Intention to Attend ESL Classes among University Undergraduates in Sri Lanka: A Perspective from the Theory of Planned Behavior

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ABSTRACT : ESL teachers at the tertiary level need to understand what makes their students attend English classes regularly. As such, this study aims to find factors that affect the intention of undergraduates to attend English classes consistently while reading for a degree. A quantitative study was conducted from the perspective of the Theory of Planned Behavior (TPB) by Icek Ajzen (1985), to identify whether there is a relationship between Attitudes, Subjective Norms (SN), and Perceived Behavioral Control (PBC): the three determiners of the TPB, and students' intention to attend English classes. An online questionnaire was administered among 354 first-year undergraduates of the University of Peradeniya in Sri Lanka. The findings were mainly analyzed employing Minitab. The Pearson Test of Correlation Coefficient and the Ordinal Logistic Regression Analysis were conducted to interpret data. The findings illustrate that there is a significant relationship between students' Perceived Behavioural Control of English language learning and their Intention to attend English classes. Furthermore, of the three sub-variables of the Perceived Behavioural Control, only two: External Factors and Autonomy, indicate a substantial relationship with the student's Intention to attend English classes. This study has implications for all educational institutions, encouraging them to provide physical facilities and the training for teachers they need in order to create a conducive environment where students can learn English. This would also provide a novel perspective on how English education should be reformed.
KEY WORDS:*Attitudes, Autonomy, Intention, Perceived Behavioural Control, Subjective Norms, Theory of Planned Behaviour,*

I.   INTRODUCTION

The English courses conducted by the university are of vital value to students in order to be successful scholars in their discipline. As Karunarathne (2003) indicates, vernacular was not the medium of instruction at the universities when it first began. However, when students were unable to understand subject-related materials and books in libraries the universities realized that they had not received adequate English knowledge and skills at the school level. Especially, students who entered universities from rural areas lacked the required English language proficiency and failed to face the challenge of continuing their education in the medium of English at university (Matthews, 1995). It is also evident that the majority of students were not successful in communicating fluently in English even after graduation (Matthews, 1995). In the 1980s to find a solution to this, the University Grants Commission commenced the English Language Teaching Units in all the universities to provide English courses for those who offered degrees in English medium. (Mohamed, 2016; Wijetunge, 1989).

Critically, although universities provide sufficient opportunities for undergraduates to improve English language proficiency most students fail to reach the expected achievement level even at the stage of their graduation. This fact has been validated by Ratwatte (2011) through the results obtained by the Arts undergraduates for the University Test of English Language (UTEL), a standardized examination that measures the general English language proficiency of undergraduates in Sri Lankan universities. Wijewardena, Yong and Chinna (2014) also claim that graduates of state universities have a low English proficiency in comparison with the graduates of private universities. The lack of employability of graduates from state universities due to English language competency issues has become a significant challenge for state universities (World Bank, 2010 as cited in Ratwatte, 2016). Conversely, despite the attempts made by universities to change this situation throughout the years, the high percentage of students with low proficient levels of English Language remains the same.

Contemporary research on tertiary-level English education often highlights key issues and perspectives from both teachers and students. As indicated, the context in which students receive their previous education has a considerable impact on the English language proficiency level of students (Widyalankara, 2009; Wijesekara, 2014; Mohamed, 2016; Prasangani&Nadarajan, 2016; Abeysena&Abeywickrama, 2020; Abeysena&Liyanage, 2020). For instance, students whose educational background is set in rural areas have limited competencies in the English language whereas students from urban schools possess a considerable knowledge of the language (Liyanage, 2019). Critically, students who struggle with English proficiency at earlier educational levels may continue to face challenges with the language at the university level (Mohamed, 2016). Hence, the majority of students admitted to the university changed their medium of instruction from Sinhala/ Tamil to English. The instantaneous switching of the medium of instruction can place significant pressure on students, especially when transitioning from a language they are more comfortable with to one that is less familiar, such as English. Despite dealing with the new academic environment, students are found to be struggling over a language in which they are not competent enough. Thus, many students seem to have less interest in English classes because of the stress caused by their academic work (Ghenghesh&Nakhla, 2011). As Mohamed (2016) argues, the challenge of a predominantly monolingual student population struggling to understand English-medium lectures at universities is a significant issue that requires thoughtful support and intervention. In particular, learning English has become a "burden" for students as it is an additional mandatory subject (Ghenghesh&Nakhla, 2011).

