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Determinants of First-Year Students' Intention and Behavior Towards English Learning in Higher Vocational Colleges in Chengdu, China

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Abstract

Purpose: To understand how English courses can be better designed, this study explores the relation among several variables that affect personal behavior and intention for a specific purpose in previous studies. The variables identified here in this study include attitude, beliefs, satisfaction, perceived usefulness, subjective norm, intention, and behavior. **Research design, data, and methodology:** The researchers employed a quantitative survey methodology. This study takes 500 first-year students in three vocational colleges in Chengdu, Sichuan province of China. The item-objective congruence (IOC) index examines this research's validity, also the reliability of pilot test (n=50) was conducted with Cronbach's Alpha. Confirmatory factor analysis (CFA) and structural equation modeling (SEM) were employed to assess models and hypotheses. **Results:** All hypotheses were approved to fulfil research objectives. Perceived usefulness has a significant influence on satisfaction. Belief has a significant influence on attitude. Furthermore, attitude, satisfaction, and subjective norm significantly influence intention towards behavior. **Conclusions:** The practical significance of this study on the influencing factors of students' English learning lies in providing a basis for educational decision-making and practice, which is conducive to improving the quality of education, improving students' academic performance, promoting employment, and improving national competitiveness.

Keywords : Satisfaction, Subjective Norm, Intention, Behavior, English Learning

JEL Classification Code: E44, F31, F37, G15

1. Introduction

With societies around our world developing, forms of education are becoming more and more diversified. From general education comes vocational education, which, unlike the former, focuses on training special talents in specific fields. Chronologically, the initial stage of vocational education made it different from other forms of education. The word "vocational" means that this form of education is one other than any form of general education, and the latter has been regarded as an educational process for all citizens or as an encyclopedic education. It can be seen from the fact that China has been making great efforts to train its talents in all fields. According to a 2019 document on deepening undergraduate education reform released by China's Ministry of Education, students' innovative and practical abilities should be developed in universities (Xie, 2021).

Besides, the academic performance of these students in all courses is below average, including English. Some even feel bored, frustrated, or upset when learning English because of negative elements in their English learning history (Xiao, 2020). For example, they may experience scolding, contempt, or other disrespectful behaviors from others when they get a low score in English. Such experiences negatively affect their feelings toward English, discouraging them from learning English or even other courses.

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Understanding the factors influencing students' English learning is crucial because Higher Vocational College (HVC) students are becoming increasingly large in China. Without adequate knowledge of their situation and characteristics, studies on courses and teaching methods will be aimless. This will affect not only the learning of students but also their future employment. As the enrollment rate increases each year (Ministry of Education of China, 2020), the problem becomes increasingly prominent.

Chen (2014) pointed out that three values should be considered when designing an English course: course orientation, learner orientation, and problem orientation. Based on such idea, higher vocational English courses should meet the demand and be in learners' interest; the instructor and the students should make the course plan jointly; the learning process should be given special attention. In addition, needs analysis should be conducted before a language course is designed because needs analysis is key to improving the pertinence and quality of a course and an important way to involve students in the course (Zhang, 2012).

The quality of English teaching in HVCs has been discussed since this form of education was introduced. With the demand for vocational talents becoming increasingly urgent, employers of all kinds are also making higher requirements on the English level of HVC students. However, English teaching in HVCs in China still needs to improve. To begin with, the conception of English teaching and English course design is out of date. In the latest decade or so, the education conception in China has been advocating an education that puts humans first, which means concentrating on the all-round growth of individual students (Huang & Jiang, 2020). The second problem of the education system is the need for more innovation in English teaching and course design.

The primary objective of this research was to investigate factors influencing higher vocational students' intention and behavior towards English learning. The influencing factors include subjective norms, perceived usefulness, satisfaction, beliefs, and attitude. It would be meaningful to determine the relationship between variables. This is because, by focusing on the relationship between these factors, an English course design can be optimized to guide the intention and normalize a student's behavior in English learning.

