

Factors affecting the Intention of taking the International English Certificate Examination (IECE) of High School Students in Vietnam's Capital

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Abstract

The trend of globalization has greatly impacted the economies, politics, cultures, and societies of various nations and has given people several chances for personal growth. In that setting, English has developed into a vital instrument for communication and global integration. In Vietnam, the trend of taking an international English certificate examination is constantly rising, and the age of students who test for these qualifications are getting younger. The study was conducted with the aim of analyzing the factors affecting the intention to take the international English certificate exam of high school students in Vietnam. The author has collected 480 responses from high school students in Vietnam's capital who have been and are intending to take the international English certification exam. The research results show that the factors Attitude, Subjective Norms, Self-study ability, Financial ability and Perceived risk have an impact on the intention to take the international English certification exam (IECE) of Vietnamese high school students. In particular, Attitude (29.1%) and Self-study ability (26.7%) are the two factors that have the strongest impact on the dependent variable, respectively. On that basis, many solutions are proposed for students and stakeholders such as parents, teachers, high schools, and English centers. From there, helping them understand students' needs and expectations to improve the quality of teaching, and propose right orientation for students who intend to take the international English certificate examination.

Keywords: international certificate examination, English, IECE, high-school student, Vietnam

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1. Introduction

The process of globalization has greatly impacted the economies, politics, cultures, and societies of various countries and has given us several chances for personal growth. In this setting, English has turned into a vital tool for interaction and global integration, serving as a channel of communication between nations to promote socio economic interchange between nations, cultures, and global organizations. Fluency in English will help each person advance their professional potential and make it simple for them to access and acquire the world's scientific and technical advancements. It is undeniable that English plays a crucial function, directly influencing the accomplishments of numerous people and organizations, and having a tight connection to the growth of a nation.

Currently, an increasing number of people are interested in improving their English skills, actively practicing, and taking IECE. Many organizations are beginning to recognize certificates such as IELTS, TOEIC, TOEFL, SAT, APTIS, Cambridge ESOL, etc. These certificates are not only proof of their English proficiency and ability, but they are also regarded as a "golden passport" to assist young people in communicating and integrating. Previously, these certificates were only of interest to students planning to study abroad and working people. However, in recent years, even high school students have expressed an interest in obtaining these certificates. According to British Council statistics in Vietnam, the number of candidates under the age of 18 registering for IECE such as IELTS has been steadily increasing over the last three years, particularly among high school students. Furthermore, at the top universities in Vietnam, the trend of combined admissions based on the results of international English certificates is very popular (Anh, 2022). According to the most recent announcements on enrollment methods during the last five years, most universities in Vietnam enroll students based on the results of international English certificates. As a result, many students now choose to take these certifications early rather than wait until they start college or work. This also demonstrates that students are becoming more interested in learning foreign languages, but it also raises questions about whether students truly need international English certificates or simply want to keep up with the social trend. Many students lost their way during the exam preparation process, had difficulty balancing their schoolwork and the certification exam, or even lost motivation, etc. As a result, in the current context, there is a need for a study on students' intentions to

take the International English Certificate Exam in order to thoroughly answer the question of why an increasing number of high school students want to take these certificates and to propose some suggestions to help students practice and take these exams effectively.

There are very few domestic and international studies on the intention to take the international English certification exam. The majority of previous research has primarily focused on university students or working people. The growing trend of international English certification exams of high school students indicates that further research is required for this subject. It can be said that researching high school students' intentions to take the International English test in Vietnam is important for global education, economic integration, and cultural acquisition. This study will add theoretical basis to demonstrate the significance of new factors influencing high school students' intention to take the international English certification exam, as well as the relationship between these factors influencing this intention. On that basis, it assists stakeholders such as parents, teachers, schools, and English centers in understanding students' needs, desires, and aspirations in order to improve teaching quality; and to provide the appropriate orientations for high school students who will take the international English certification exam in the future.

2. Literature Review

2.1. International English Certificate

According to the Cambridge Dictionary (2022), a "certificate" is a qualification obtained by an individual after passing an examination or attending a training course licensed by an educational authority about a certain level of education. "International certificates" are certificates that are recognized and valid worldwide, typically by international educational institutions. As a result, a "international English certificate" is the type of qualification that learners receive after passing globally valid English tests or completing a globally English training course.

(1) *IELTS* is a test system about the ability to use four skills in English: Listening, Speaking, Reading and Writing, chaired by three organizations: Cambridge University, British Council, and educational organizations named IDP AUSTRALIA. There are two options: Academic and General training modules. The certificate is valid for 2 years. The test score scale will be from 1.0 to 9.0.