As indicated, English language learning in the field of tertiary-level education in Sri Lanka proves that students do not learn the language with a clear focus and intention (Mohamed, 2016, Ratnayake, 2016). The situation where students attend English classes primarily to meet attendance requirements rather than for genuine learning poses a challenge to the effectiveness of language education and the overall academic experience. Even though there is evidence that attendance enhances achievement levels (Moore et al., 2009; Hamamci&Hamamci, 2017), students do not seem to understand its importance. As Udayanga (2018) argues, undergraduates are not interested in gaining the "essential set of skills, knowledge and attitudes" in a subject field, instead, they focus on being graduated at "minimum requirements" (p.5). This seems to be the case with ESL learning too. Therefore, there is an issue of whether these undergraduates have a focused intention of learning English at the University. The very few students who possess a clear focus and a true drive to learn English seem to be successful in learning the language.

If students are not enthusiastic about learning the language by attending English classes, English Language teachers need to find ways of making them focused and interested in learning the language. Addressing the challenge of students not fully understanding the importance of attendance for academic achievement requires a multifaceted approach that involves education, communication, and the creation of a supportive learning environment. For this, it is of vital importance for English teachers to be aware of factors affecting students' intention to learn English by attending English classes regularly. In other words, to address the above-mentioned issues related to English language learning at the tertiary level, being aware of factors that influence or do not influence the intention of a student to learn English in the Sri Lankan context is crucial as this area has not been adequately addressed by researchers. By addressing these issues and perspectives through empirical research, stakeholders in tertiary-level English education can make informed decisions to enhance teaching and learning practices, ultimately improving outcomes for both teachers and students in academic and professional contexts. To this end, a quantitative study was conducted from the perspective of the Theory of Planned Behavior (TPB) by Icek Ajzen (1985), to identify whether there is a relationship between Attitudes, Subjective Norms, and Perceived Behavioral Control (PBC): the three determiners of the TPB, and students' Intention to attend English classes.

II. LITERATURE REVIEW
2.1 Theory of Planned Behaviour

The research applied the Theory of Planned Behaviour (TPB) introduced by Icek Ajzen in 1985. The theory, as Ajzen (1991) introduces, is an augmentation of the Theory of Reasoned Action (TRA) introduced by himself and his colleague, Martin Fishbein in 1975. As Ajzen and Fishbein, (2009) claim, when individuals lack volitional control the predictive power of TRA may be limited. Volitional control refers to the ability of an individual to exert intentional and conscious control over their behaviors and actions. It suggests that individuals can make choices and decisions about whether to engage in a particular behavior or not, based on their intentions, motivations, and goals. Hence, the theory was redefined by adding the aspect of Perceived Behavioural Control, and consequently, TPB was introduced (Armitage & Conner, 2001). Following is the basic model of the theory of TPB through which the researcher decided the independent and dependent variables.
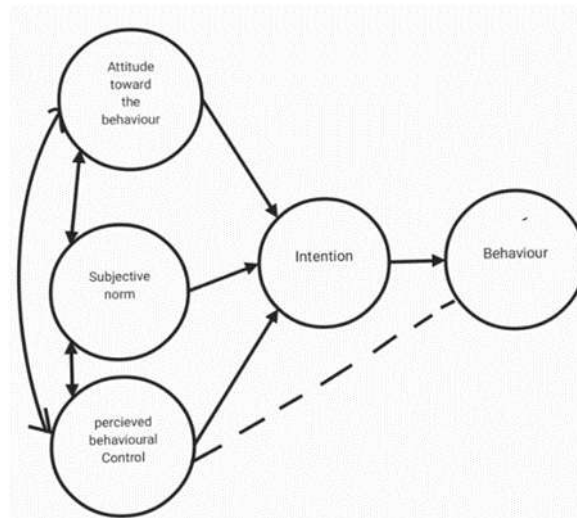
Figure 01- Model of Theory of Planned Behaviour (Ajzan, 1991)

According to the model of TPB, Intention is the most appropriate aspect to predict human behaviour (Ajzan, 2011). The model shows the direct influence of intention on Behaviour. According to Ajzan (1991), three determinants of an Intention lead to performing a certain Behaviour: Attitudes, Subjective Norms and Perceived Behavioural Control.

2.1.1. Behaviour
Ajzen and Fishbein (2009), define 'behaviours' as 'observable events. Moreover, if behaviour is to be investigated, it can better be done when the behaviour is specific. To define 'observable,' they assert that behavior should reflect the 'context' in which it occurs, the specific 'action' being performed, the 'time' or 'period' during which it happens or will happen, and the 'target,' which is the intended outcome of the behavior. This specific definition of behavior allows for more accurate and meaningful investigation and analysis.
Ajzen and Fishbein (2009) outline three major criteria to consider when measuring a behavior. First, the 'dichotomous criterion' indicates whether an individual performs the action suggested by the behaviour. In the case of the current research, to measure behaviour, for example, it is needed to identify whether a student attended or did not attend English classes during the first semester. According to Ajzen and Fishbein (2009), this criterion finds out reasons for their attendance or absence from classes. Secondly, the 'magnitude criterion' emphasizes, for instance, how many times a student participated in English classes during the semester, and thirdly the 'frequency criterion' which can be used to measure how often a student attended an English class, is introduced as an additional behavioural criterion. Ajzen and Fishbein also indicate that this frequency can be 'numerical, verbal or proportional' (p. 34). In order to understand behaviour, understanding the true nature of behavioural criteria is vital.
As Ajzen and Fishbein (2009) state, it is important to categorize behaviour. If it is clarified relating to the current study these researchers recognize 'studying' as a 'discrete behaviour' which consists of various activities such as 'attending classes, reading assigned books or papers, searching the web for relevant information, taking notes and memorizing material' (p. 36). This means that each of these activities is behaviour and researchers can choose to measure these activities separately or otherwise they can consider all these activities in one category and assess them.