2. Literature Review

2.1 Perceived Usefulness

Perceived usefulness means the extent to which a person is convinced that using a certain system will improve his or her job performance. Perceived usefulness refers to the extent to which a person believes in using certain things. In the technology acceptance model or TAM, perceived usefulness (PU) and perceived ease of use (PEU) are defined as the extent to which users think that the use of a certain system will improve their performance and the degree to which a person thinks it is effortless to use a particular system (Davis, 1989).

Users' perceived usefulness and validation influence satisfaction; Perceived usefulness is affected by user confirmation (Hossain & Quaddus, 2012). Perceived usefulness positively affects satisfaction (Bhattacherjee, 2001; Lin & Lu, 2011). This association can be spotted in different studies, such as e-learning systems (Almahamid & Rub, 2011; Ho, 2010) and electronic Textbooks (Stone & Baker-Eveleth, 2013). Therefore, the researcher formulates the following hypotheses:

H1: Perceived usefulness has a significant influence on satisfaction.

2.2 Belief

Belief is an important guide to thought and behavior (Bhattacherjee, 2001) and a filter through which people filter the meaning of new knowledge and experience (Nespor, 1987; Pajares, 1992). Belief refers to a proposition, which may be conscious or unconscious, that is valuable because the individual accepts it as true and is, therefore, filled with emotional commitment (Burgess, 2003).

Students who believe in whether the technology adopted is appropriate for their learning needs will generally develop a positive attitude toward using these tools (Chen, 2014; Lai, 2019). Behavioral beliefs affect attitudes toward behavior (Ajzen, 1991). Glandon (2003) found that behavioral belief predicted executives' attitudes towards the modification of management accounting control after the implementation of electronic data exchange. As a result, the researcher formulated the following hypothesis:

H2: Belief has a significant influence on attitude.

2.3 Attitude

According to Ajzen and Fishbein (1980), attitude can be defined as an individual's evaluation of the moral value of an action. According to Ajzen (1991) research, attitudes are beliefs that influence an individual's overall intention to behave. Attitude refers to a person's cognitive inclination toward evaluating the benefits associated with a specific behavior (Ha & Janda, 2014).

Attitude affects purchase intention and, thus, purchase behavior (Vazifehdoust et al., 2013). Attitudes are shaped by internal processes of contact and evaluation (Adams & de Kock, 2015) and directly impact the development of favorable or unfavorable intentions (Kang & Hustvedt,

2014). People develop good attitudes towards objects related to satisfying needs or interests (Sun et al., 2016). Therefore, attitudes are motivated and guided by certain intentions or needs. Based on this literature, the researcher proposes a hypothesis:
H3: Attitude has a significant influence on intention.

2.4 Satisfaction

Satisfaction refers to the degree of satisfaction a user feels when using a technology for a specific purpose (Karagoz, 2022). Satisfaction is defined as satisfaction from the experience associated with the expected experience (Hernon & Whitman, 2001). Satisfaction is an individual's emotional or psychological state of virtual community use (Bhattacherjee, 2001). Kim et al. (2007) defined satisfaction as the extent to which individuals perceive that a product or service has met or exceeded their expectations in terms of quality or performance.

Individuals satisfied with sharing knowledge tend to continue sharing knowledge willingly (Min et al., 2022). Chang and Chang (2012) found that learning satisfaction strongly correlates with learning intention and influence. The study by Ramayah et al. (2010) in an e-learning environment in Malaysia found that the effect of information quality on intention to use was entirely mediated by user satisfaction. The action of behavioral intention is affected by customer satisfaction (Barnes et al., 2014) because satisfaction produces a significant effect on positive perception, and this ultimately affects consumers' intention and behavior of purchasing. Thus, a significant relationship is proposed:
H5: Satisfaction has a significant influence on intention.