(2) *TOEFL* is the English language test of the American Educational Testing Service (ETS) to assess the level of English as a second language, valid for 2 years. TOEFL certificate is issued based on the score when assessing and testing all 4 skills: Listening, Speaking, Reading, and Writing of the candidates. Each test will take place in 4 hours, the scale from 0 to 30, the whole exam will have a total score from 0 to 120.

(3) *TOEIC* is an English test for international communication, mainly showing and testing people's communication skills in an international working environment. The current TOEIC test has all 4 skills: Listening, Speaking, Reading, and Writing.

(4) *SAT* is a standardized certificate used in applying to study in the US, operated by the non-profit organization named College Board. The standard SAT covers the following skills: reading, language, math, and essay writing. If each candidate has a score of 400 to 1600, the SAT certificate belongs to each candidate.

(5) *APTIS* is a computer-based English proficiency test in four skills, researched and developed by the British Council, controlled and accredited by the Bureau of Quality Accreditation and Examination Regulation of the United Kingdom. This examination has a comprehensive structure, effectively assessing the ability to use grammar, vocabulary and all four skills are Listening, Speaking, Reading, Writing at levels from A1 to C2.

2.2. Theories applied to study the intention to take the IECE

2.2.1. Theory of Reasoned Action (TRA)

The theory of rational action was proposed and developed by Fishbein and Ajzen (1975) to predict and understand an individual's behavior (Ajzen and Fishbein, 1980). The two main factors that make up this theory are attitudes and subjective norms that influence an individual's intention to perform that action or behavior. Attitudes toward a behavior include behavioral beliefs and evaluations of the behavior's outcomes. Subjective norms are factors that are influenced by the reference group (Fishbein and Ajzen, 1975), through the opinions of relevant people such as family, friends, colleagues, etc., about liking or disliking the behavior.

2.2.2. Theory of Planned Behavior (TPB)

Theory of planned behavior (TPB) is a widely applied psycho-social theory that explains how individuals form intentions and perform behaviors (Ajzen, 1985). The TPB model is developed from the TRA model and is evaluated as a more complete version of the TRA model through the addition of a third factor, "Perceived behavioral control". The TPB model includes: (1) Attitude towards behavior is an individual's positive or negative feelings about performing a particular behavior; (2) Subjective norm is an individual's perception of the social implications for performing or not performing the behavior; (3) Perceived behavioral control is an

individual's perception of the availability of resources or opportunities to perform a behavior that reflects how easy or difficult the behavior is (Ajzen, 1991).

TPB has been successfully applied to studies on the relationship between beliefs, attitudes, behavioral intentions and behavior in various fields, including the field of education (Goel et al., 2010). In the context of studying behavioral intentions for certification exams, TPB is considered a reasonable theory and has been used quite commonly in some previous studies (Solikhah, 2014; Anh et al., 2020; An et al., 2021). The research results show that the ability to explain behavioral intention through this theoretical model is significant. However, the importance or degree of influence of each factor on behavioral intention is not exactly the same in different behavioral research contexts (Petzold and Moog, 2017). Therefore, according to Ajzen (1991), the TPB model can add new factors affecting behavioral intention and explain behavioral intention. In the study on the intention to take the English certification exam with the research object being high school students in the context of Vietnam's education system is changing, adding more factors to the TPB research model will help the research results have more certainty. The objective of this study is to find out the factors affecting the intention to take the IECE of high school students, so the author decided to choose the theory of planned behavior (TPB) as the theoretical basis to develop this research topic.

2.3. Research Model and Hypothesis

Theory of Planned Behavior of Ajzen (1991) is a suitable theory and is widely used in research on intention and behavior for certification exams (Solikhah, 2014; Anh et al., 2020; An et al., 2021). TPB-based studies indicate that "attitude towards behavior", "subjective norm" and "perceived behavioral control" are three important antecedents that predict behavioral intention. In which, the intention to take the IECE can also be seen as a form of consumption behavior (Anh et al., 2020). The process of understanding, considering and deciding to take the IECE is a complicated process that trades off a lot of time, effort and even money that students themselves and their families may encounter.