2.1.2. Intention
Fig. 1 illustrates a clear connection between intention and behaviour. For Ajzen (1991), 'intention' is a key factor in TPB as it encapsulates the factors that inspire a certain behaviour. As he explains further if a person possesses a solid intention of performing a behaviour there is a more likelihood of the occurrence of that particular behaviour. In other words, if an intention is to influence a certain behaviour it should be under the volitional control of the person who is performing the behaviour. As Armitage and Conner (2001) claim, in an occasion where there is complete volitional control, the intention-behaviour relationship should illustrate a solid bond, and in such occasions, Perceived Behavioural Control should not be an indicator to influence this relationship whereas when the behaviour is partially under volitional control, Perceived Behavioural Control should be used as a moderator to build up the relationship between intention and behaviour. 'Under such conditions', according to Armitage and Conner, 'greater Perceived Behavioural Control should be associated

with stronger intention-behaviour relationships' (p. 473). In summary, intention influences performance primarily through motivation. The stronger the intention and motivation to succeed, the greater the likelihood of improved performance because the person is driven to exert effort and persist in their endeavors.Researchers have recognized three determinants of an intention to perform a particular behaviour (Ajzen&Fishbein, 2009; Ajzen&Alberrarin, 2007; Ajzen, 2005; Francis et al., 2004): Attitudes towards the Behaviour, Subjective Norms, and Perceived Behavioural Control (see Fig. 1).

2.1.3. Attitudes towards the Behaviour
Many scholars (Eagly &Chaiken, 1993; Rajecki, 1990; Banaji&Heiphetz, 2010; Oskamp& Schultz, 2005) believe that the concept or the term 'attitude' can be complex and challenging to define precisely due to its multifaceted nature and psychological underpinnings. Altmann (2008), after carefully analysing previous literature, develops a common definition for attitudes. Accordingly, an attitude consists of four characteristics; 'a mental state-conscious or unconscious, a value, a belief or a feeling and a predisposition to behaviour or action' (Altmann, 2008, p.146). He establishes a connection between attitudes and behaviour through his definition. To validate his idea, Altmann (2008) further mentions that 'an attitude has a cognitive, affective and behavioural component; it is bipolar; and it is a response to a stimulus' (p.148).
In Street's (1994) behavior-analytic perspective on attitudes, the key proposition is that the attitudes of an individual serve as explanatory factors for their behavior. Accordingly, attitudes-comprising cognitive, affective, and behavioral components play a significant role in influencing and explaining an individual's behavior. This perspective aligns with behavior analysis, a scientific approach that focuses on observable behavior and its environmental determinants. As Ajzen and Fishbein, (2009) believe, attitudes towards the behaviour is a 'latent disposition or tendency to respond with some degree of favorableness or non-favorableness to a psychological object' (p.76). According to them, attitudes are twofold: instrumental and experiential. Instrumental attitudes represent perceiving something/someone as beneficial or harmful whereas experiential attitudes indicate how something is experienced, for instance, boring or interesting.
Traditionally it has been claimed that one's behaviour cannot be predicted through attitudes (Wicker, 1969; Street, 1994). However, Ajzen (2005) claims that if a behavaiour is to be predicted through attitudes 'the conative or behavioural' components of the attitudes should be carefully studied. Furthermore, as Ajzen (2005) demonstrates in his study the correlation between attitudes and behaviour can increase as the 'attitude towards the behaviour of interest' develops. According to an analysis conducted by Petty and Krosnick (2014), attitude strength is determined through the indicator of how an attitude is rooted in an individual's memory, the value attributed to the particular behaviour in an individual's personal life and 'polarity or extremity' (Ajzen & Fishbein, 2009) of the attitude.
Most importantly, many researchers believe that attitudes play a significant role in the context of English Language Learning (ELL) (Masgoret& Gardner, 2003; Weerakoon&Siriwardhana, 2014; Ahmed, 2015; Swift et al., 1992; Gardner & Lambert, 1972). According to these scholars, students with positive attitudes create enthusiasm and motivation for language learning thus, engage actively in learning activities, and persist in the face of challenges, on the other hand, negative attitudes can lead to decreased motivation and disengagement from language learning. Since the current study examines the factors influencing the intention to attend English classes, here the attitude is considered a determinant affecting the intention that leads to the 'behavioural expectation' (Ajzen, 2009).
Overall, exploring either negative or positive attitudinal factors that affect the intention to attend ELL classes, is one of the key objectives of the research. Hence, despite numerous arguments that attitude is not a consistent measure to determine the intention and there is no correlation between attitudes and behaviour (Blumer,1955; Campbell,1963; Deutscher,1966; Festinger,1964 as cited in Ajzen and Fishbein, 2005), the current study can contribute to the empirical and practical application of attitude-behavior relationships in various fields.