2.5 Subjective Norm

Subjective norm is derived from the social domain, encompassing the influence of one's social surroundings, including friends, family members, coworkers, and neighbors, on one's intention to purchase (Wu, 2023). According to the study conducted by Yang et al. (2014), subjective norms refer to the influence exerted by social groups such as family or friends, which encourages individuals to participate in certain behaviors.

Subjective norms have been found to affect the external stimulus of a person's specific behavior directly or indirectly on the intention to share knowledge (Bock et al., 2005; Zhou, 2010). Subjective norm also predicts behavioral intention to participate. Subjective norms predict behavioral intentions and are significant promoters of behavior (Ajzen, 1991). Building upon the insights gleaned from previous findings, the following hypotheses are posited:
H5: Subjective norm has a significant influence on intention.

2.6 Intention

Ajzen (1991) believed that an individual's intention to perform a specific act is the core to explain why he does so. Ajzen (2005) proposed that intention is the direct premise of actual behavior, and when properly measured, intention can provide an accurate behavior prediction. As previously stated, behavioral intention pertains to an individual's inclination towards either intending or not intending to carry out a particular action in the future (Venkatesh et al., 2003).

Dowling (2007) found that intention is a determinant of behavior. As Bagozzi and Yi (1989) point out, intention formation is initiated by attitude, and the willingness to perform a particular action is a function of one's attitude strength. Although behavioral intention does not always lead to actual behavior, the stronger the intent, the more likely it is to perform a specific behavior (Ajzen, 1991). Therefore, a hypothesis is suggested:
H6: Intention has a significant influence on behavior

2.7 Behavior

Behavior is jointly affected by the outcome evaluation plus accessible beliefs; together, it performs actions that have consequences of their own (Boulding et al., 1993). According to TPB (Ajzen, 1991), human behavior is guided and affected by behavioral attitudes, subjective norms, behavioral intentions, and perceived behavioral control (Venkatesh et al., 2003). Firms and society often define many behaviors at the individual level as normative behaviors (Elsenbroich & Xenitidou, 2012). After conducting a comprehensive meta-analysis of 87 studies, it was discovered that a robust correlation of 0.53 exists between behavioral intention and actual behavior. Moreover, the findings strongly suggest that behavioral intention is the primary predictor of subsequent behavior (Pavlou & Fygenson, 2006; Sheppard et al., 1988). People want to perform behavior under the control of intention (Conner & Armitage, 1998). Dowling (2007) found that intent determines behavior.

3. Research Methods and Materials

3.1 Research Framework

This research aimed to study the impact of English course design on vocational students' English learning intention and behavior. The conceptual framework displays each variable that is employed in this study. The framework of five major previous research were applied in this study to provide assistance and enhance the theoretical framework, including Ajzen, (1991), Otache (2021), Salleh (2016), Asadi et al.

(2020), and Sameh and Carson (2021). This research summarizes and identifies relevant variables and is presented in Figure 1.

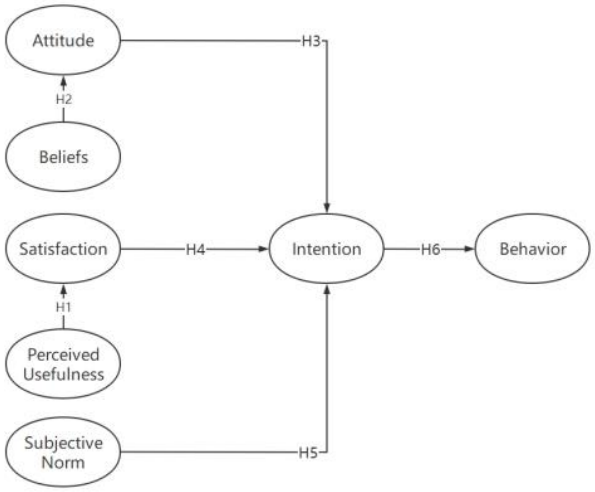

Figure 1: Conceptual Framework

H1: Perceived usefulness has a significant influence on satisfaction.
H2: Belief has a significant influence on attitude.
H3: Attitude has a significant influence on intention.
H4: Satisfaction has a significant influence on intention.
H5: Subjective norm has a significant influence on intention.
H6: Intention has a significant influence on behavior.