Specifically, Von Glasersfeld (1998) when discussing educational philosophy, defined "attitude" as an individual's positive or negative emotions, confidence or insecurity towards the exam. Anh et al (2020) believe that when learners understand the importance of these certificates for their learning and life, they will also have a positive attitude to study to take the IECE. Therefore, attitude is considered as a factor that needs to be considered whether it affects the behavioral intentions of high school students in taking the IECE. Hypothesis H1 is proposed as follows:

H1: Attitude has a positive effect on high school students' intention to take the IECE

Based on the theoretical model of intended behavior (TPB) when studying intention as well as learning behavior, especially in this article, the main object is students, "**subjective norm**" is understood as "perception of students about the pressures or surrounding influences on whether or not they should take the IECE". These pressures can come from family, teachers, friends, the media. A related study (Tran et al., 2023) emphasizes that subjective normative perceptions from family can positively influence students' participation in international English certification exams (IECE), particularly for high school students. This suggests that environmental influences, especially from family, have the potential to enhance students' awareness of the importance and benefits of IECE for their lives, thereby motivating their intention to pursue IECE. Hence, hypothesis H2 is proposed as follows:

H2: Subjective norm has a positive effect on high school students' intention to take the IECE

In the theoretical model of intended behavior (TPB), the factor "**perceived behavioral control**" is understood as an individual's perception of how easy or difficult it is from available resources and opportunities when performing a behavior. . Based on the reality of the Vietnamese context, combined with in-depth interviews with experts and the main subjects of the survey, it has been shown that the "**self-study capacity**", "**financial ability**" of students are the major factors. belonging to the group of "perceived behavioral control" affects the intention to take the IECE.

According to Piaget (1926), "self-study" is a process in which learners, with or without the help of others, can identify their own learning needs, develop learning goals, select learning aids, effectively implement learning strategies, as well as evaluate their learning results. Self-study ability is defined by the author as "the ability to self-establish learning motivation, manage and arrange learning, and prepare for the exam". The current popular certificates in Vietnam such as IELTS, TOEFL, TOEIC, APTIS, ... are all tests to assess English ability with high standards, organized by organizations International prestige, so to be able to confidently take the exam and achieve good results, students need to have a sense of self-study and have a clear exam preparation and practice schedule. Hypothesis H3 is proposed as follows:

H3: Self-study ability has a positive effect on high school students' intention to take the IECE

Through in-depth interviews with experts, the author found that *financial ability* is understood as "the ability to pay or invest in materials, study and test expenses in service of preparing for the IECE". To be able to take the exam for these certificates, learners need to spend a certain amount of money to buy materials, attend exam preparation classes and exam fees, etc., so financial capacity is considered as a factor. factors that have a direct impact on students' intention to take the exam. Hypothesis H4 is proposed as follows:

H4: Financial ability has a positive effect on high school students' intention to take the IECE

With different research contexts, Ajzen (1991) stated that the theoretical model of planned behavior can completely add new factors affecting behavioral intention and explain behavioral intention. to help the application of TPB achieve the best efficiency. Therefore, with the study of the intention to take the test in the context of a developing country like Vietnam with the research object being high school students with different psycho-physiological characteristics, the addition of additional factors in the TPB research model is reasonable and necessary.

With a research topic on the intention of high school students to take the IECE, "*perceived usefulness*" is considered an appropriate factor. This factor is understood that people believe that having a CTA will bring many benefits, values and give them many opportunities to learn and develop. When we realize the importance of English certificates for the future, we will have more intention to take the IECE. Therefore, this study hypothesized H5 as follows:

H5: Perceived usefulness has a positive effect on high school students' intention to take the IECE

"*Perceived risk*" refers to students' perceptions of the consequences of taking the exam, specifically related to different risks such as choosing a study and exam center, choosing the type of exam certificate, time to use the certificate, etc. When learners feel the risks of taking the IECE, they will reduce their intention to take this certification exam. This relationship has also been confirmed by Anh et al. (2020) in their study. Therefore, the author states the research hypothesis H6 as follows:

H6: Perceived risk has a negative effect on high school students' intention to take the IECE

Based on the above arguments, the author proposes the following research model:

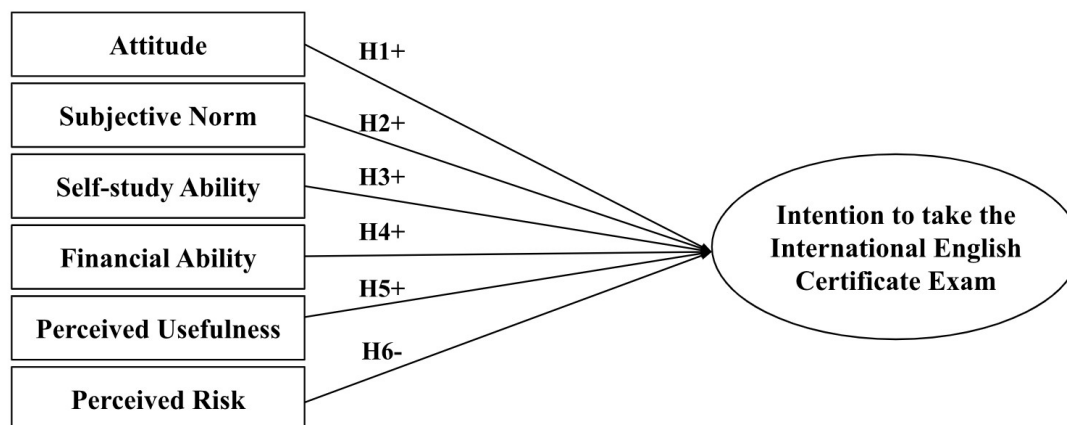


Figure 1: Proposed Research Model

3. Methodology

Step 1 - Desk research was carried out to collect and synthesize information on concepts, theories of intention to take the exam, and research related to aspects of the research topic.

Step 2 - Qualitative research through in-depth interviews with experts who have experience in teaching and are interested in taking the exam for high school students to be able to complete the preliminary questionnaire, test the old factors, and report the results. Exploiting new factors affecting exam intention of high school students in the current context. The results of the in-depth interview show that the assessed scales have somewhat lengthy content, some of the scales are unclear in meaning and some words are not easily understood. After editing the scale based on the opinions from the in-depth interviews, the preliminary questionnaire was completed to conduct the preliminary survey.

Step 3 - Preliminary quantitative research through **online survey questionnaires**; then screened **99 samples eligible** for preliminary data analysis by analyzing Cronbach's Alpha coefficient to adjust the scale for the official survey questionnaire.

Step 4 - Official quantitative research is carried out through online and offline surveys based on the official survey to assess the current status of intention to take the exam of high school students in the capital. The survey is designed in three parts: Part 1 includes questions related to the current situation of the high school students' exam; Part 2 is the scale measuring 6 independent variables. All statements use a Likert scale from 1 (strongly disagree) to 5 (strongly agree); Part 3 is demographic questions that include questions about survey participants' information. The results collected a total of 391 online votes and 126 offline votes. After the screening process, **362 online votes** and **119 offline votes** were valid for analysis. The votes were rejected due to reasons such as the ballots were not provided with sufficient information. Thus, a total of **481 valid samples** will continue to be analyzed. With the collected data, the author received 56.5% responses from female students; 37.2% of responses from male students. Regarding the living area, the majority of students participating in the survey came from the inner city of Hanoi, accounting for 79%, the rest were students from the suburbs with the rate of 21%. Regarding grades, about 59.5% of students participating in the survey are studying in grade 12 at high schools in Vietnam's capital. The remaining 18.9% of students are in grade 11 and 21.6% of students are in grade 10. Regarding the type of school, the research results show that the majority of students participating in the survey come from private high schools. established, accounting for 47.82% and public high schools accounting for 44.7%. Only a small number of students are studying at High School for the Gifted (3.95%) and Charter High School (2.29%). In addition, about 1.25% of students come from international, semi-international, bilingual schools, etc. Regarding the average score in English, most of the students participating in the survey are currently at a good level. "from 8 to under 9", accounting for the majority of 54.05%; "from 9 and up" accounted for 23.91%. Only a relatively small number of students scored "from 6 to under 7) (4.16%); "between 5 and under 6" (3.95%) and "under 5" (3.95%).

4. Research Results

4.1. Situation of International English Certification Exams of Vietnamese Students

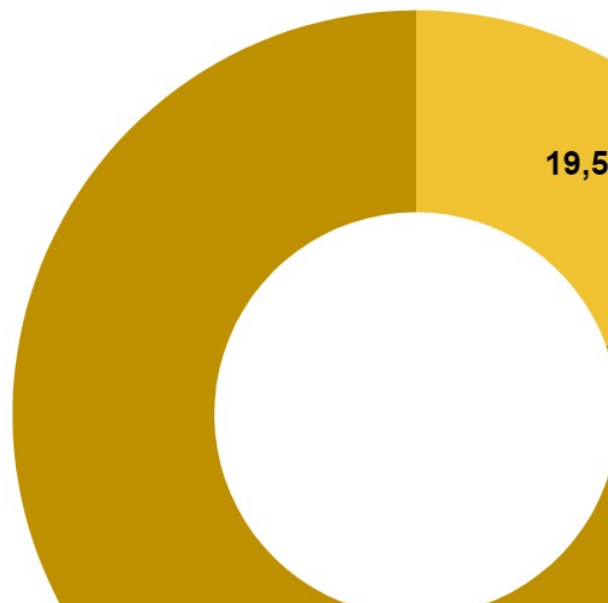


Figure 2: Statistics of the number of high school students who have taken/haven't taken the IECE

Research results show that, among the students participating in the survey, up to 80.5% have never taken the IECE, but most of them think that they plan to take the certification exam in the future. near future. The remaining 19.5% have taken the exam and have been granted certificates.