2.1.4. Subjective Norms about the Behaviour
The social influence that an individual receives in developing an intention towards performing a behaviour is considered vital in TPB. According to Ajzen & Fishbein (1991), it is one of the major determinants of an intention. The theorists define social norms as 'acceptable or permissible behaviour in a group or society' (Ajzen & Fishbein, 2009, p. 129). They perceive norms as 'perceived social pressure to perform a given behaviour' (p, 130). In the model of TPB, this concept is termed as 'subjective norms, and the reason, as Ajzen and Fishbein (2009) underscore, is to use 'subjective' to infer that this view can or cannot reflect the original thoughts of the closest social beings as to what should be done. It encompasses the perceived expectations, opinions, and norms of significant others regarding the behavior in question. Subjective norms can be categorised into two: injunctive and descriptive norms (Ajzen and Fishbein, 1991). Injunctive norms represent views of 'important others' regarding what should or should not be done while descriptive norms indicate what these important others do or do not do. For instance, in the case of the current study, this is the difference

between what friends and family of the student think of attending English classes and whether they, especially friends attend English classes.

As illustrated in the literature, the concept of "subjective norms" within TPB has undeniably received substantial support from researchers given its empirical evidence and practical significance in understanding the influence of social factors on individual behavior. (Turner, & Oakes, 1986; Abrams & Hogg, 1990; Cialdini & Goldstein, 2004; Kahan, 2019). It is also important to note that Ajzen (1991, as cited in Terry & Hogg, 1996) has accepted that social influence and subjective norms have the least effect on intentional behaviours in comparison with the other two personal factors: attitudes and Perceived Behavioural Control. Terry and Hogg (1996) attempted to identify a reason for this phenomenon, and according to them, subjective norms mean the 'extent to which people perceive that others want them to perform the behaviour and it does not consider the social pressure one may receive from others to perform a behaviour' (p. 778).

The influence of social context on ELL or language learning environments is a well-recognized and extensively studied phenomenon in educational research. Scholars have highlighted the significant impact of social factors on language acquisition, proficiency development, and overall learning experiences. Stern (2003, as cited in Morales, 2017) has indicated that the 'social context where learners grow up provides a powerful influence in their language learning' (p.269).

Furthermore, it is strongly supported that social variables such as economy, social status, educational background, and ethnic and religious background are highly likely to influence language learning (Morales, 2017; Richards, 1972; & Ellis, 1994). However, these studies emphasize 'social factors' and do not provide much significance for 'social beings' who influence learning behavior. In summary, the connection between subjective norms and behaviour has gained widespread acceptance and support within the research community and practical domains due to its empirical validity, theoretical coherence, and real-world applications. However, ongoing research efforts continue to refine the understanding of social influence and its implications for behavior change and societal well-being.

2.1.5. Perceived Behavioural Control

The theorists have introduced Perceived Behavioural Control as the third determinant that affects the intention to perform a behaviour. This factor defines 'the extent to which people believe that they are capable of performing a given behaviour, that they have control over its performance' (Ajzen & Fishbein, 2009, P. 155). As Ajzen and Fishbein (2009) claim, the concept of Perceived Behavioural Control is closely related to the concept of 'self-efficacy' which appears in the Social Cognitive Theory introduced by Bandura (1991). According to him, 'people's beliefs about their capabilities to exercise control over their own level of functioning and over events that affect their lives' (p 257, as cited in Ajzen & Fishbein, 2009), is considered self-efficacy (Bandura, 1991).

It is important to clarify the distinctions made by Ajzen and Fishbein (2009) regarding the concept of Perceived Behavioural Control in relation to self-efficacy and its components, namely capacity (self-efficacy) and autonomy. Here, 'capacity' refers to a person's view of possessing a sufficient amount of external and internal resources to perform a given behaviour while autonomy within the Perceived Behavioural Control framework pertains to an individual's perception of control and autonomy over their behavior. It relates to the degree of personal agency or self-determination in deciding whether to perform the behavior, regardless of perceived difficulty or capability.

In summary, research focusing entirely on Perceived Behavioural Control in second language learning may be less common due to the comprehensive nature of TPB. Studies examining self-efficacy and perceived control may offer valuable insights into learners' beliefs, motivations, and behaviors in language acquisition contexts. These findings contribute to effective pedagogical practices and learner-centered approaches in English language education.