3.2 Research Methodology

The research was conducted by analyzing and incorporating numerous literature reviews. Previous studies acquired a research prototype consisting of five independent variables: subjective norm, perceived usefulness, satisfaction, beliefs, and attitude. Moreover, one mediator was used in the model, which was students' intention to learn English. The current study uses a quantitative approach, using survey questionnaires as a data collection tool.

The study was conducted in several stages. First, literature reviews were conducted to summarize related findings and research results about similar subjects, followed by questionnaire compilation and distribution. Before the questionnaire was distributed to the samples, three experts in the relevant field were invited to evaluate the study's credibility by conducting item-objective congruence (IOC). Then, a pilot test would be done by sending the questionnaires to 30 students, and the pilot test results would be analyzed with Cronbach Alpha regarding its reliability.

Finally, it gives the project-object congruence of the evaluation index and calculation part. The seven constructs containing 26 items had a maximum rating of 1. The lowest score is 0.67. Therefore, this study's 30 projects are consistent with the content validity. Cronbach's alpha ranges from 0 to 1, with a value of 0.70 to 0.80 thought to be acceptable or good. Values of 0.8 to 0.90 are considered very good, and values of 0.90 or more are considered excellent (Hair et al., 2010)

When the results of the questionnaires were collected, research data were analyzed by doing descriptive analysis and inferential analyses. It includes Structural Equation Modeling (SEM) and Confirmatory Factor Analysis (CFA). The hypotheses proposed in this study about the correlations between variables were testified by statistical treatment of data collected by questionnaires. Finally, the conclusion was drawn after the hypotheses were tested.

3.3 Population and Sample Size

The target population for this current study is first-year students, who have been studying English courses in three vocational colleges in Chengdu, Sichuan province of China. As for the proper scale of sample size, Dorsch (2006) suggested that the model sample size would work most effectively if it is kept at a level between 400 and 800. Therefore, by combining the target population number and the model of the study, a sample size can be calculated to 500 for this study.

3.4 Sampling Technique

In this current study, the researcher selected non-probability and probability sampling as the techniques for quantitative sampling procedures. The process of selecting samples using judgmental sampling means that the researcher carefully selected and chose individuals as part of the sample. Therefore, first-year students, who have been studying English courses in three vocational colleges in Chengdu, Sichuan province of China were selected. In stratified random sampling, some standards are adopted to decide the boundaries of each subgroup in the universe of the general population, as shown in Table 1. Besides, there are several HVCs in the city of Chengdu, making it possible for the researcher to randomly choose some of them and conduct convenience sampling in the colleges. This would not cost much time or money.

Table 1: Sample Units and Sample Size

College Name	Total number of Freshman	Proportional Sample Size
Chengdu Textile College	2769	185
Chengdu Industry and Trade College	2478	166
Sichuan Railway College	2224	149
Total	**7471**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

The data on gender distribution indicates a nearly equal representation of male and female participants in the study. Specifically, 49.2% of the respondents identify as male, while 50.8% identify as female. This gender balance within the sample is important as it helps ensure that the study's findings are less likely to be influenced by gender-related biases or differences in perspectives.

The analysis of participants' academic majors reveals a diverse representation within the sample. Most respondents are in Mechanics and Engineering with substantial 25.2% of respondents belong to this major, indicating a strong presence in the sample. The diversity of majors represented in the sample underscores the inclusivity of the study, providing a comprehensive view of students from various academic disciplines.