Regarding concerns when intending to take the exam, the author found that most high school students are very interested in the types of certificates selected for admission to universities and colleges at home and abroad, accounting for 88.98% and 80.67%. The fact also shows that in recent years, many universities in Vietnam have combined the use of some types of IECE for enrollment (such as IELTS, TOEFL, SAT, etc). Therefore, it is completely reasonable to be interested in these types of certificates by high-school students. In addition, high school students are also very interested in the validity period of their certificates (65.7%) because some certificates are limited in time and are only valid for a few years. The results are legally null and void after that period, a small number of higher education institutions may accept but such cases are rare. Therefore, students will need to retake the exam to get a new certificate. Research results also show that high school students pay less attention to tuition fees and certification exam fees or exam registration procedures with rates ranging from 7.9% to 17.88%.

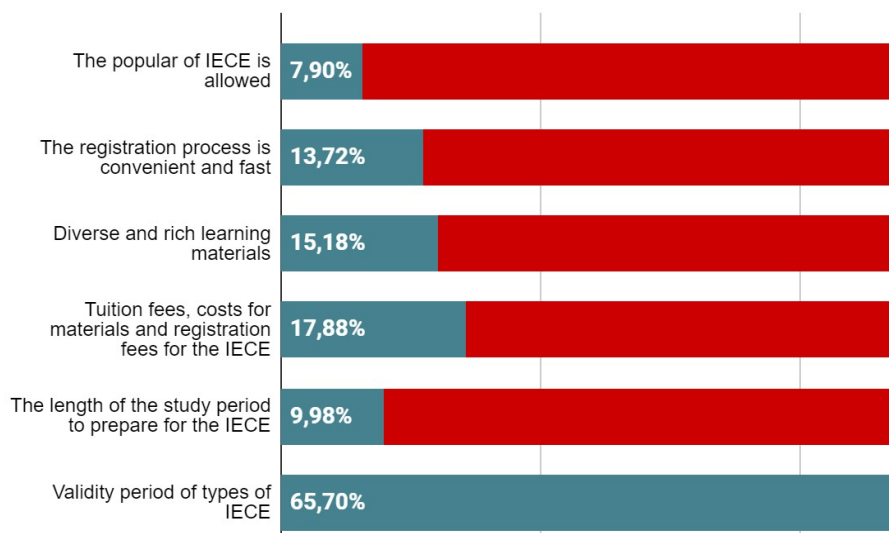


Figure 3: Concerns when intending to take the exam for high school students

Regarding the type of IECE that the students who participated in the survey planned to take the exam in the near future, up to 87.53% of students chose to review and take the IELTS exam. This is considered the most popular certificate in Vietnam, recognized for admission to many universities and colleges. The second is the SAT certificate with the rate of intending to take the exam accounting for 69.23%. Certificates such as TOEFL, TOEIC also received great attention from high school students with the rate of 47.61% and 48.65% respectively.

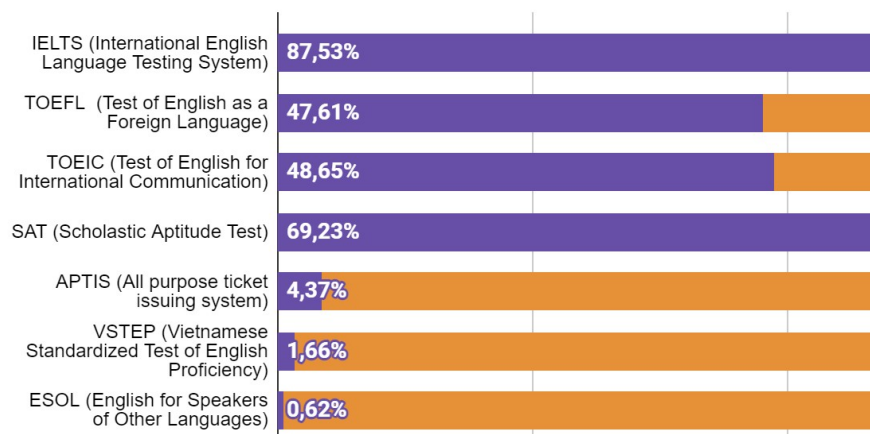


Figure 4: Types of IECE to be taken in the near future

Currently, only about 2.49% of a very small number of students do not intend to take the IECE. This has shown that the examination of these types of certificates is really popular in recent times, most of the students have the need to review, prepare for the exam and own a language degree.