3. METHODOLOGY

3.1. Research Philosophy

The current study aims to investigate TPB in the context of first-year students' intentions, specifically focusing on the three determinants of intention: attitudes, subjective norms, and Perceived Behavioural Control. As such, adopting a quantitative approach is an effective method for examining these relationships and interactions systematically (Burns & Grove, 2018).Quantitative methods allow for precise measurement and analysis of variables, facilitating generalizable findings applicable to a larger population of first-year students. In other words, quantitative data enable comparisons across groups or contexts, supporting evidence-based decision-making and educational interventions.

3.2. Research Context

The University of Peradeniya was chosen as the research context. The university was established in 1942 as the University of Ceylon, Peradeniya. It was located near the city of Kandy in the Central Province of Sri Lanka. The University of Peradeniya is one of the leading higher education institutions in Sri Lanka and is renowned for its historical significance, academic excellence, research initiatives, and contributions to higher education in Sri Lanka. Via the nine faculties, the university offers a wide range of undergraduate, postgraduate, and research programs across various disciplines. Data collection from first-year undergraduates at the University of Peradeniya offers a valuable opportunity to study ELL behaviors and determinants within a specific cultural and educational context. The findings can contribute to theoretical understanding, practical applications, and policy implications in the field of language education and student support.

3.3 Participants' Demographics

The demographics of students at the University of Peradeniya reflect the rich cultural, linguistic, and ethnic diversity of Sri Lanka. This diversity enhances the academic environment, fosters cross-cultural interactions, and contributes to a vibrant and inclusive community within the university.The majority of students at Peradeniya University are likely to be Sinhalese, reflecting the dominant ethnic group in Sri Lanka. The university also attracts students from the Tamil ethnic group, especially from regions with significant Tamil populations such as the Northern and Eastern provinces of Sri Lanka. The university's students may include individuals from other ethnic backgrounds, including Muslim, Burgher, and Malay communities.The primary language of instruction and communication at the University of Peradeniya is Sinhala, which is one of the official languages of Sri Lanka. Given the linguistic diversity in Sri Lanka, many students are proficient in Tamil as well, especially those from Tamil-speaking regions. English is also widely used as a medium of instruction and communication, particularly in academic and professional contexts. Proficiency in English is important for students pursuing higher education at Peradeniya University.

3.4 Sampling and Data Collection Method

From the population of over 3600 students, a sample of 354 students' responses were taken for the study. The sample was likely structured to reflect the proportional distribution of students across the 09 faculties. This approach ensures that each faculty was adequately represented in the sample, regardless of its size.Stratified sampling was used to divide the student population into strata (faculties) and then randomly sample from each stratum. This method guaranteed representation from all faculties while maintaining statistical validity.By sampling from all faculties, the study results can be generalized to the entire student population at the University of Peradeniya with greater confidence.Including students from diverse faculties enhances the variability of responses and allows for a comprehensive understanding of attitudes, perceptions, and behaviors across different academic disciplines.

A self-administered online questionnaire was designed to apply the components of TPB which was a systematic and efficient approach to collecting data for research objectives related to attitudes, subjective norms, perceived behavioral control, and behavioral intentions.The questionnaire included items (a) to explore students' attitudes either negative or positive that affect the intention to attend ELL classes, (b) to identify the impact of social factors on students' ELL and proficiency development, (c) to examine students' perceptions of social norms and influences from significant others attending ELL classes, (d) and to assess students' beliefs about their ability to perform the behavior (attend ELL lesson) and the perceived ease or difficulty of doing so. This approach facilitated systematic data collection, analysis, and interpretation aligned with the objectives of the research study.

3.3 Data Analysis

The collected data from the self-administered online questionnaire, designed to examine the aspects of TPB, was subjected to quantitative analysis using several statistical methods: Correlation Coefficient Analysis, Pearson Test of Correlation Coefficient and Regression Analysis. This analysis aims to explore relationships between TPB constructs: attitudes, subjective norms, Perceived Behavioural Control, and behavioral intentions among the surveyed students. The findings could provide empirical insights into the applicability of TPB in understanding behavioral intentions among university undergraduates.

IV. RESULTS AND DISCUSSION

4.1. Correlation Coefficient Analysis

A correlation coefficient analysis is a statistical method used to measure the strength and direction of the relationship between two variables (Asuero, Sayago&Gonz´alez, 2006). In the context of TPB, correlation analysis can help assess the associations between TPB constructs: attitudes, subjective norms, Perceived Behavioural Control, and behavioral intentions among students.

