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A Study on Intention and Behavior Towards English Learning Among Second-Year Students in Higher Vocational Colleges in Chengdu, China

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Abstract

Purpose: In an effort to enhance the design of English courses, this research investigates the interplay among various variables that influence individual behavior and intentions within the context of prior studies. The variables under examination encompass attitudes, beliefs, satisfaction levels, perceived usefulness, subjective norms, intentions, and actual behaviors. **Research design, data, and methodology:** The study utilized a quantitative survey methodology and involved 500 second-year students enrolled in three vocational colleges located in Chengdu, Sichuan province, China. To ensure the research's validity, the researchers employed the item-objective congruence (IOC) index, while a pilot test involving 50 participants was conducted to assess reliability using Cronbach's Alpha. The evaluation of models and hypotheses was performed through the application of confirmatory factor analysis (CFA) and structural equation modeling (SEM). **Results:** All hypotheses were confirmed, aligning with the research objectives. The findings indicate that perceived usefulness significantly influences satisfaction, belief significantly impacts attitude, and, notably, attitude, satisfaction, and subjective norm collectively exert a significant influence on intention toward specific behaviors. **Conclusions:** Overall, this study contributes to the growing body of knowledge on human decision-making processes and provides a foundation for further research in this field.

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

JEL Classification Code: E44, F31, F37, G15

1. Introduction

The history of higher vocational education (HVE) in China can be traced back to 1977, when the country resumed its college entrance examination mechanism, where a three-year vocational college education was conducted. In 1978, higher vocational colleges began to be set up in some major cities in China. This is under rapid economic development, calling for an enormous supply of vocational talents. However, without practical experience in vocational education, China went through a period of exploring and adjusting after its higher vocational education system was created (Ping et al., 2018).

In 2006, China's Ministry of Education formally proposed a standard for teaching English within higher vocational education institutions. This document is the Basic Requirements for English Curriculum and Teaching in Higher Vocational Colleges and Universities (for Trial Implementation). It clearly states that English instruction in higher vocational colleges aims to equip higher vocational college students with a certain proficiency level in listening, speaking, reading, writing, and translation skills through dictionaries and relevant resources. These skills enable them to communicate basic oral and written communication in English. Furthermore, the standard also expects Higher Vocational College (HVC) students to establish a strong basis for their future professional English communication. To meet this teaching goal, HVC students must receive English classes of 180-220 class hours in total (Ministry of Education of China, 2020).

Therefore, students' interest in English classes would be eliminated, undermining the interaction and effectiveness of

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English courses (Wang, 2020). There was a time when some scholars believed that in an era when almost everyone speaks some English, higher education must explore a way to combine English with other majors to train interdisciplinary talents. However, it is not easy to combine English with other humanities, not to mention other sciences and engineering subjects (Bai, 2021).

The study by Yi (2020) analyzed students' intention to learn new knowledge. Based on the study, students' intentions can be divided into four categories: 1) interest-oriented intention, 2) situation-oriented intention, 3) certificate-oriented intention, and 4) zero intention. These intentions can be enhanced by a blend of factors from within and outside an individual. In English teaching and learning in class, external factors are the dominant ones in generating students' intentions. Moreover, the external factors are mainly about the design and implementation of the class. Whether a course is well designed and organized, whether students are encouraged to involve themselves in the class instead of passively receiving information, or whether the material is interesting enough could be determinants of students' learning intention or at least could influence the level of their intention.

The study explored the relationship between English course design and students' intention and behavior in English learning. With the relationship made explicit, English teachers in HVCs can adjust their course design and instructional methods to enhance the learning outcomes of their students. More than that, the study also identifies the key factors and their usefulness in designing an English course, which would be referenced for teachers. As Wei and Zhang (2013) mentioned, instructors are supposed to motivate students and employ teaching technologies in modern times when teaching English to enhance their English proficiency. This study provides suggestions to instructors on choosing the suitable and useful technology to improve students' English.

