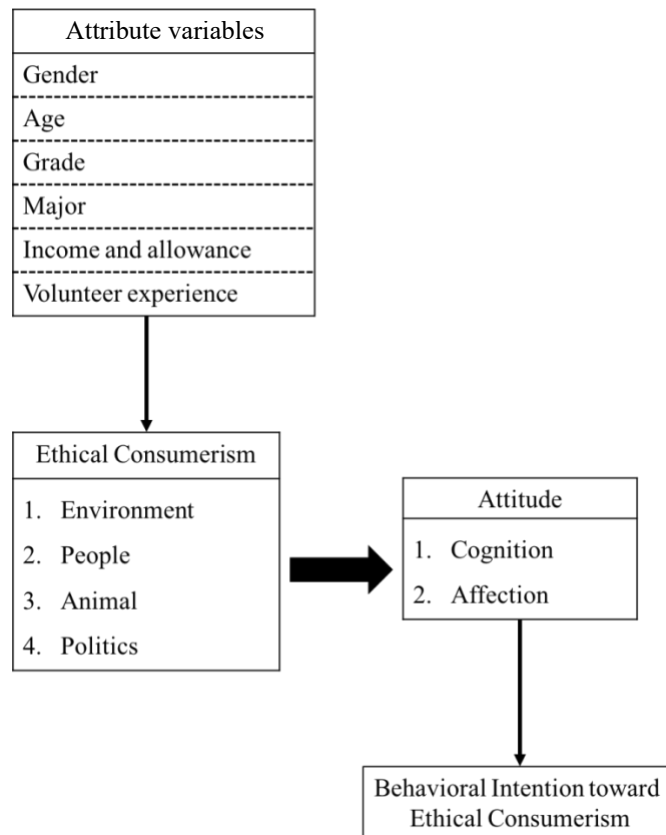


Figure. 1 Construction of research instrument

The research framework was based on the ABC model of attitude.²⁶It ran with two steps. The first step was how the indicators of ethical consumerism affected attitude. The second step was how attitude led to intended behavior. Following was the research framework in detail.

²⁶Steven Breckler, Empirical Validation of Affect, Behavior, and Cognition as Distinct Components of Attitude. *Journal of Personality and Social Psychology*, 47, vol. 47 (1985). 1191-1205

First of all, attitude was composed of two factors. The first factor was to measure the level of understanding toward ethical consumerism. The next part was to measure respondents' emotions linked to ethical consumerism. Later on, the researcher inputted the four indicators into the constituent elements of the attitude and integrated two parts of findings. Those four indicators sourced from the concept of ethical consumerism. All the findings in the first step indicated Wenzao students' attitude.

Secondly, the researcher analyzed students' behavior with the finding of attitude. Due to the time limit of the research, there was not enough time to figure out the actual behaviors. However, according to the literature review, intended behavior was one of the factors that drove people to perform their behavior. Therefore, the research focused on Wenzao students' intended behavior rather than behavior.

Methods for Data Analysis

After data preparation from collected questionnaires was completed, the researcher analyzed the data through SPSS. The questionnaire had been divided into four categories. The purpose of the first, second and last parts was to measure Wenzao students' attitude toward ethical consumerism. The third part was to measure their intended behavior based on ethical consumerism.

There were three research questions and they were answered with the inferences.

1. What is Wenzao students' attitude on cognition toward ethical consumerism?
2. What is Wenzao students' attitude on affection toward ethical consumerism?
3. What is Wenzao students' intended behavior based on ethical consumerism?
4. What is the relationship between Wenzao students' attitude and intended behavior based on ethical consumerism?

The first question was able to find after the researcher analyzed the first and the last parts. The second question focused on students' affection toward ethical consumerism. The answer was discovered in the second part. The third question was answered through the third part. The last question needed to combine all the findings from question one to three so that it could be answered.