4.2.1. Pearson Test of Correlation Coefficient

The Pearson Correlation Coefficient is a statistical measure used to assess the strength and direction of the linear relationship between two continuous variables (Turney, 2022). It quantifies the extent to which changes in one variable are associated with changes in another variable. In the study, the Pearson Correlation Test was conducted to examine whether there is a relationship between the three independent variables of TPB. Table 1 which illustrates the correlation values shows the relationship between variables. As indicated, the correlation coefficient value of the two variables: attitudes and subjective norms is 0.499. Although the correlation type is positive, the strength of the relationship is moderate and therefore, is insignificant. The correlation coefficient value of the two variables: attitudes and Perceived Behavioural Control is 0.522 which demonstrates a positive correlation. Although the strength of the relationship is stronger than the relationship between the two variables: attitudes and subjective norms, it is not considered significant as the value is less than 0.7. Even though the correlation coefficient value between the remaining two variables: subjective norms and Perceived Behavioural Control shows a positive relationship with moderate strength (0.482), the relationship is insignificant.

Table 1: Comparison of Correlation Coefficient Values for Each Variable

Variables	Attitudes	Subjective Norms
Subjective Norms	0.499	
Perceived Behavioural Control	0.522	0.482

As Pearson correlation coefficient values between the independent variables in the study have no significant relationship it can suggest that the variables are not strongly linearly associated.If the independent variables were related to each other, using all three variables to define the dependent variable would not have meaning. But since the three independent variables are not related to each other the relationship between each independent variable and the dependent variable, the intention to attend English classes, should be measured.

4.3. Regression Analysis

Following is the ordinal logistic analysis that was conducted by using the data obtained for the research and its results. The p-value which was obtained by the regression analysis for each variable was considered to measure the relationship between each independent variable and the dependent variable. Notably, in the ordinal regression model, it is assumed that if $P < 0.05$ (P value is lower than 0.05) H_1 is true and H_o is rejected in the 95% confidence interval. Table 2 illustrates the complete regression analysis used for testing research hypotheses.

Table 2- Regression Analysis for the Three Independent Variables

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Link Function: Logit


Response Information

Variable                        Value   Count
I intend to attend English clas  1        54
                                 2        10
                                 4       151
                                 5       139
                                 Total   354


Logistic Regression Table

                                                  Odds     95% CI
Predictor              Coef    SE Coef      Z      P   Ratio  Lower  Upper
Const(1)            3.72424   0.617596   6.03  0.000
Const(2)            3.97281   0.620142   6.41  0.000
Const(3)            6.61800   0.697554   9.49  0.000
Attitudes          -0.180328  0.176709  -1.02  0.308   0.83   0.59   1.18
Subjective Norms   -0.168866  0.141450  -1.19  0.233   0.84   0.64   1.11
Percived Behaviour -1.33473   0.162814  -8.20  0.000   0.26   0.19   0.36


Log-Likelihood = -327.908
Test that all slopes are zero: G = 135.782, DF = 3, P-Value = 0.000
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4.3.1. The Correlation between Attitudes and Intention to Attend English Classes

To examine whether the students' attitudes: *instrumental* or *experiential,* towards the English language, affect their intention to attend ELL classes at the tertiary level seven statements were designed. According to

the Ordinal Logistic Regression model, the P value obtained for the correlation between attitudes and intention is 0.308 (see Table 2). This value is greater than 0.05. Thus, H_1 is rejected and H_0 is accepted which means that based on the current analysis, there is no significant relationship between students' attitude towards the English language and their intention to attend English classes conducted by the university.

4.3.2. The Correlation between Subjective Norms and Intention to Attend English Classes

To explore whether subjective norms: *injunctive* or *descriptive,* regarding the English language affect their intention to attend ELL classes at the tertiary level, six statements were designed.The P value obtained for the correlation between subjective norms and intention is 0.233 (see Table 2). This value is greater than 0.05. Therefore, H_2 is rejected and H_0 is accepted which means that there is no relationship between students' subjective norms of English language learning and their intention to attend English classes conducted by the university.

4.3.3. The Correlation between Perceived Behavioural Control and Intention to Attend English Classes

To uncover whether there is a potential correlation between the Perceived Behavioural Control of students regarding ELL and their intention to attend English classes, five statements were designed representing the subcategories, *capacity* (internal and external), and *autonomy* of Perceived Behavioural Control. A P value of 0.000 was obtained for the correlation between Perceived Behavioural Control and intention to attend English classes (see Table 2). A p-value of 0.000 strongly supports the rejection of the null hypothesis, H_0, indicating a significant correlation between Perceived Behavioural Control and intention to attend English classes, H_3. Therefore, it can be concluded that there is a statistically substantial relationship between students' Perceived Behavioural Control of English language learning and their Intention to attend English classes conducted by the university. The identification of Perceived Behavioural Control as the primary determinant influencing intention to attend English classes underscores the importance of focusing on students' perceived capabilities, and control in shaping their behavioural intentions within the context of language education. In other words, this can be interpreted as students' confidence in themselves, the resources, and their ability to overcome the challenges that might hinder opportunities to learn English.