2. Literature Review

2.1 Perceived Usefulness

Perceived usefulness is the extent to which consumers believe a product will improve their transaction performance (Chiu et al., 2009). Perceived usefulness is the degree to which users believe technology will improve work performance (Venkatesh & Bala, 2008). Perceived usefulness indicates the extent to which a person believes that using a particular system can upgrade his or her work performance, which will also affect behavioral intention (Huang, 2021). Previous studies on techniques used in learning settings have found a positive correlation between perceived usefulness and satisfaction with these techniques (Sørebø et al., 2009; Stone & Baker-Eveleth, 2013).

Lai (2019) found that perceived usefulness was one of the main factors influencing perceived usefulness. It directly or indirectly explains the behavioral intention. Moreover, it was proved in previous studies that satisfaction is also a crucial factor significantly impacting individual behavior (Conner & Armitage, 1998). By affecting the behavioral intention, the satisfaction variable also influences the behavior. Therefore, by proper inference about the link between those variables, this study hypothesizes:

H1: Perceived usefulness has a significant influence on satisfaction.

2.2 Belief

Ashton (2015) describes belief as a chaotic structure that overlaps with knowledge and confuses with emotion. According to Jehng et al. (1993), epistemological beliefs are collective intuitions regarding the essence of knowledge and the learning process. The general belief is about the relationship between man and the environment and involves folk wisdom about the environment (Stern, 2000). Lewitt (2002) proposed that teacher beliefs about teaching lead to developing an attitude toward teaching. If the teaching is believed to be about finishing tasks, then it is more likely that the teacher would lead the students through the tasks.

Belief refers to a proposition, which may be conscious or unconscious, which is valuable because the individual accepts it as true and is, therefore, filled with emotional commitment. Ashton (2015) describes belief as a chaotic structure that overlaps with knowledge and confuses with emotion. In addition, belief is an important guide to thought and behavior (Borg, 2001). In this study, the variable of belief refers to the student's understanding of the correlation between variables in their English studying, which makes a difference between good and poor performance in their English. As a result, the researcher formulated the following hypothesis:

H2: Belief has a significant influence on attitude.

2.3 Attitude

Attitude results from a person's reaction to a certain subject of a social activity, whether they support or oppose the subject (Mansour, 1985). Attitude is a construct that encompasses various elements within an individual's mind, encompassing both tangible and intangible aspects such as objects, individuals, collectives, and concepts. (Bohner & Dickel, 2010). Hassandoust et al. (2011) pointed out whether students tend to share knowledge is greatly affected by their tendency to share knowledge on the Internet.

Salleh (2016) examined how the utilization of technology

in teaching is influenced by both direct and indirect factors within the elaborated theory of planned behavior (TPB), specifically focusing on teachers' intentions. The study explored the relationship between attitude toward technology use and intention. theory of planned behavior (TPB) and theory of reasoned action (TRA) frameworks further hypothesize that adoption intention is jointly specified by attitudes toward specific behaviors, subjective norms, and perceived behavioral controls (Jan et al., 2012). In this study, attitude means how students react to the English learning process and their development in understanding this language. To explore the relation between affecting variables in students learning, this study therefore hypothesizes:
H3: Attitude has a significant influence on intention.

2.4 Satisfaction

Consumer satisfaction is the consumer satisfaction response and satisfaction. Therefore, a satisfaction judgment contains at least two stimuli: a result and a comparative reference (Oliver, 1999). In turnover intention, job satisfaction is a commonly tested psychological factor in the relationship between satisfaction and turnover (Lee, 2000). Perceived satisfaction and perceived usefulness directly impact learners' inclination to utilize e-learning platforms (Damnjanovic et al., 2013; Sahin & Shelley, 2008). Alraimi et al. (2015) showed that satisfaction emerged as a significant predictor of MOOC learners' intention of continuous use in their assessment of MOOCs.

Barnes et al. (2014) pointed out that behavioral intention is dependent on customer satisfaction since satisfaction gives rise to positive perception, which would, in turn, affect consumers' purchase intention and purchase behavior. In their research, Clemes et al. (2013) explored the relationship between satisfaction and the intention to recommend a university to others. It was found in this study that satisfaction promotes the intention to recommend the university to others. Hence, this study hypothesizes. Thus, a significant relationship is proposed:
H5: Satisfaction has a significant influence on intention.