DATA ANALYSIS

Questionnaire Delivery

There were 500 collected questionnaires and the method of questionnaire delivering was accidental sampling. There were two stages during the questionnaire delivering process. The researcher used two types of questionnaires to gather data. The first type was applied in the time of the first stage. The researcher printed out the questionnaires and spent the whole of July, from 11 a.m. to 12:30 p.m. on Wednesday to Friday, passing the questionnaires to Wenzao students who walked on the campus. The number of the collected questionnaires at the first stage was 215. The other type was applied in the second stage. The researcher made online questionnaires to collect the rest of the 285 questionnaires. The researcher sent the questionnaires through social media such as Dcard and Instagram. Besides, the researcher sent private messages attached with online questionnaires to classmates through Facebook Message and Line. Those classmates also passed the questionnaires to their friends who study in Wenzao.

Data Discussion

After collecting questionnaires, the researcher discarded invalid ones. The total number of questionnaires was 500. The attribute variables of the research included gender, age, grade, major, income and volunteer experience. Among the 500 valid questionnaires, 77% of the respondents were female. The rest of the 23% of respondents were male. The age distribution showed that 21 to 30 years old respondents 69.2%. For below 20 years old, they were 30.6%. In age 31 to 40 contained only one respondent, therefore, the researcher gathered up this group with group 21 to 30 and redefined the group as above 21. For the grade distribution, junior

students had 47.6% which was the majority of the respondents. Sophomores had the second-highest respondents which was 22.8%. The third-highest number of occurrences were senior which had 15.6%. In the midst of the respondents, the distribution of the departments they studied in had no outstanding percentage except the department of International Affairs and English. International Affairs had 22.8% and English Department had 21.8%. The percentage of other departments were below 10%. Since all the respondents were students, monthly income located below 15,000 had the highest percentage, which was 82.2%. Also, only 8 respondents owed more than 45,001 so the researcher gathered them up and redefined them as the group above 45,001. For the volunteer experiences, 58.4% of the respondents did not involve any before. Rest who had been in volunteer experiences hold 41.6%. For those who had been in volunteer experiences (N=208), the type of volunteer experience that most of them participated in was environmental. They occupied 56.7% (N=118). Volunteer experience associating human rights had 34.1% (N=71). Finally, 9.1% of the respondents (N=19) who had volunteer experience engaged in animal rights.

Later, in order to analyzed data efficiency, the researcher did a data reduction process. There were two steps the researcher had done before running the factor analysis. The first step was to narrow down and assemble some questions and turned them into three factors. During the second step, the researcher ran KMO tests and turned out to be qualified because the KMO scores were 0.886 and Bartlett's Sphericity Test scores were 0.000.

There were three identified factors after data reduction. Each factor referred to several questions and was named the factors by inferring to the including questions. To provide a clear picture of the three factors in detail, the researcher summed them up into a table.

Table 2. Summary of Exploratory Factor Analysis Results for Ethical Consumerism

Factors	Code	Question	Factor loadings		
1. <i>Cognition of Ethical Consumerism</i>	<i>eco-friendly behavior</i>	env1	Reducing the use of harmful ecological products is an eco-friendly practice	.623	
	<i>deforestation</i>	env2	Illegal logging destroys forest	.611	
	<i>animals in captivity for human entertainment</i>	ani4	Practices of zoos and circuses are against animal protection.	.645	
	<i>animal testing</i>	ani5	Companies testing on animals is inhumane.	.504	
	<i>animal ethics of fur trade</i>	ani6	Refuse using animal fur helps to enhance animal rights.	.672	
	<i>strike action for rights</i>	hum7	Legally strike action is a way to claim for human rights.	.521	
	<i>government controls industrial wastewater treatment</i>	pol10	The government should strictly control industrial wastewater treatment to avoid toxic pollution.	.580	
	2. <i>Affection toward Ethical Consumerism</i>	<i>emotion links for eco-friendly principles</i>	env14	I do not care whether the product is in line with the principle of low pollution, resource saving and recyclability.	.476
		<i>emotion links for recycle</i>	env15	Compliance with recycling is due to not to be fined.	.703
		<i>emotion links for animal right for proper treatment</i>	ani17	I feel nothing seeing animals caged in inadequate space of pet shop windows.	.455
<i>emotion links for exploitation of labor</i>		hum2 1	I feel nothing seeing people die from overwork.	.455	
3. <i>Intended Behavior toward Ethical Consumerism</i>		<i>purchasing fair-trade products</i>	env25	I am willing to spend more money on fair-trade products.	.699
	<i>purchasing eco-friendly products</i>	env26	I am willing to spend more money on eco-friendly products.	.729	
	<i>adopting pets</i>	ani28	When deciding to have a pet, I prefer adopting a pet rather than buying.	.413	
	<i>boycotting company for animal rights</i>	ani29	I will boycott companies which are cruel to animals.	.601	
	<i>purchasing animal-friendly products</i>	ani30	I am willing to spend more money on cruelty-free products.	.655	
	<i>boycotting company for human rights</i>	hum3 1	I will boycott companies which against to human rights.	.633	
	<i>supporting legality strikes action</i>	hum3 2	I am willing to support legality of employee strike action.	.564	
	<i>taking action for social injustice issues</i>	pol34	When seeing government ignoring social injustice issues, I am willing to take action.	.643	
	<i>having ethical consumerism in the curriculum guidelines</i>	pol35	If the government increases the education of ethical consumerism in the curriculum guidelines, I am willing to support.	.437	
	<i>purchasing loosen inspection regulation of imported goods</i>	pol36	The government provide friendly countries with loosen inspection regulation of imported goods. I will not purchase those products after learning it.	.493	