4.3.5. Re-examination of the Correlation of Subjective Norms and Perceived Behavioural Control with Intention

The relationship between the two variables: Subjective Norms, Perceived Behavioural Control, and intention to attend English classes, was further explored in order to confirm the results obtained from the previous analysis. Only subjective norms and Perceived Behavioural Control were considered for analysis as it has already been demonstrated that subjective norms and attitudes do not have an impact on intention.

Table 3- Regression Analysis for the Subjective Norms and Perceived Behavioural Control

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Link Function: Logit


Response Information

Variable                        Value  Count
I intend to attend English clas  1       54
                                 2       10
                                 4      151
                                 5      139
                              Total     354


Logistic Regression Table

                                                Odds      95% CI
Predictor            Coef    SE Coef     Z    P  Ratio  Lower  Upper
Const(1)          3.38766  0.518693   6.53  0.000
Const(2)          3.63568  0.521243   6.98  0.000
Const(3)          6.27398  0.606423  10.35  0.000
Subjective Norms -0.212614  0.133087  -1.60  0.110  0.81   0.62   1.05
Percived Behaviour -1.39069  0.155142  -8.96  0.000  0.25   0.18   0.34


Log-Likelihood = -328.389
Test that all slopes are zero: G = 134.820, DF = 2, P-Value = 0.000
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4.3.6. The Correlation between Subjective Norms and Intention

As illustrated by Table 3, the P value for subjective norms is 0.110 which is greater than 0.05. It indicates that the observed relationship between subjective norms and intention to attend English classes is not statistically significant at the conventional significance level of 0.05. This means that the students' subjective norms have no relationship with their intention to attend English classes. It is also noteworthy that the P value of

0.000 for Perceived Behavioural Control indicates a highly significant relationship between Perceived Behavioural Control and intention to attend English classes.

In summary, the significant P value (0.000) for Perceived Behavioural Control reaffirms its critical role in shaping students' intentions to attend English classes. This finding highlights the potential for tailored interventions and initiatives that promote perceived control and self-efficacy among students, ultimately fostering greater participation and success in ELL endeavours.

4.3.7 Regression Analysis of the Sub-Variables of the Perceived Behavioural Control

Regression analysis was conducted on sub-variables of Perceived Behavioural Control to explore how specific factors: *capacity* (external and internal factors) and *autonomy*, within Perceived Behavioural Control contribute to predicting intention to attend English classes.

Table 4- Regression Analysis of the Sub-Variables

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Link Function: Logit


Response Information

Variable                     Value  Count
I intend to attend English clas  1     54
                                 2     10
                                 4    151
                                 5    139
                              Total   354


Logistic Regression Table

                                                 Odds    95% CI
Predictor          Coef      SE Coef      Z      P   Ratio Lower  Upper
Const(1)         2.91993    0.506437    5.77   0.000
Const(2)         3.17208    0.509199    6.23   0.000
Const(3)         5.97077    0.598435    9.98   0.000
Internal Capacity -0.150243 0.0841463  -1.79   0.074  0.86   0.73   1.01
External Capacity -0.532737 0.124762   -4.27   0.000  0.59   0.46   0.75
Autonomy         -0.770527  0.0960840  -8.02   0.000  0.46   0.38   0.56