2.5 Subjective Norm

Subjective norms refer to personal standards influenced by normative beliefs or perceptual preference and individual motivation norms shaped by personal preference (Troudi & Alwan, 2010). Fishbein and Ajzen (1975) believe that beliefs are divided into internal and external beliefs. Subjective norms contribute to understanding societal actions as they are influenced by external beliefs (Groening et al., 2018). A study on MOOCs in China pointed out that students' tendency to engage in MOOCs is influenced by their subjective norms and the perceived usefulness of the course

Ajzen (2005) pointed out that behavioral intention has three theoretically independent predictors, namely, behavior attitude, subjective norms, and perceived behavioral control, which means that subjective norms can affect behavioral intention. According to Min et al. (2022), the subjective norm is a variable that affects intention. As for this study, subjective norm influences students' intention to learn English. If the English course design is subject to subjective norms, students' intention of English learning will be raised with better subjective norms. Therefore, this study hypothesizes:
H5: Subjective norm has a significant influence on intention.

2.6 Intention

Based on evidence from experience, search intention can be a powerful indicator of purchase intention (Shim et al., 2001); this study reassessed similar reasoning routes from a social perspective. Intention is the cognitive state that guides one's focus toward a specific objective or course of action to accomplish something (Vesalainen & Pihkala, 1999, p. 3). Intention is a function of a person's attitude and how they perceive others to like their performance (Ajzen & Fishbein, 1980).

Wut and Lee (2022) found that the behavioral intentions of male and female students are affected by different factors, which are information quality and social influence, respectively. Based on relevant empirical evidence, the intention to search highly indicates the intention to make a purchase (Shim et al., 2001). This study reassessed societal perspectives on similar logical pathways. The combination of outcome evaluation and available beliefs influences behavior. Together, they perform actions that have their own consequences (Troudi & Alwan, 2010). Therefore, a hypothesis is suggested:
H6: Intention has a significant influence on behavior

2.7 Behavior

Firms and society often define many behaviors at the individual level as normative behaviors (Elsenbroich & Xenitidou, 2012). They may be considered to avoid non-normative behaviors or engage in normative behaviors. The theory of planned behavior (TPB) was proposed by Ajzen (1991) and derived from the theory of reasoned action (TRA). Both theories posit that the intention behind behavior directly influences its manifestation. Behavior is how a person behaves himself/ herself in one situation and others (Moutusy et al., 2019). Generally, the greater the intention to engage in an action, the greater the likelihood of its performance (Ajzen, 1991). The strength of intentions toward a behavior can serve as reliable indicators for predicting that behavior (Fishbein & Ajzen, 1975). The

intention to employ online learning is a factor of motivation, which reflects how willing a person is to try to take an action (Ajzen, 1991).

3. Research Methods and Materials

3.1 Research Framework

The primary objective of this study was to investigate how the design of English courses influences the English learning intentions and behaviors of vocational students. The conceptual framework presented in this study encompasses the variables used for analysis. To strengthen and enrich the theoretical framework, this study drew upon the insights of five prominent previous research works by Ajzen (1991), Otache (2021), Salleh (2016), Asadi et al. (2020), and Sameh and Carson (2021). These contributions are synthesized to identify and highlight the relevant variables, as illustrated in Figure 1.

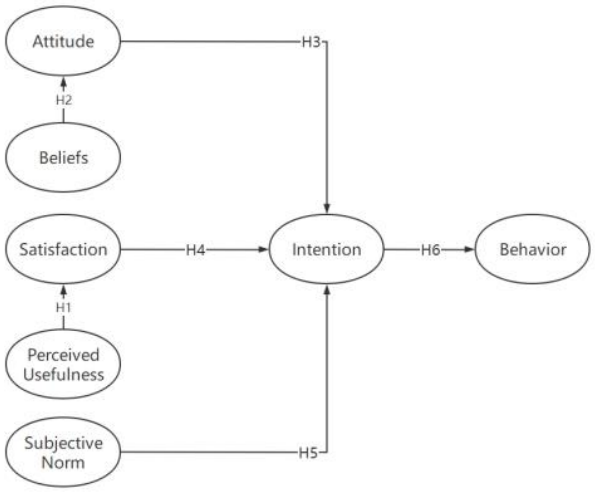

Figure 1: Conceptual Framework

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

This research was conducted through an extensive review of relevant literature. Prior studies established a research framework comprising five independent variables: subjective norm, perceived usefulness, satisfaction, beliefs, and attitude. Additionally, one mediating variable, students' intention to learn English, was incorporated into the model. The research adopted a quantitative approach, employing survey questionnaires as the primary data collection tool.