The first factor contained seven variables and were all positive factor loadings which were greater than 0.4. Those variables were *co-friendly behavior, deforestation, animals in captivity for human entertainment, animal testing, animal ethics of fur trade, strike action for rights* and *government controls industrial wastewater*. The factor presented the respondents' basic cognition of ethical consumerism. Therefore, it was hereby named as *Cognition of Ethical Consumerism*.

The next factor covered four variables and were all positive factor loadings which were greater than 0.4. Those variables included *emotion links for eco-friendly, emotion links for principles, emotion links for recycle, emotion links for animal right for proper treatment* and *emotion links for exploitation of labor*. Their context pointed out that respondents' emotion for issues related to concept of ethical consumerism. Hence, in order to allow the further analysis ran smoothly, the second factor was entitled as *Affection toward Ethical Consumerism*.

The last factor consisted ten variables and were all positive factor loadings which were greater than 0.4. Those variables were *purchasing fair-trade products, purchasing eco-friendly products, adopting pets, boycotting company for animal rights, purchasing animal-friendly products, boycotting company for human rights, supporting legality strikes action, taking action for social injustice issues, having ethical consumerism in the curriculum guidelines, purchasing loosen inspection regulation of imported goods*. The context indicated what kind of intended behavior the respondents would react when facing issues related to ethical consumerism. Thus, the factor was regarded as *Intended Behavior based on Ethical Consumerism*.

After thirty-six questions were classified into 3 factors, the researcher narrowed down the factor scores from 1 to 7.

The factor scores represented respondents' attitude on three factors. The formula of the narrowing process as following (take *Cognition of Ethical Consumerism as example*):

$$\text{Score} = (\text{env1} * .623 + \text{env2} * .611 + \text{ani4} * .645 + \text{ani5} * .504 + \text{ani6} * .672 + \text{hum7} * .521 + \text{po110} * .580) / (.623 + .611 + .645 + .504 + .672 + .521 + .580)$$

Cognition of Ethical Consumerism included seven variables. Those variables time their factor loading scores and plus each other made the sum. Then, using the sum to divide the total factor loading scores. The factor scores were from 1 to 7. That was to say, the factor scores could be read as a rating scale, 1 as extremely disagreed, 2 as disagreed, 3 as somewhat disagreed, 4 as neither agreed nor disagreed, 5 as somewhat agreed, 6 as agreed and 7 as extremely agreed.

The researcher separated three factors into three sections and analyzed the collected data with T-test, one-way ANOVA and Linear Regression. The first and second sections analyzed respondents' attitude toward ethical consumerism with T-test and one-way ANOVA. Therefore, the first and second research questions were able to be answered through these sections. The third section analyzed respondents' intended behavior based on ethical consumerism. After running the T-test and one-way ANOVA, the result explained the answer to the third research question. The last research question would be answered after running the Linear Regression test.