Table 2: Demographic Profile

Demographic and Behavior Data (N=500)		Frequency	Percentage
Gender	Male	246	49.2%
	Female	254	50.8%
Majors	Finance and Economics	105	21%
	Business and Management	89	17.8%
	Mechanics and Engineering	126	25.2%
	Computer and Internet	36	7.2%
	Automobile and Transportation	115	23%
	Others	29	5.8%

Source: Constructed by author

4.2 Confirmatory Factor Analysis (CFA)

Table 3 displays a summary of the findings. The Cronbach's alpha value shows the reliability of an item. Cronbach's alpha ranges from 0 to 1, with a value of 0.70 to 0.80 thought to be acceptable or good. Values of 0.8 to 0.90 are considered very good, and values of 0.90 or more are considered excellent (Hair et al., 2010). Another measure of the reliability and consistency of scale items is compound or constructed reliability (CR) and mean-variance extraction (AVE) (Peterson & Kim, 2013). According to Fornell and Larcker (1981), a value of 0.60 or above for CR and 0.40 or above for AVE is acceptable. The factors loading of all structures were greater than 0.716, and the range is from 0.716 to 0.985.The values of CR in the current study were all above 0.840, ranging from 0.840 to 0.980. The Average Variance Extracted (AVE) ranged from 0.569 to 0.686. They were greater than 0.50. Based on composite reliability, the constructs in this study have good internal consistency and can be accepted.

Table 3: Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Attitude (A)	Yi (2020)	3	0.853	0.792–0.830	0.850	0.661
Belief (BF)	Yi (2020)	4	0.897	0.820–0.844	0.900	0.686
Satisfaction (S)	Zhou (2010)	4	0.886	0.800–0.845	0.890	0.661
Perceived Usefulness (PU)	Zhou (2010)	5	0.868	0.716–0.779	0.870	0.569
Subjective Norm (SN)	Zhou (2010)	3	0.838	0.788–0.802	0.840	0.635
Intention (I)	Yi (2020)	3	0.848	0.730–0.898	0.850	0.661
Behavior (BR)	Yi (2020)	4	0.983	0.956–0.985	0.980	0.937

After the author used the tool to measure the values, the original mold showed that all data meets the acceptable threshold and is consistent with the CFA. Therefore, it is unnecessary to modify the model. It shows in Table 5.8 that all models in which the original model is presented are at an acceptable threshold. 1st Year Students show the results; CMIN/df = 1.717, GFI = 0.953, AGFI = 0.940, NFI = 0.967, CFI = 0.955, TLI = 0.994 and RMSEA =0.019.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1.171
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.953
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.940
NFI	≥ 0.80 (Wu & Wang, 2006)	0.967
CFI	≥ 0.80 (Bentler, 1990)	0.995
TLI	≥ 0.80 (Sharma et al., 2005)	0.994
RMSEA	< 0.08 (Pedroso et al., 2016)	0.019
Model summary		**In harmony with empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, NFI = normalized fit index, CFI = comparative fit index, TLI = Tucker Lewis index and RMSEA = root mean square error of approximation

When the square root of AVE is greater than any of the interrelated construction coefficients, discriminant validity can be confirmed (Fornell & Larcker, 1981). It can be seen from the diagonal of Table 5 that the square root of the AVE

of each component is greater than the inter-scale correlation, which means that the discriminant validity is acceptable. Therefore, these results validate the discriminant validity of the structural framework of this study.

Table 5: Discriminant Validity

	A	BF	S	PU	SN	I	BR
A	**0.940**						
BF	0.303	**0.910**					
S	0.345	0.381	**0.920**				
PU	0.389	0.493	0.503	**0.922**			
SN	0.268	0.380	0.418	0.469	**0.945**		
I	0.297	0.434	0.393	0.473	0.462	**0.914**	
BR	0.035	0.081	0.117	0.117	0.076	0.178	**0.931**

Note: The diagonally listed value is the AVE square roots of the variables
Source: Created by the author.