The study progressed through several distinct stages. Initially, a comprehensive literature review was undertaken to synthesize findings from previous research on related topics. Subsequently, the research questionnaires were compiled and distributed. Prior to disseminating the questionnaires to the study participants, three subject matter experts were invited to assess the study's credibility using the item-objective congruence (IOC) method. A pilot test was then conducted by distributing questionnaires to a sample of 30 students, and the results of this pilot test were subjected to Cronbach's Alpha analysis to assess the reliability of the instrument.

Furthermore, an evaluation index was computed based on the item-object congruence. The study featured seven constructs encompassing a total of 26 items, each assigned a rating ranging from 0.67 to 1. Consequently, the content validity of the 26 items employed in this study was confirmed.

Cronbach's alpha, a reliability measure, was used to assess the internal consistency of the questionnaire. This metric varies from 0 to 1, with values between 0.70 and 0.80 considered acceptable or good, values between 0.80 and 0.90 deemed very good, and values exceeding 0.90 regarded as excellent (Hair et al., 2010).

Upon collecting the questionnaire responses, the research data were subjected to both descriptive and inferential analyses. These analyses included Structural Equation Modeling (SEM) and Confirmatory Factor Analysis (CFA). The study's hypotheses, which explored correlations between variables, were tested using statistical treatments applied to the questionnaire data. Finally, conclusions were drawn based on the outcomes of the hypothesis testing process.

3.3 Population and Sample Size

The study's target population consists of second-year students enrolled in English courses across three vocational colleges situated in Chengdu, Sichuan province, China. In determining an appropriate sample size, Dorsch (2006) recommended that the model sample size is most effective when it falls within the range of 400 to 800 participants. Consequently, considering the characteristics of the target population and the study's research model, a sample size of 500 was deemed suitable for this study.

3.4 Sampling Technique

In the present study, the researcher employed a combination of non-probability and probability sampling

techniques for the quantitative sampling procedures. The utilization of judgmental sampling involved a deliberate and careful selection of specific individuals as part of the sample. Consequently, second-year students enrolled in English courses across three vocational colleges in Chengdu, Sichuan province, China, were chosen as the study's participants.

Stratified random sampling was also employed, wherein predefined criteria were utilized to establish the boundaries for each subgroup within the larger population, as outlined in Table 1. Additionally, within the city of Chengdu, there exists a multitude of Higher Vocational Colleges (HVCs), allowing the researcher to select some of them randomly and execute convenience sampling within these colleges. This approach proved efficient in terms of both time and cost considerations.

Table 1: Sample Units and Sample Size

College Name	Total number of Freshman	Proportional Sample Size
Chengdu Textile College	2690	190
Chengdu Industry and Trade College	2250	159
Sichuan Railway College	2138	151
Total	**7078**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

The data regarding the distribution of gender in the study demonstrates a nearly equal representation of both male and female participants. Specifically, 47.4% of the respondents identify as male, while 52.6% identify as female. This balanced gender distribution is significant as it reduces the likelihood of gender-related biases or variations in perspectives that could potentially impact the study's findings.

An analysis of the participants' academic majors reveals a diverse representation within the sample. Notably, a substantial portion of the respondents, accounting for 27.2%, belong to the field of Mechanics and Engineering, signifying a prominent presence within the sample. This diversity in academic majors underscores the inclusivity of the study, providing a comprehensive perspective by including students from various disciplinary backgrounds.