Attitude on Cognition of Ethical Consumerism

Respondents held positive attitude toward Cognition of Ethical Consumerism. The mean score was 6.0427. The score explained they agreed on it. Comparing with other factors, it had the highest score. The four indicators sourced from the concept of ethical consumerism, the respondents had more knowledge on the indicator of the environment than three other indicators. According to the last part of the questionnaire, the respondents showed the evidence that how much they could identify labels associating with ethical consumerism. The result showed that 70.6% of the respondents could recognize Green Mark, 1.2% could recognize International Fair-trade Certification Mark, and 28.2% could recognize The Leaping Bunny Logo (which stood for cruelty-free). It indicated that respondents had cognition toward ethical consumerism to a certain extent.

On Gender Difference

After comparing the perception of two groups with a T-test, they had significant differences ($t=2.662$, $p=.009$). The mean score of females was 6.0978 and which was 0.2392 higher than the mean score of males. Based on the rating scale, female showed agreement on the factor and males showed somewhat agreed.

On Age Difference

The researcher ran a T-test and the result turned out to have no significant differences ($t=1.057$, $p=.291$) between two groups. The mean score of the group below twenty-year-old on the factor was 6.0983 and the group above twenty-one-year-old was 6.0167. However, both groups showed agreed toward the factor.

On Grade Difference

A one-way ANOVA was tested to see if there were significant differences between the six groups. According to the p-value ($p=.001$), those groups did have significant differences. Post Hoc test indicated the group of sophomore, junior and senior had significant differences with the group of thirteenth graders. The data showed that sophomores, juniors, and seniors had higher mean scores than thirteenth graders did. However, the group of fourteenth graders had no significant with other groups. Also, thirteenth graders and freshmen were in the same age but the mean score of freshmen was 5.9324 which was 0.6703 higher than the mean score of thirteenth graders. Based on the rating scale, thirteenth graders' attitude on the factor was somewhat agreed while freshmen were close to agreed. The mean scores of the rest groups were above six which showed their agreement.

On Department Difference

A one-way ANOVA was executed and showed no significant differences between twelve groups ($p=.203$). Above all the group, department of International Affairs had the highest mean score (mean score=6.2011), which showed agreement. Also, groups of Department of English, Spanish, International Affairs, International Business Administration, Applied Chinese, and Communication Arts showed agreement since their mean scores located above six but under seven. The mean scores of the rests of the groups are above 5 but under 6. Therefore, they showed somewhat agreement.

On Monthly Income Difference

According to the one-way ANOVA, the result illustrated that the factors had significant differences ($p=.000$). After running the Post Hoc test, the result showed

group of below 15,000 and group of 15,001 to 30,000 had significant differences with group of above 45,001. The groups of below 15,000 and group of 15,001 to 30,000 showed agreement based on the rating scale. Their mean scores were 6.0709 and 6.0842, respectively. The mean score of group of 30,001 to 45,000 was 5.5547, which showed somewhat agreement. The group of above 45,001 had the lowest mean score, which was 4.9708. Their attitude showed neutral but closed to agreed. In other words, the group did not have as much knowledge as others did.

On Volunteering Experience Difference

As reported by the T-test, two groups had no significant differences ($t=1.962$, $p=0.05$). Therefore, it meant that if the respondents had participated in volunteer jobs or not would affect their level of knowledge toward ethical consumerism. However, the respondents who had been in volunteering activities still kept a higher mean score than those who hadn't been in any. Their mean score was 6.1251, which pointed out their agreement. For those who had not been in volunteering activities, their mean score was 5.9841. It illustrated they somewhat agreed.

Attitude on Affection toward Ethical Consumerism

Respondents held positive attitude toward *Affection toward Ethical Consumerism*. The mean score was 5.6583. The score explained they somewhat agreed it. However, when compared with two other factors, it had the lowest score.

On Gender Difference

Comparing the perception difference between two groups with the T-test, they turned out to have significant differences ($t=2.950$, $p=.003$). Females had higher mean scores than males did. The mean score of females was 5.7321 and the mean score of males was 5.4112. In conclusion, females had stronger emotions when facing issues relating to ethical consumerism.