Regarding the form of receiving information related to the review and exam, up to 87.11% answered that they would like to read this information through publications such as books, newspapers, manuals, etc. There are also about 76.09% of the students who like to attend the workshop to share about studying and taking the English certification exam. These are events that allow students to interact, get answers to questions around the issues they care about, thereby increasing their understanding of the certification exam.

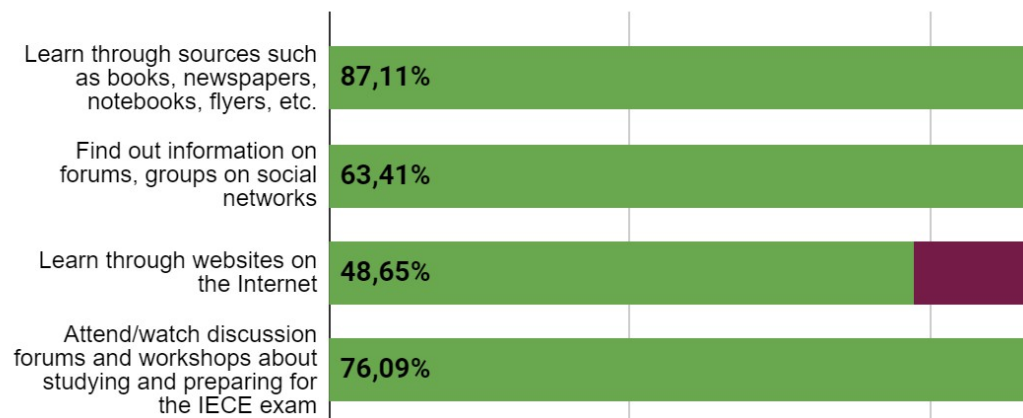


Figure 5: Channel to receive desired information related to IECE study and exam preparation

In addition, 63.41% of students like to find out information through social networking channels. Finding information on websites and the internet accounts for less than 48.65%. Also, 63.41% of students like to find out information through social networking channels. Finding information on the website accounts for less than 48.65%.

Regarding the content of information of interest related to the preparation and preparation of the IECE, up to 93.14% of the students were interested in the experiences sharing about the certification exam. In addition, 87.94% of students pay attention to English resources. In addition, about 67.36% of students are interested in review posts about centers and places to prepare for certification exams. 28.90% of students are interested in basic information about location, exam fees, etc. Only a few respondents are interested in other information (3.53%).

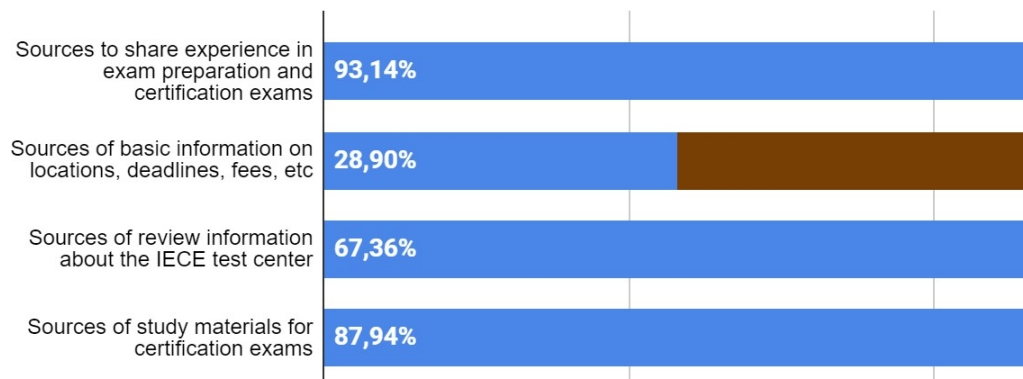


Figure 6: Contents of information of interest related to the study and preparation for the IECE