Table 2: Demographic Profile

Demographic and Behavior Data (N=500)		Frequency	Percentage
Gender	Male	237	47.4%
	Female	263	52.6%
Majors	Finance and Economics	103	20.6%
	Business and Management	79	15.8%
	Mechanics and Engineering	136	27.2%
	Computer and Internet	32	6.4%
	Automobile and Transportation	119	23.8%
	Others	31	6.2%

Source: Constructed by author

4.2 Confirmatory Factor Analysis (CFA)

In Confirmatory Factor Analysis (CFA), the reliability of an item is indicated by the Cronbach's alpha value, which falls within the range of 0 to 1. A value between 0.70 and 0.80 is generally considered acceptable or good, while values between 0.80 and 0.90 are deemed very good. Values exceeding 0.90 are considered excellent (Hair et al., 2010). Another measure of scale item reliability and consistency includes compound or constructed reliability (CR) and mean-variance extraction (AVE) (Peterson & Kim, 2013). According to Fornell and Larcker (1981), a CR value of 0.60 or higher and an AVE value of 0.40 or higher are considered acceptable.

In Table 3, the loading factors for all structural elements exceeded 0.50, ranging from 0.679 to 0.981. Furthermore, the CR values in the present study all surpassed 0.70, ranging from 0.780 to 0.980. The AVE values ranged from 0.547 to 0.935, all exceeding the 0.5 threshold. These findings based on composite reliability affirm that the constructs in this study exhibit strong internal consistency and can be deemed acceptable.

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	0.872	0.812–0.855	0.870	0.695
Belief (BF)	Yi (2020)	4	0.894	0.814–0.833	0.890	0.679
Satisfaction (S)	Zhou (2010)	4	0.887	0.807–0.832	0.890	0.664
Perceived Usefulness (PU)	Zhou (2010)	5	0.898	0.787–0.809	0.900	0.638
Subjective Norm (SN)	Zhou (2010)	3	0.783	0.724–0.760	0.780	0.547
Intention (I)	Yi (2020)	3	0.817	0.679–0.858	0.830	0.613
Behavior (BR)	Yi (2020)	4	0.983	0.954–0.981	0.980	0.935

Upon employing the measurement tool, the initial model's data met the acceptable criteria and exhibited consistency with the Confirmatory Factor Analysis (CFA). Consequently, there was no need for model modification, as indicated in Table 5.8. The results illustrate that all models, including the original model, met the acceptable criteria. Specifically, the results indicated the following values: CMIN/df = 1.122, GFI = 0.955, AGFI = 0.943, NFI = 0.969, CFI = 0.996, TLI = 0.996, and RMSEA = 0.016. These values exceeded the acceptable thresholds, ensuring both convergence and discriminant validity.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1.122
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.955
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.943
NFI	≥ 0.80 (Wu & Wang, 2006)	0.969
CFI	≥ 0.80 (Bentler, 1990)	0.996
TLI	≥ 0.80 (Sharma et al., 2005)	0.996
RMSEA	< 0.08 (Pedroso et al., 2016)	0.016
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

Discriminant validity can be affirmed when the square root of the Average Variance Extracted (AVE) exceeds the inter-construct correlations (Fornell & Larcker, 1981). As observed in the diagonal of Table 5, the square root of the AVE for each construct surpasses the inter-scale correlations, confirming the acceptability of discriminant validity. Consequently, these findings provide validation for the discriminant validity within the structural framework of this study.

Table 5: Discriminant Validity

	A	BF	S	PU	SN	I	BR
A	**0.834**						
BF	0.308	**0.824**					
S	0.297	0.372	**0.815**				
PU	0.301	0.414	0.448	**0.799**			
SN	0.372	0.486	0.491	0.48	**0.740**		
I	0.351	0.425	0.405	0.474	0.469	**0.783**	
BR	0.004	0.079	0.08	0.073	0.1	0.18	**0.967**

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

4.3 Structural Equation Model (SEM)

Researchers to evaluate the fitness of structural models use AMOS statistical software. The fitting index is used to evaluate a structural model's degree of model fitting, including Chi-square Statistics (CMIN/df) = 2.620, Goodness-of-Fit Index (GFI) = 0.893, Adjusted Goodness-of-Fit Index (AGFI) = 0.871, Standardized Fit Index (NFI) = 0.923, Comparative Fit Index (CFI) = 0.951, Tucker-Lewis Index (TLI) =0.945 and Approximate Root Mean Square Error (RMSEA) = 0.057. Therefore, a good fitting threshold is reached. Numerically, CMIN/DF, GFI, AGFI, NFI, CFI, TLI, and RMSEA indexes are all acceptable. The detailed data is summarized in Table 6.