On Age Difference

Two groups, after T-test, revealed no significant differences ($t=.425$, $p=.671$). The mean score of group below twenty-year-old was 5.6864 and the other group was 5.6439. Among different ages, the respondents had somewhat agreement toward ethical consumerism.

On Grade Difference

The researcher executed a one-way ANOVA test and those groups had no significant differences ($p=.229$). The mean scores of all the groups were located above 5 but under 6. According to the rating scale, they all showed somewhat agreement.

On Department Difference

According to the one-way ANOVA test, the grade groups had no significant differences between each other ($p=.067$). The mean scores of all the groups beside group of Chinese Applied were located above 5 but under 6. Due to the rating scale, they showed somewhat agreement. The mean score of group of Chinese Applied was the highest (mean score=6.0023) which showed their agreement. Although group of International Affairs had the highest mean score on Cognition of Ethical Consumerism but the group didn't have the highest mean score on this factor. Instead, it was the eighth highest.

On Monthly Income Difference

According to the one-way ANOVA test, the result had significant differences ($p=.000$). Post Hoc test indicated that group of below 15,000, group of 15,001 to 30,000 and group of 30,001 to 45,000 had significant differences with group of above 45,001. The mean scores of the group of below 15,000 and group of 15,001 to 30,000 were 5.6845 and 5.6366, respectively. They both showed somewhat agreement. The mean score of group of 30,001 to 45,000 was 6.0148, which showed agreement. Finally, the group of above 45,001 had the lowest mean score, which was 3.9654. Their attitude showed somewhat disagreement but closed to neutral. To sum up, the group of above 45,001 had less emotions toward issues of ethical consumerism than others.

On Volunteering Experience Difference

The result of the factors turned out to have no significant differences after running the T-test. The t-value of the factor was 0.171 and the p-value was 0.864. However, the mean score of the respondents who had been in volunteering activities was 5.6677, which kept 0.0161 higher than those who had not been in any.

Intended Behavior based on Ethical Consumerism

Respondents held positive attitude toward *Intended Behavior based on Ethical Consumerism* since the mean score was 5.7226. The score explained they somewhat agreed it. Comparing with two other factors, the factor got the second-highest score. Also, based on the second part of the questionnaire, the respondents answered if they had purchased any product with specific labels associating with ethical consumerism. The result showed that 77.6% of the respondents had bought products with Green Mark, 3.8% had bought products with International Fairtrade Certification Mark, and 7.8% had bought products with The Leaping Bunny Logo.

On Gender Difference

A T-test of the two mean scores showed no significant differences ($t=1.396$ $p=.163$). However, both genders had somewhat agreement on the factor. The mean score of female was 5.7504 and male was 5.6295.

On Age Difference

The perception between respondents who were below twenty-year-old and who above twenty-one-year-old showed somewhat agreement on the factor of *Intended Behavior based on Ethical Consumerism*. The mean score of the group below twenty-year-old was 5.8216 and the group above twenty-one-year-old was 5.6787. However, the factor had no significant differences ($t=1.807$ $p=.071$).

On Grade Difference

After executing a one-way ANOVA test, the result turned out to have no significant differences between each group ($p=.231$). The mean scores of all the groups were located above 5 but under 6. Therefore, all the grade groups showed somewhat agreed.

On Department Difference

Based on the one-way ANOVA test, there were no significant differences between groups ($p=.064$). The mean scores of all the groups were located above 5 but under 6. Therefore, they showed somewhat agreed.

On Monthly Income Difference

The result of the one-way ANOVA test showed that the groups had significant differences ($p=.001$). The result from the Post Hoc test showed three groups had significant differences with the group of above 45,001. Those groups are the group of below 15,000, the group of 15,001 to 30,000 and the group of 30,001 to 45,000. The data showed that the mean score of the group of above 45,001 is lower than three other groups. The mean score of the group above 45,001 was 4.5854, which they

showed neutral according to rating scale. The mean scores of other groups were above 5.7 but under 6, which they showed somewhat agreement. Combing previous analysis on attitude, group above 45,001 had less attitude and intended behavior toward ethical consumerism.

