

## What are Factors?

Factors are things that inhibit or facilitate behaviors. Factors are examined from the **primary actor's point of view**. Factors describe “why” they are able or unable to practice the behavior or carry out a step needed to practice the behavior. A Factor can be a barrier (B) or a motivator (M), and it can be structural, social, or internal.

Here is a formula that can help you write a factor:

**PRIMARY ACTORS + DO/DO NOT or CAN/CANNOT (or similar) + SPECIFICS (what they do/cannot do) + BECAUSE (or similar) + SPECIFICS (why) + ADD (B) or (M)**

Even if you don't follow the formula exactly, be sure to write **WHY** the primary actor can or cannot perform the behavior, rather than what the situation is.

Factors	Definition	Possible Aspects	Examples
<b>Structural</b>			
<b>Accessibility</b>	The primary actor's opportunity to practice the behavior given external, usually physical constraints	<ul style="list-style-type: none"> <li>✓ Cost</li> <li>✓ Time</li> <li>✓ Distance and transport</li> <li>✓ Availability</li> <li>✓ Physical access</li> <li>✓ Opportunity costs</li> </ul>	<ul style="list-style-type: none"> <li>• Primary actor does not have time to practice a new behavior (B)</li> <li>• Primary actor or institution does not have the funds required to practice behavior (B)</li> <li>• Primary actor cannot use the desired equipment because it costs too much or they cannot afford it (B)</li> </ul>
<b>Service Provider Competencies</b>	<p>The primary actor's perception of the competency of those providing the service</p> <p>Note: This is only applicable if the primary actor uses a service. If the service provider (e.g. a health worker, a government employee, a business) is the primary actor, their actual competencies should be considered under "Skills".</p>	<ul style="list-style-type: none"> <li>✓ Communication</li> <li>✓ Technical proficiency or skills</li> <li>✓ Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Primary actor does not practice the steps or behavior because they do not feel the extension workers have the skills to train them properly (B)</li> <li>• Primary actor chooses not to utilize services as they feel disrespected by those who provide them (B)</li> <li>• User of the services does not buy local products because they perceive the system of quality control to be dysfunctional (B)</li> <li>• Parents do not send their children to school beyond grade 6 because they find that teachers are unable to maintain classroom discipline (B)</li> </ul>
<b>Service Experience</b>	The primary actor's perception of their overall experience with structural aspects such as infrastructure, equipment, and response time when receiving the service	<ul style="list-style-type: none"> <li>✓ Equipment</li> <li>✓ Infrastructure</li> <li>✓ Waiting times</li> <li>✓ Service hours</li> <li>✓ Supportive policies</li> <li>✓ Quality</li> </ul>	<ul style="list-style-type: none"> <li>• Primary actor does not use the equipment required to practice the behavior because they do not feel the machine works as it should (B)</li> <li>• Parents do not send children to school because teachers are frequently absent (B)</li> <li>• Individuals do not buy local products because they are of poor quality (B)</li> </ul>

<b>Social</b>			
<b>Family and Community Support</b>	Proactive or passive help, encouragement, or attitudes toward a behavior by family members, peers, colleagues, or others in the community at large	<ul style="list-style-type: none"> <li>✓ Monetary or material support</li> <li>✓ Moral support</li> <li>✓ Acceptance and approval</li> <li>✓ Task support</li> <li>✓ Collective action</li> <li>✓ Supporter knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Primary actor does not carry out the steps needed to practice the behavior because their family thinks they should stick to what they normally do and know (B)</li> <li>• Primary actor does not perform the behavior because they lack regular supervision, mentoring, and peer support (B)</li> </ul>
<b>Gender</b>	The specific influence of gender dynamics or relationships on the practice of a behavior	<ul style="list-style-type: none"> <li>✓ Decision-making</li> <li>✓ Control of income</li> <li>✓ Status and value of girls and women</li> </ul>	<ul style="list-style-type: none"> <li>• Primary actor cannot work the needed plot of land because they do not own/control the land their spouse/partner does (B)</li> <li>• Primary actor cannot carry out the behavior because burdens of traditionally female household duties and chores prevent her from doing so (B)</li> </ul>
<b>Norms</b>	The acceptability and standards for practice of a behavior dictated by religious, cultural, or other social networks, including workplace norms	<ul style="list-style-type: none"> <li>✓ Standard practice</li> <li>✓ Expected practices</li> <li>✓ Sanctions and enforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Primary actor does not adopt a new practice because it is not the way they have done it for generations in their village (B)</li> <li>• Government employees do not implement a new practice because they are not able to question the status quo; they just execute their daily tasks (B)</li> <li>• Parents want to send their children to school because almost all families in their community send their children to primary school (M)</li> </ul>
<b>Internal</b>			
<b>Attitudes and Beliefs</b>	The primary actor's personal judgment, feeling, or emotion towards a behavior	<ul style="list-style-type: none"> <li>✓ Perceived value of the behavior</li> <li>✓ Perceived threat, fear, or consequences of the behavior</li> <li>✓ Perceived convenience</li> <li>✓ Perceived identity with the behavior</li> <li>✓ Perceived quality</li> <li>✓ Emotional response to the behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Primary actor does not try the new method because they believe that the new practice is much more work than the old one (B)</li> <li>• Primary actor does not use two of the steps required to practice the behavior because they feel that it will reduce their ability to save for their family (B)</li> <li>• Primary actor carries out the first two steps of the behavior because they believe it will benefit them (M)</li> <li>• Primary actor does not adopt a new practice because they feel it adds too much additional work to their day (B)</li> <li>• Primary actor does not send their child to school because they do not prioritize basic education (B)</li> </ul>

<b>Self-Efficacy</b>	<p>The primary actor's personal confidence in their ability to exert control over successfully practicing a behavior</p> <p>Note: This factor may not be applicable in many cases beyond health</p>	<p>✓ Confidence in ability</p>	<ul style="list-style-type: none"> <li>• Primary actor does not practice the steps or behaviors because they do not believe they can operate the equipment as needed (B)</li> <li>• Primary actor does not practice the behavior because they do not feel they can manage or influence others required to support a new behavior (B)</li> </ul>
<b>Knowledge</b>	<p>The required information the primary actor's needs to complete a set of actions or practice a behavior completely and competently</p>	<p>✓ Awareness ✓ Understanding ✓ Information</p>	<ul style="list-style-type: none"> <li>• Primary actor does not use the steps suggested because they do not know the benefits of the modern practices (B)</li> <li>• Primary actor does not follow the steps suggested because they do not understand how important it is to the outcome to follow them as suggested (B)</li> </ul>
<b>Skills</b>	<p>The primary actor's ability to perform a set of tasks required to practice the behavior</p>	<p>✓ Learned ability</p>	<ul style="list-style-type: none"> <li>• Primary actor does not use the steps or practice the behavior because they do not have the skills needed to operate the equipment (B)</li> </ul>