Log-Likelihood = -319.178
Test that all slopes are zero: G = 153.242, DF = 3, P-Value = 0.000
```

4.3.8. The Correlation between Internal Factors and Intention to Attend English Classes

A P value of 0.074 for internal factors in the regression analysis (see Table 4) suggests that the relationship between these specific internal factors of Perceived Behavioural Control and intention to attend English classes is marginally approaching statistical significance, but does not meet the conventional threshold of 0.05 for significance.

4.3.9. The Correlation between External Factors and Intention to Attend English Classes

As illustrated in Table 4, a P value of 0.000 for external factors in the regression analysis indicates a highly significant relationship between external factors of Perceived Behavioural Control and intention to attend English classes.This finding emphasizes the need to address external determinants of behaviour when designing effective interventions and policies to promote ELL engagement and participation among students.

4.3.10. The Correlation between Autonomy and Intention to Attend English Classes

A P value of 0.000 obtained for the correlation between Autonomy of Perceived Behavioural Control and intention to attend English classes indicates a highly significant relationship between these two variables.The significant P value for Autonomy of Perceived Behavioural Control infers that students'

perceptions of control and autonomy over their English language learning process strongly influence their intention to attend English classes.This finding emphasizes the need to nurture autonomy-supportive environments and instructional practices to foster students' engagement and success in English language learning

V. CONCLUSIONS AND RECOMMENDATIONS

As indicated by the ordinal logistic regression analysis, there is no significant relationship between respondents' Attitudes regarding ELL and their intention to attend English classes at the university. The lack of a significant relationship between these variables validates that students' overall positive or negative attitudes toward learning English may not directly impact on their intention to attend specific English classes at the university. The non-significant relationship between these two variables highlights the need for a comprehensive understanding of the determinants shaping students' behavioural intentions. By exploring and prioritizing other influential factors identified through research, educators, and policymakers can develop targeted interventions to enhance student engagement and participation in language learning activities at the university level.

Furthermore, the ordinal logistic regression analysis validates that there is no substantial relationship between subjective norms regarding the English language and the Intention of students to attend English classes conducted by the university. The finding suggests that subjective norms, which reflect students' perceptions of social pressure or influence regarding attending English classes, may not significantly impact on their intention to attend these classes. This phenomenon highlights the complexity of intention formation in English language education. By identifying and prioritizing influential determinants beyond subjective norms, educators and policymakers can develop evidence-based strategies to enhance student engagement and participation in English language learning activities.

The results of ordinal logistic regression analysis also indicate a strong relationship between Perceived Behavioural Control and the intention of students to attend English classes conducted by the university.The significant relationship between these two variables suggests that students' perceptions of their ability, resources, and control over attending English classes strongly influence their intention to attend these classes.This finding highlights the importance of perceived control and self-efficacy in influencing students' intentions in language education. Based on this, educators and policymakers can design effective interventions and strategies that empower students, foster engagement, and promote positive outcomes in ELL at the university level.

In addition, the sub-variable (internal factors) of the Perceived Behavioural Control also did not show a significant relationship with intention. Thus, it can be concluded that the self-confidence of a student as to whether he/she can learn the language does not relate to attending classes. The lack of a significant relationship specifically within the sub-variable of internal factors of Perceived Behavioural Control suggests that certain internal aspects or dimensions of perceived control may not independently predict students' intentions to attend English classes

It was also found that there is a statistically significant relationship between the sub-category (external factors)of the Perceived Behavioural Control and intention. This represents the students' beliefs about the external facilities that are available to them to learn the English language and their intention to attend English classes. This finding advocates that specific external influences and contextual factors play a significant role in shaping students' intentions in language education.Through this understanding, educators and policymakers can develop targeted interventions and strategies that foster a conducive learning environment and promote student engagement and success in English language learning programs

Finally, it was also uncovered that the sub-variable (autonomy) ofthe Perceived Behavioural Control has a significant correlation with the students' intention to attend English classes. This substantial correlation between autonomy and intention indicates that students' sense of control, independence, and self-regulation in their language learning influences their intention to attend English classes. As such, by empowering students and promoting autonomy, educators and policymakers can enhance student engagement, motivation, and success in English language learning programs.

The research also found the importance of finding ways of teaching students to maintain the stress caused by academic work.Addressing academic stress is essential for optimizing students' capacity to focus on and excel in vital subjects like English. By prioritizing stress management within educational settings and offering targeted support and resources, educators can create a conducive environment that promotes student well-being, engagement, and academic success. Tertiary education institutions in the country should be more attentive to this matter as students in rural areas should improve their English to continue their studies successfully.

5.1 Limitations of the Study and Future Research

Although online surveys offer convenience and accommodate larger sample sizes, being physically present could allow the researcher to establish personal connections with respondents, which can foster trust and

openness during data collection.Observing non-verbal cues such as body language, facial expressions, and gestures could provide valuable information that online surveys may not capture. Furthermore, if a larger sample had been used including the respondents from a few other universities in the country it would have enhanced the generalizability and reliability of study outcomes by reducing sampling error, improving representativeness, and increasing the external validity of findings. Moreover, if the study had applied mixed-methods designs to triangulate findings, combining quantitative assessments of Perceived Behavioural Control and intention with qualitative insights from interviews or focus groups, more accurate findings would have been uncovered.

Future research on Perceived Behavioural Control and students' intention to attend English classes holds significant potential for advancing theory and practice in language education. By addressing key research gaps and applying interdisciplinary approaches, researchers can contribute to developing effective interventions, policies, and educational strategies that promote students' language learning engagement and success. Continued exploration of Perceived Behavioural Control within diverse contexts and populations will further enrich our understanding of the motivational and behavioral aspects underlying language education outcomes.

5.2 Implications of the Study

The current study has important implications for both research and practice in language education. In particular, implementing programmes and policies that enhance students' sense of control and self-regulation can positively impact on their motivation and intention to attend English classes. This points to the need for emphasizing autonomy and self-directed learning in language instruction as such initiatives can empower students and enhance their perceived control over attending classes. It is also required to address issues related to perceived control that can mitigate factors contributing to student disengagement or dropout from language programs. Moreover, allocating resources to support initiatives that promote students' perceived control and intention can optimize educational outcomes and resource utilization.Understanding these implications can inform interventions, policies, and strategies to encourage student engagement and success in English language learning.

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