On Volunteering Experience Difference

The factor turned out to be positive with significant differences ($t=4.742$, $p=.000$). The respondents who had been in volunteering activities occupied higher mean score than those who hadn't been in any. Their mean score was 5.9161 while the mean score of the other group was 5.5848. Both groups show somewhat agreement.

Correlation between Attitude and Intended Behavior based on Ethical Consumerism

The researcher used linear regression to analyze whether attitude (indicated by cognition and affection) had impacted on intended behavior toward ethical consumerism. From this regression table, it figured out that respondents' cognition positively correlated to their intended behavior based on ethical consumerism ($\beta=.389$, $p<0.001$). The respondents' affection also positively correlated to their intended behavior based on ethical consumerism ($\beta=.253$, $p<0.001$). It meant respondents learn more about the concept of ethical consumerism and had affection toward it, the more possibility that they would act ethically when they consume. In other words, if respondents knew little about the concept and did not care about it, they would not perform ethically when consuming.

Table 3. Standardized Regression Coefficients from Analysis Intended Behavior based on Ethical Consumerism (N=500)

Independent Variables	Model 1
Attitude:	
<i>Cognition of Ethical Consumerism</i>	.389***
<i>Affection toward Ethical Consumerism</i>	.253***
Model F	99.401
ΔF	99.401
R ₂	.286
ΔR_2	.286
Adjusted R ₂	.283

P<0.1+, P<0.05*, P<0.01**, P<0.001***

Data Summary

The Wenzao students had a well understanding of issues associating with ethical consumerism. Also, there was a specific question from the questionnaire asking the wiliness of the respondents to include the knowledge of ethical consumerism in the curriculum. The result showed that the respondents hold positive attitude toward it since the mean score was 6.11. Besides, they did not lack affection toward those issues. Therefore, they apparently had a positive attitude toward ethical consumerism. The data also explained that they had intended behavior to participate in the concept of ethical consumerism.

According to the result of data analysis, there were three indicators that deserved to be clarified. Those were grade, monthly income, and volunteering experience. On the indicator of grade of cognition, the group of sophomore, junior and senior had significant differences with the group of thirteenth graders. The data showed that sophomores, juniors, and seniors had higher mean scores than thirteenth graders did. However, the freshmen had higher mean score than the thirteenth graders did although they shared the same age. On the indicator of monthly income, students who earned more than 45,001 had significant differences with other groups. They showed less attitude and disagreement on their intended behavior based on ethical consumerism. Finally, students whether had volunteering experience or not shared a similar attitude toward ethical consumerism. Yet, students with volunteering experience presented more intended behavior.

CONCLUSION AND SUGGESTION

The researcher looked into the findings mentioned above, and three attribute variables deserved to be clarified. Those included attribute variables of grade, monthly income and volunteering experience.

On attribute variables of grade, students under the university education system had more cognition of ethical consumerism than students under the five-year junior college education system. After looking over the curriculum guidelines of two different education systems, freshmen and sophomores took compulsory courses, The Whole Person Development, which were relating to ethical consumerism. However, thirtieth graders and fortieth graders did not have these kinds of compulsory courses. Therefore, responders who were under the university system had certain cognition toward ethical consumerism.

Next, according to past studies, the more income one earned, the more positive attitude one got.²⁷ Also, they were willing to consume ethical products than others. The past studies indicated that people were rational when purchasing. The basic function of the product itself was first consideration for consumers. People thought of the ethic value when the basic functions of the products met consumers' expectations. Therefore, the cognition and affection of consumers with little income had less positively correlated with intended behavior based on ethical consumerism. Conversely, consumers with high incomes had better cognition and affection toward ethical consumerism, so that they were more willing to pursue the concept of ethical consumerism. Somehow the finding of the research showed the opposite point of view. Students who earned more than 45,001 per month had the least cognition and

²⁷ 余曉敏, "道德消費主義: 歐美管理學界的理論與實證研究以及對我國的啟示" (香港科技大學, 2005).

affection when comparing with others. Also, they showed somehow disagreement toward intended behavior based on ethical consumerism. It meant that students in the group of the highest income had less attitude and low possibility to act in line with ethical consumerism.