Table 6: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	2.620
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.893
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.871
NFI	≥ 0.80 (Wu & Wang, 2006)	0.923
CFI	≥ 0.80 (Bentler, 1990)	0.951
TLI	≥ 0.80 (Sharma et al., 2005)	0.945
RMSEA	< 0.08 (Pedroso et al., 2016)	0.057
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 analysis of hypotheses testing results in this research, which explores the complex interplay among various variables influencing individual behavior and intentions, reveals strong support for all hypothesized relationships. These findings contribute significantly to our understanding of the factors that shape behaviors and intentions within the context of prior studies. The significant level is measured with $p<0.05$.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypotheses	(β)	t-value	Result
H1: Perceived usefulness has a significant influence on Satisfaction.	0.510	10.038*	Supported
H2: Belief has a significant influence on attitude.	0.360	7.023*	Supported
H3: Attitude has a significant influence on intention.	0.240	4.980*	Supported

Hypotheses	(β)	t-value	Result
H4: Satisfaction has a significant influence on intention.	0.280	5.810*	Supported
H5: Subjective norm has a significant influence on intention.	0.360	6.686*	Supported
H6: Intention has a significant influence on behavior.	0.160	3.566*	Supported

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

H1: The results indicate a significant and positive relationship between perceived usefulness and satisfaction, with a β coefficient of 0.510 and a t-value of 10.038. This finding supports the hypothesis, highlighting the pivotal role of perceived usefulness in shaping satisfaction. When individuals perceive a certain behavior or action as useful, it enhances their overall satisfaction.

H2: The analysis demonstrates a substantial and positive association between belief and attitude, with a β coefficient of 0.360 and a t-value of 7.023. This outcome provides strong support for the hypothesis, indicating that individuals' beliefs significantly influence their attitudes toward a specific behavior or action.

H3: The findings reveal a significant and positive connection between attitude and intention, with a β coefficient of 0.240 and a t-value of 4.980. This result upholds the hypothesis, underlining that individuals' attitudes toward a behavior play a key role in shaping their intentions to engage in that behavior.

H4: The analysis shows a notable and positive relationship between satisfaction and intention, with a β coefficient of 0.280 and a t-value of 5.810. This result supports the hypothesis, suggesting that higher levels of satisfaction are associated with a greater intention to engage in a particular behavior.

H5: The results indicate a substantial and positive correlation between subjective norm and intention, with a β coefficient of 0.360 and a t-value of 6.686. This finding supports the hypothesis, emphasizing the role of social influences and norms in shaping individuals' intentions regarding specific behaviors.

H6: The analysis reveals a significant and positive link between intention and behavior, with a β coefficient of 0.160 and a t-value of 3.566. This outcome lends support to the hypothesis, highlighting that individuals' intentions strongly influence their actual behaviors.

In summary, the results of this research provide robust evidence for the relationships among attitudes, beliefs, satisfaction levels, perceived usefulness, subjective norms, intentions, and actual behaviors. These findings underscore the intricate web of factors that drive human behavior and intentions and have important implications for understanding and predicting behaviors in various contexts.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

The findings of this study shed light on the intricate interplay among various psychological constructs that influence individual behavior and intentions. It's important to contextualize these findings within the broader framework of prior studies and contribute to our understanding of human decision-making processes.

The first hypothesis posited that perceived usefulness significantly influences satisfaction, a relationship that is well-supported by the data. This result aligns with previous research highlighting the critical role of perceived usefulness in shaping overall satisfaction with a product, service, or behavior. It underscores the importance of ensuring that individuals perceive a particular action or behavior as useful to enhance their satisfaction and likelihood of engagement.

The second hypothesis, which examined the influence of belief on attitude, was also strongly supported by the data. This finding reinforces the idea that an individual's beliefs significantly shape their attitudes toward a particular behavior. Understanding these belief-attitude dynamics can be instrumental in designing interventions and persuasive messages that aim to shift attitudes positively.

The subsequent hypotheses delved into the relationships between attitude, satisfaction, subjective norm, and intention. All three hypotheses received robust support from the data, indicating that attitude, satisfaction, and subjective norms collectively play a pivotal role in influencing individuals' intentions to engage in specific behaviors. This implies that not only personal attitudes but also external factors and the overall satisfaction experienced play key roles in shaping behavioral intentions.