4.3 Structural Equation Model (SEM)

As for Table 6, the chi-square statistical data of the goodness-of-fit coefficient (CMIN/df) = 2.549, the goodness-of-fit index (GFI) = 0.897, the adjusted goodness-of-fit index (AGFI) =0.877, the standardized fitting index (NFI) = 0.925, the comparative fitting index (CFI) =0.953, the Tucker-Lewis index (TLI) = 0.948 and the approximate root mean square error (RMSEA) = 0.056.

Table 6: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	2.549
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.897
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.877
NFI	≥ 0.80 (Wu & Wang, 2006)	0.925
CFI	≥ 0.80 (Bentler, 1990)	0.953
TLI	≥ 0.80 (Sharma et al., 2005)	0.948
RMSEA	< 0.08 (Pedroso et al., 2016)	0.056
Model summary		**In harmony with empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, , NFI = normalized fit index, CFI = comparative fit index, TLI = Tucker Lewis index and RMSEA = root mean square error of approximation

4.4 Research Hypothesis Testing Result

The results of the hypothesis testing in this study, which explores the relationships among various variables affecting personal behavior and intention for a specific purpose, provide valuable insights into the dynamics of these relationships. Below is an analysis of the hypothesis testing results:

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypotheses	(β)	t-value	Result
H1: Perceived usefulness has a significant influence on Satisfaction.	0.580	11.059*	Supported
H2: Belief has a significant influence on attitude.	0.350	6.888*	Supported
H3: Attitude has a significant influence on intention.	0.180	3.745*	Supported
H4: Satisfaction has a significant influence on intention.	0.270	5.569*	Supported
H5: Subjective norm has a significant influence on intention.	0.410	7.665*	Supported
H6: Intention has a significant influence on behavior.	0.180	3.713*	Supported

Note: * $p<0.05$
Source: Created by the author

The results strongly support Hypothesis 1, indicating that perceived usefulness has a significant and positive influence on satisfaction with standardized coefficient value of 0.580. This finding suggests that when individuals perceive a particular purpose or system as useful, they are more likely to report higher levels of satisfaction with it. It underscores the importance of perceived utility in shaping overall satisfaction.

Hypothesis 2 is also supported by the standardized coefficient value of 0.350., indicating that belief has a significant and positive influence on attitude. This implies that individuals' beliefs about a specific purpose or system play a pivotal role in shaping their attitudes toward it. Positive beliefs are associated with more favorable attitudes.

The findings provide support for Hypothesis 3, revealing that attitude has a significant and positive influence on intention with standardized coefficient value of 0.180. In other words, individuals with more favorable attitudes toward a specific purpose or system are more likely to express a positive intention to engage with it. This highlights the role of attitude in predicting future behavioral intentions.

Hypothesis 4 is supported with standardized coefficient value of 0.270, indicating that satisfaction significantly and positively influences intention. This suggests that individuals who are more satisfied with a particular purpose or system are more likely to express a positive intention to engage with it in the future. It underscores the link between satisfaction and behavioral intentions.

The results strongly support Hypothesis 5 with standardized coefficient value of 0.410, demonstrating that subjective norm significantly and positively influences intention. This implies that individuals' perceptions of social norms and influences play a crucial role in shaping their intentions to engage in a particular behavior.

Hypothesis 6 is supported with standardized coefficient value of 0.180, indicating that intention significantly and

positively influences behavior. This suggests that individuals with stronger intentions to engage in a specific behavior are more likely to translate those intentions into actual actions.

In summary, the hypothesis testing results underscore the interconnectedness of variables such as perceived usefulness, belief, attitude, satisfaction, subjective norm, intention, and behavior in shaping personal behavior and intention for a specific purpose. These findings provide valuable insights for understanding and predicting how individuals' perceptions and attitudes influence their intentions and subsequent behaviors, which can be applied in various fields, including marketing, psychology, and public policy.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

The study's results are particularly noteworthy. All hypotheses were supported, aligning with the research objectives.