4.2. Factors affecting the intention to take the IECE of high school students

4.2. Factors affecting the intention to take the IECE of high school students

Table 1: Cronbach's Alpha Analysis Results

Factor	Symbol	Cronbach's Alpha	Cronbach's Alpha if Item Deleted	Number of scales eliminated
Attitude	ATT	0.897	0.857 - 0.896	0/5
Subjective Norm	SN	0.856	0.807 - 0.851	0/5
Self-study Ability	SS	0.752	0.586 - 0.739	0/3
Financial Ability	FA	0.800	0.677 - 0.759	0/3
Perceived Usefulness	PU	0.814	0.748 - 0.776	0/4
Perceived Risk	PR	0.773	0.676 - 0.811	0/4
Intention to take the IECE	INT	0.755	0.698 - 0.756	0/7

Source: Research results of the author (2024)

The results show that Cronbach's Alpha coefficient of all scales is greater than 0.6. All observed variables have total correlation coefficients greater than 0.3 and are smaller than the common Cronbach's Alpha value. All scales satisfy the criteria and can be used for the EFA test step. The final results obtained show that the value scales of the factor groups are reliable and the data correlation is consistent with the built scales.

4.2.2. Exploratory Factor Analysis (EFA)

After the screening process by evaluating the reliability of the scale, 16 scales were included in the EFA factor analysis with the extraction method "Principal Component" and the rotation "Varimax". After turning EFA, 24 observed variables are eligible to be included in factor analysis according to the extraction criterion as Eigenvalue coefficient >1 . Test results with KMO coefficient = 0.73 (>0.5) and Bartlett's test have Sig value. = 0.000 (<0.05) met the requirements. That shows that EFA's results are meaningful.

Table 2: KMO test results for independent variables

KMO (>0.5)	Bartlett (<0.05)	Eigenvalue (>1)	Extraction Sums of Squared Loadings
.730	0.000	5.136	68.039%

Source: Research results of the author (2024)

Finally, the analysis results show 6 factors extracted from 24 observed variables at Eigenvalue = 5,136 (>1) and total variance extracted is 63.039%. Factor loading coefficients of all 24 observed variables are satisfactory (>0.5). That means that 63.039% of the changes of the factors are explained by the observed variables in the model.

Table 3: Analysis Results of EFA

	Factor					
	1	2	3	4	5	6
ATT2	.872					
ATT3	.862					
ATT5	.850					
ATT4	.818					
ATT1	.718					
SN5		.842				
SN3		.828				
SN1		.788				
SN2		.707				
PU3			.822			
PU4			.795			

PU2			.757			
PU1			.752			
SN4			.607			
PR1				.854		
PR5				.829		
PR2				.803		
PR3				.515		
FA2					.840	
FA3					.830	
FA1					.824	
SS2						.834
SS3						.782
SS1						.736

Source: Research results of the author (2024)

4.2.3. Multiple Linear Regression Analysis

Table 4. The Coefficient of Determining the fit of the Model

R	R Square	Adjusted R Square	Durbin-Watson
0.604	0.365	0.357	2.115

Source: Research results of the author (2024)

Table 4.1 shows that Adjusted R Square = 0.357, that is, the groups of independent factors included in the regression analysis explain 35.7% of the dependent variable. Besides, the results of Durbin-Watson test = 2.115, range from 1.5 to 2.5, so the results do not violate the autocorrelation assumption (Gujarati and Porter, 2003; Zakerian and Subramaniam, 2009). Analysis of variance ANOVA gives Sig = 0.000 (<0.05) results, which means that the regression model fits the data set and the variables are statistically significant. From that, it can be concluded that the independent variables in the model are correlated with the intention to take the test of high school students in the capital of Vietnam.

Table 5. The Coefficient of the Regression Equation

	B	Std. Error	Beta	P-Value(Sig)	VIF
Constant	2.079	0.202		0.000	
PR	-0.171	0.031	-0.212	0.000	1.104
SS	0.208	0.032	0.269	0.000	1.264
FA	0.084	0.026	0.127	0.001	1.117
SN	0.059	0.027	0.089	0.030	1.231
ATT	0.223	0.031	0.289	0.000	1.227
PU	-0.015	0.031	-0.019	0.622	1.154

Source: Research results of the author (2024)

In general, most of the independent variables in the model have Sig coefficients < 0.05, so these independent variables are statistically significant at the 5% level of significance. However, the factor "Perceived usefulness" (PU) has Sig = 0.622 > 0.5, in other words, this factor has no statistical significance in the regression model. Therefore, it is necessary to remove this variable and continue performing the second linear regression analysis.