The attribute variables of volunteering experience showed different results from past studies. The past studies indicated people who participated in volunteering experiences had more cognition of ethical consumerism than those who were not involved in volunteering experiences.²⁸ However, this research showed no matter a person had participated in volunteering experiences or not, their cognitions of ethical consumerism were the same.

All in all, Wenzao students had positive attitude toward ethical consumerism. Their intended behavior showed they were willing to in line with the concept of ethical consumerism. Their attitude had positive affect to their intended behavior. Furthermore, according to the students' answers on the labels associated with ethical consumerism, the most recognize label was Green Mark. However, many students could not recognize International Fair-trade Certification Mark and The Leaping Bunny Logo. Since they were delighted to have courses relating to ethical consumerism in the curriculum guidelines, they could learn more knowledge of human and animal rights in class. Therefore, this study suggested that education could be a tool to help students understand ethical consumerism and its practice.

²⁸ 張秀樺 and 蔡欣樺, "環境廣告宣稱對永續消費行為之探討."

Appendix Questionnaire

親愛的先生/小姐您好：

感謝您撥空協助，此問卷為學術性質之研究，其目的為探討高教育學生對於道德消費的認知與態度，懇請仔細閱讀後依實際經驗與個人認知回答下列問題，問題答案無關對與錯。此問卷採匿名方式，所有填答資料純供學術研究之用，資料絕不外洩，敬請安心填答，並感謝您撥冗填寫，謝謝您！

敬祝平安、順心

文藻外語大學國際事務系
指導教授：林建宏博士
研究生：蔡佳蓓敬上

一、基本資料

1.性別：

- 女性 • 男性

2.年齡：

- 20歲以下 • 21-30歲 • 31-40歲 • 41-50歲 • 51歲以上

3.年級：

- 一年級 • 二年級 • 三年級 • 四年級
- 專四 • 專五

4.科系：

- 英國語文系（科） • 西班牙語文系（科） • 法國語文系（科）
- 德國語文系（科） • 日本語文系（科） • 數位內容應用與管理系
- 國際事務系 • 國際企業管理系 • 翻譯系
- 外語教學系 • 應用華語文系 • 傳播藝術系
- 其他 _____

5.平均月收入(零用錢):

- 15,000 元以下
- 15,001~30,000 元
- 30,001~45,000 元
- 45,001~60,000 元
- 60,001~75,000 元
- 75,001~90,000 元
- 90,001 元以上

6.是否曾參與志工活動:

- 是
- 否 (若填否, 請進入第二部分)

7. 志工活動類型:

- 環境保護
- 動物權利
- 人權
- 其他_____

二、道德消費認知量表

第一部分：以下是關於道德消費知識的敘述，請在每一題右邊的答案欄□中，勾選最符合你的答案，如果不知道請勾選「不知道」。



1. 我知道左列標誌的名稱為：
 - 雨林聯盟標章• 臺灣碳標誌• 環保標章
 - 綠建材標章• 不知道
2. 是否購買過左列標誌的產品：
 - 購買過• 沒購買過



1. 我知道左列標誌的名稱為：
 - 友善生產者標章• 公平貿易標章
 - 人權福利標章• 產地認證標章• 不知道
2. 是否購買過左列標誌的產品：
 - 購買過• 沒購買過



1. 我知道左列標誌的名稱為：
 - 無動物實驗標章• 動物友善空間標章
 - 素食認證標章• 天然認證標章• 不知道
 2. 是否購買過左列標誌的產品：
 - 購買過• 沒購買過
-