Perceived usefulness was found to have a significant influence on satisfaction. This suggests that when individuals perceive a particular purpose or system as useful, they are more likely to report higher levels of satisfaction with it. This finding underscores the importance of perceived utility in shaping overall satisfaction.

Belief was identified as a significant influencer of attitude. This emphasizes that individuals' beliefs about a specific purpose or system play a pivotal role in shaping their attitudes toward it. Positive beliefs are associated with more favorable attitudes.

Attitude, satisfaction, and subjective norm were all found to significantly influence intention toward behavior. This suggests that individuals with more favorable attitudes and higher satisfaction levels, influenced by subjective norms, are more likely to express a positive intention to engage in a specific behavior.

In conclusion, this study advances our understanding of the relationships among key variables influencing personal behavior and intention for a specific purpose. The rigorous methodology, diverse sample, and robust statistical analyses contribute to the credibility of the findings.

The study's results have implications for various fields, including marketing, psychology, and public policy. Understanding how perceived usefulness, belief, attitude, satisfaction, and subjective norms influence intention and subsequent behavior can inform the development of strategies to promote desired behaviors or to design systems and services that cater to individuals' needs and preferences.

Overall, this research enhances our knowledge of the intricate web of factors shaping human behavior and intention, shedding light on the mechanisms that drive decision-making processes in various contexts.

5.2 Recommendation

Based on the findings and conclusions of the study on the relationships among variables influencing personal behavior and intention for a specific purpose, here are some recommendations for practical applications and future research:

Organizations and marketers can benefit from understanding the role of perceived usefulness, belief, attitude, satisfaction, and subjective norms in shaping behavior and intention. Tailor communication and marketing strategies to leverage these factors effectively.

Designers of products, services, and systems should consider the importance of perceived usefulness and satisfaction. User-centered design principles should be employed to create solutions that align with users' beliefs and attitudes, ultimately enhancing user satisfaction and intention to engage.

Recognize the influence of subjective norms on intention and behavior. In settings where social influence is essential, organizations can leverage peer norms to encourage desired behaviors.

Organizations should actively seek feedback from users to gauge satisfaction levels. Regular feedback loops can help identify areas for improvement and ensure that user needs are met effectively.

In educational and public policy contexts, understanding the interplay of beliefs, attitudes, and intention is crucial. Educational campaigns aimed at changing behaviors or promoting specific actions can benefit from aligning with these psychological constructs.

In technology adoption contexts, it is to consider offering user training and familiarization programs to enhance perceived usefulness and satisfaction. This can facilitate positive attitudes and intentions toward technology adoption.

Researchers should explore the dynamics of these relationships in various cultural contexts and across different demographic groups. This can provide a more comprehensive understanding of how these factors interact and vary. The study's findings have implications beyond a specific context and can be applied to diverse fields.

These recommendations aim to guide organizations, policymakers, and researchers in leveraging the insights from the study to design effective interventions, products, and services that align with human psychology and promote desired behaviors and intentions. Additionally, the study's

findings can serve as a foundation for further research and exploration of these relationships in different contexts and settings.

5.3 Limitation and Further Study

While the current study provides valuable insights into the relationships among variables influencing personal behavior and intention for a specific purpose, it is essential to acknowledge the limitations and suggest areas for future research. First, the study was conducted among first-year students in three vocational colleges in Chengdu, China. Future research should expand the scope to include a more diverse and representative sample, encompassing different age groups, educational levels, and cultural backgrounds. This will enhance the generalizability of the findings. Next, future studies could explore mediating and moderating variables that may influence the identified relationships. For example, the impact of individual differences, personality traits, or external factors on the relationships among these variables should be investigated. Finally, combining quantitative findings with qualitative insights could provide a more comprehensive understanding of the mechanisms underlying the identified relationships. Qualitative research can help uncover nuances and motivations that quantitative data alone may not capture.

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