Table 6. The Coefficient of Determining the fit of the Model (Re-Evaluate)

R	R Square	Adjusted R Square	Durbin-Watson
0.604	0.365	0.358	2.114

Source: Research results of the author (2024)

The results of the second run show that the Adjusted R Square result has increased slightly, reaching 0.358, which means that the groups of independent factors included in the regression analysis explain 35.8% of the dependent variable. Durbin-Watson test results = 2.114 and is still in the satisfactory range. Analysis of variance ANOVA gives Sig = 0.000 (<0.05) results, which means that the regression model fits the data set and the variables are statistically significant. From there, it can be further confirmed that the independent variables in the model are correlated with the intention to take the test of high school students in the capital.

Table 7. The Coefficient of the Regression Equation (Re-Evaluate)

	B	Std. Error	Beta	P-Value(Sig)	VIF
Constant	2.046	0.191		0.000	
PR	-0.172	0.031	-0.213	0.000	1.100
SS	0.207	0.032	0.267	0.000	1.252
FA	0.083	0.026	0.126	0.001	1.116
SN	0.055	0.025	0.082	0.032	1.080
ATT	0.225	0.031	0.291	0.000	1.214

Source: Research results of the author (2024)

Based on the results from Table 4.4, the results have all satisfactory ranges. In other words, the above results are valid enough and the *normalized linear regression model* will be rewritten as follows:

$$Y = -0,213*PR + 0,267*SS + 0,126*FA + 0,082*SN + 0,291*ATT$$

The results show that 5 factors including Attitude, Subjective Standards, Self-study ability, Financial ability and Risk acceptance have an impact on the intention to take the English exam of high school students in Vietnam's capital. In general, most of the variables have a positive effect on the above intention. In which, Attitude (0.291) and Self-study ability (0.267) are the two factors that have the strongest impact on the dependent variable, respectively. Considering these two factors alone, they accounted for 55.8% of the influence on the intention to take the exam of high school students. Then, Financial Ability (0.126) has the third strongest impact and Subjective Standard (0.082) is ranked fourth. Although the influence level is only 8.2%, this factor still positively affects the intention of high school students. Contrary to the above four variables, Perception of risk has a relatively large negative effect on the intention of students to take the test in the capital city, with an influence of -21.3%.

5. Conclusions and Recommendations

5.1. Conclusion

Our country is aiming for the goal of developing a high-quality education that is comparable to international standards. However, in order to achieve this goal, young people's English proficiency must be improved. In the current context, it is reasonable to encourage and create favorable conditions for students to take the IECE. However, a clear direction is required to assist high school students in achieving their goals and achieving good results in the process of taking these exams.

The author gathered valuable research results from 481 valid survey questionnaires collected, reflecting the current situation of the IECE of high school students in Vietnam's capital today. At the same time, it demonstrates the level of impact of factors affecting the intention to take those types of certificates of high school students. This will serve as the foundation for the author's recommendations and specific solutions, which we hope to implement in the future.

5.2. Recommendations

5.2.1. For High School Students

In order to confidently participate and achieve effectively in the international English certification exam, high school students should (1) understand about the types of International English certificates that they intend to take; consider choosing a certificate that is appropriate for your future study and career goals. (2) Understand the scope and requirements of the International English language certification exams to develop an effective exam preparation strategy. (3) Choose the appropriate types of English textbooks, and seek advice from experts on how to use the materials correctly and reasonably. (4) Take your practice seriously, set weekly and monthly goals, and follow them.

5.2.2. For Schools and Teachers

To encourage students to take the international English certification exam, schools and teachers must (1) promote propaganda about the benefits of English and the different types of International English certificates. (2) Hold workshops and forums, and invite experts to share their knowledge, provide useful information, and educate students about the International English Certificate exam. (3) Hold contests and activities to encourage students to engage in regular English practice in order to approach and improve their foreign language skills. (5) Constantly innovating teaching methods in order to improve the quality of English lessons in the classroom. (6) Collaborate with English centers and test centers for International English certificates in order to assist students in registering for and taking exams. (7) Provide materials and English textbooks for students to support them in the process of studying for the International English Certificate.

5.2.3. For English Teaching Centers and Test Centers for International English Certificates

In order to attract students and promote their intention to take international English certificates, English centers and test centers for International English certificates need support plans to help students confidently apply for the exam. (1) Develop curricula with different levels that are suitable for each student's ability, level and aspirations. (2) Train teachers in a methodical manner in both knowledge and teaching skills to best support students. (3) Create new learning methods to increase interest and promote learning spirit for students. (4) Organize forums, sharing and orientation sessions to support students in the process of preparing for and taking the IECE. (5) Promote communication; provide knowledge, experience and share useful International English documents on social media channels/internet. (6) English teaching centers and test centers for International English certificates should cooperate to support and create favorable conditions for students to participate in the International English Certificate exam.

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