第二部分：以下是一些對於道德消費認知的一些陳述，請您逐題表示您同意或不同意的程度。

	非 常 不 同 意	不 同 意	稍 不 同 意	無 意 見	稍 同 意	同 意	非 常 同 意
1. 減少使用有害生態的產品(如:一次性容器、塑膠袋), 是環保的行為。	•	•	•	•	•	•	•
2. 山老鼠非法砍伐樹木是造成森林消失的其中原因。	•	•	•	•	•	•	•
3. 去海邊玩水時不擦防曬劑會導致珊瑚白化。	•	•	•	•	•	•	•
4. 動物園、馬戲團訓練動物表演是違反動物保護的行為。	•	•	•	•	•	•	•
5. 企業使用動物測試產品是不人道的行為。	•	•	•	•	•	•	•
6. 拒絕使用動物皮草的製品有助於提升動物權利。	•	•	•	•	•	•	•
7. 勞工合法罷工上街遊行是主張權利的一種。	•	•	•	•	•	•	•
8. 支持公平交易的企業是避免人權被剝削的主張。	•	•	•	•	•	•	•
9. 血鑽石事件過去曾發生, 現今已經不存在了。	•	•	•	•	•	•	•
10. 政府因該嚴格管控工廠廢水處理的流程, 以避免再發生鎘米事件。	•	•	•	•	•	•	•
11. 購買公平貿易的商品可以避免大部分的利潤由進入中盤商的口袋。	•	•	•	•	•	•	•
12. 企業若有捐款給政府相關單位, 政府可給予企業較優惠的待遇。	•	•	•	•	•	•	•

二、道德消費情感量表

以下是您個人對於道德消費議題之主觀意見的陳述，請您逐題表示您同意或不同意的程度。

	非常不同意	不同意	稍不同意	無意見	稍同意	同意	非常同意
1. 對於氣候變異、環境污染持續惡化，使我感到苦惱。	•	•	•	•	•	•	•
2. 產品是否合乎「低污染、省資源、可回收」之原則，對我而言不重要。	•	•	•	•	•	•	•
3. 遵守資源回收是因為擔心被政府單位開罰。	•	•	•	•	•	•	•
4. 看到動物被人類捕捉，我覺得很難過。	•	•	•	•	•	•	•
5. 經過寵物店看到動物生活在小櫥窗，對我而言沒什麼感覺。	•	•	•	•	•	•	•
6. 人類造成環境浩劫導致動物棲息地遭受迫害，使我感到自責。	•	•	•	•	•	•	•
7. 企業使用來自於第三世界的非法童工，使我感到憂心。	•	•	•	•	•	•	•
8. 對於企業追求利潤給予勞工微薄薪資，使我感到厭惡。	•	•	•	•	•	•	•
9. 看到過勞死的社會案件，並不會有感覺。	•	•	•	•	•	•	•
10. 政府漠視食安問題，使我感到憤怒。	•	•	•	•	•	•	•
11. 看到政府無法強力規範山老鼠的行為，使我感到不滿。	•	•	•	•	•	•	•
12. 在全球化的背景下，政府盡到保護農產業的義務，使我感到欣慰。	•	•	•	•	•	•	•

三、道德消費行為意向量表

以下是您個人會採行道德消費行為之機率的陳述，請您逐題表示您同意或不同意的程度。

	非常不同意	不同意	稍不同意	無意見	稍同意	同意	非常同意
1. 我願意購買有公平貿易標章的產品儘管價錢較高。	•	•	•	•	•	•	•
2. 我願意購買有環保標章的產品儘管價錢較高。	•	•	•	•	•	•	•
3. 如果沒有強制實施資源回收及處罰手段，我會偷懶而不去做。	•	•	•	•	•	•	•
4. 決定養寵物時，我會選擇領養代替購買。	•	•	•	•	•	•	•
5. 我會抵制傷害動物權利的企業。	•	•	•	•	•	•	•
6. 我願意購買尊重動物權利的產品儘管價錢較高。	•	•	•	•	•	•	•
7. 我會抵制傷害員工權利的企業。	•	•	•	•	•	•	•
8. 遇到企業員工合法罷工或遊行時，我願意挺身支持。	•	•	•	•	•	•	•
9. 當公司給予不符合最低工資時，我會默默承受。	•	•	•	•	•	•	•
10. 當面對社會不公，政府漠視特定議題時，願意用行動改變不滿的現況。	•	•	•	•	•	•	•
11. 若政府在課綱增加道德消費知識的教育，我願意支持。	•	•	•	•	•	•	•
12. 若政府對友好國家的產品，降低相關政治安全檢查標準以利產品進口，我不會購買儘管此產品的價格較其他替代品廉價。	•	•	•	•	•	•	•

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