Finally, the last hypothesis examined the link between intention and actual behavior, and it too was supported by the data. This result underscores the fundamental concept that individuals' intentions significantly predict their actual behaviors. It has practical implications in domains were predicting and influencing behaviors are essential, such as public health campaigns, marketing strategies, and educational interventions.

In conclusion, this study provides valuable insights into the intricate web of factors that influence individual behavior and intentions. The findings reinforce the importance of perceived usefulness, beliefs, attitudes, satisfaction, subjective norms, and intentions as critical determinants of human behavior. These insights have practical implications in various fields, including marketing, public health, and education.

Understanding and leveraging these psychological constructs can enable more effective interventions and strategies aimed at promoting desirable behaviors and

outcomes. Additionally, the robust methodology employed in this research, including confirmatory factor analysis and structural equation modeling, enhances the credibility and generalizability of the findings. Overall, this study contributes to the growing body of knowledge on human decision-making processes and provides a foundation for further research in this field.

5.2 Recommendation

Given that perceived usefulness significantly influences satisfaction, consider developing interventions or strategies that enhance the perceived usefulness of specific behaviors or products. This might involve providing clearer information, training, or improving the functionality of the target behavior. Since belief significantly impacts attitude, interventions aimed at changing beliefs may have a direct impact on attitudes. Investigate how attitudes can be positively influenced by targeting and reshaping specific beliefs related to the behavior in question.

Recognizing that attitude, satisfaction, and subjective norms collectively exert a significant influence on intention, consider adopting multi-faceted approaches that address all three of these factors simultaneously. For instance, interventions could target attitude change, improve satisfaction levels, and leverage social norms to drive behavioral intentions. Design communication campaigns that highlight the perceived usefulness, satisfaction, and positive subjective norms associated with the specific behavior. Use persuasive messaging that aligns with these factors to encourage intention formation and subsequent behavior.

Continuously measure and monitor changes in perceived usefulness, belief, attitude, satisfaction, subjective norms, and behavioral intentions over time can help assess the effectiveness of interventions and make necessary adjustments as needed. Segment the target audience based on their current attitudes, beliefs, satisfaction levels, and subjective norms is conducted by tailor interventions and messaging to address the unique needs and barriers faced by each segment, maximizing the impact of efforts.

Establish feedback loops is to gather input from individuals engaged in the target behavior. Their feedback can inform adjustments to enhance perceived usefulness and satisfaction and shape the behavior's ongoing development. Recognize that while the study focused on intentions, the ultimate goal may be long-term behavior change. Develop interventions and strategies that not only influence intention but also support individuals in translating their intentions into sustained actions.

Leverage subjective norms by creating interventions that harness social influences positively could involve showcasing role models or influencers engaging in the desired behavior and emphasizing the behavior's social acceptance. Conduct follow-up studies to assess whether changes in perceived usefulness, belief, attitude, satisfaction, and subjective norms have led to significant changes in actual behavior. Longitudinal research can provide insights into the durability of these effects.

If applicable, validate the findings across different cultural contexts can ensure the generalizability of the interventions and strategies. Collaborate with relevant stakeholders, such as community organizations, educational institutions, or government agencies is to implement and support the interventions effectively.

By implementing these recommendations based on study's findings, the future researchers can develop targeted interventions and strategies that have the potential to positively influence individual behavior and intentions in a specific context. Additionally, continued research and evaluation will be crucial to refine and optimize these interventions over time.

5.3 Limitation and Further Study

Several limitations are suggested for the development of the future research. Initially, it's essential to replicate this study in different contexts and with different demographic groups to assess the generalizability of the findings. Individual behavior and intentions can be influenced by cultural, social, and regional factors. Exploring these variations can provide a more comprehensive. Next, while this study used a quantitative survey methodology, consider complementing it with qualitative research methods like interviews or focus groups. Qualitative data can provide richer insights into the underlying reasons for the observed relationships between variables. Finally, assess whether the sample size and composition adequately represent the population under study. Expanding the sample size and including a more diverse range of participants can enhance the study's external validity.

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