

The factors impinging on English language learning among Thaksin University students

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ABSTRACT

This research article aimed to study the factors impinging on students' English language learning and to examine the relationships among three main factors: internal, external, and family-related factors. The internal factors included students' attitudes toward learning English and their motivation to learn English, while the external factors involved the English teaching and learning process and students' learning behaviors. The family factors consisted of parental support and parental expectations that influence students' English learning. The study was conducted among 893 first-year undergraduate students at Thaksin University in the academic year 2025, selected using simple random sampling based on Taro Yamane's formula. The research instrument used for data collection was a Likert-scale questionnaire with a reliability coefficient of 0.923. Data analysis was carried out using mean, standard deviation, and Pearson's correlation coefficient to identify the relationships among the variables. The findings revealed that the internal, external, and family factors influencing English learning were rated at a high level overall (Mean = 3.91, S.D. = 0.62). Furthermore, all six specific factors—attitudes toward learning English, motivation to learn English, the English teaching and learning process, students' English learning behaviors, parental support, and parental expectations—showed a positive correlation with students' English learning at Thaksin University in the academic year 2025, with statistical significance at the .01 level according to students' opinions.

Keywords: Factors impinging, English language learning, English learning motivation.

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INTRODUCTION

In the 21st century, English has solidified its role as a global lingua franca, essential for international communication and national competitiveness. In Thailand, English language education is a strategic priority, aligning with the National Education Plan to equip students with the skills necessary for the global workforce. Consequently, higher education institutions have integrated English as a mandatory component of their curricula to ensure

graduates meet international standards.

Despite these robust policy frameworks, achieving standardized English proficiency remains a persistent challenge. At Thaksin University, undergraduate students must meet specific benchmarks aligned with the Common European Framework of Reference for Languages (CEFR). However, recent institutional data reveal a significant disparity: of 5,325 students assessed, only

6.97% achieved the B2 level, while the vast majority fell into the A1 and A2 categories. This outcome highlights a critical failure to meet the standard set for raising English proficiency in higher education. (Ministry of Higher Education, Science, Research and Innovation, 2023).

While existing literature has extensively explored general factors affecting English as a Foreign Language (EFL) learning in Thailand, such studies often focus on urban-centric universities or specialized language programs. There is a notable lack of empirical research investigating the interplay of psychological and environmental factors within regional comprehensive universities that have recently implemented stringent CEFR-based graduation requirements. Furthermore, most previous studies have remained descriptive, failing to explain the underlying mechanisms that prevent students in these specific regional contexts from reaching the B2 threshold. Therefore, this study fills a critical gap by examining the factors—ranging from learner attitudes and motivation to the institutional environment—that influence the English proficiency of students at Thaksin University.

The findings of this research provide both theoretical and practical contributions. Theoretically, it offers a localized model of EFL proficiency factors in a non-urban Thai context. Practically, it serves as an empirical foundation for university administrators and curriculum designers to refine pedagogical strategies and support systems, ensuring that future graduates can realistically meet national and international English standards.

Research objectives

1. To study the factors impinging on English language learning among Thaksin University students.
2. To examine the relationship between the factors impinging on the English language learning of students at Thaksin University.

LITERATURE REVIEW

Concepts of attitude

From a review of related literature, attitude is often framed within psychological and educational perspectives frequently cited in international academic research. Rosenberg and Hovland (1960) proposed the Tripartite Model of Attitude, dividing attitude into three components: 1) Cognitive (knowledge/belief), referring to what an individual perceives or believes about something; 2) Affective (emotion/feeling), referring to positive or negative feelings toward it; and 3) Behavioral (behavioral tendency), referring to the inclination to act or respond. Fishbein and Ajzen (1975) developed the Theory of Reasoned Action (TRA), suggesting that attitude

influences intention, which in turn determines behavior, with the main variables being attitude toward the behavior and subjective norms (perceived social expectations). Ajzen (1991) extended this into the Theory of Planned Behavior (TPB) by adding perceived behavioral control. Bandura (1986) introduced Social Learning Theory (or Social Cognitive Theory), emphasizing that attitudes and behaviors are influenced by observation, imitation, and social reinforcement. Fishbein (1963) and Ajzen and Fishbein (1980) proposed the Expectancy-Value Theory, stating that attitudes are formed based on beliefs about behavioral outcomes and the value placed on those outcomes. Petty and Cacioppo (1986) presented the Elaboration Likelihood Model (ELM), explaining attitude change through two routes: the central route, involving careful consideration of arguments, and the peripheral route, influenced by external factors such as speaker credibility or appearance.

Concepts of motivation

A review of relevant literature shows various perspectives on motivation. Maslow (1970) proposed the Hierarchy of Needs, suggesting human motivation follows levels: 1) physiological needs, 2) safety needs, 3) love and belonging, 4) esteem, and 5) self-actualization, widely applied in education and human resource management. Bandura (1986) emphasized self-efficacy in Social Cognitive Theory as a key factor for motivation. Locke and Latham (1990) proposed Goal-Setting Theory, asserting that motivation arises from clear, challenging, yet achievable goals. Deci and Ryan (2000) developed Self-Determination Theory (SDT), differentiating intrinsic and extrinsic motivation, driven by three basic needs: autonomy, competence, and relatedness.

Concepts of the teaching-learning process

From literature reviews, teaching and learning processes are often described within established educational frameworks. Anderson and Krathwohl (2001) categorized learning objectives in the cognitive domain into six levels: remember, understand, apply, analyze, evaluate, and create, commonly used for instructional design and assessment. Merrill (2002) proposed five principles of instruction: problem-centered, activation (linking prior knowledge), demonstration, application, and integration (real-life application). Bandura (1986) emphasized Social Learning Theory, highlighting modeling and the creation of learning environments conducive to participation. Knowles (1984) emphasized adult learning principles, including self-directed learning, leveraging experience, readiness to learn, and practical application.

Concepts of learning behavior

Related literature links learning behavior to educational psychology. Zimmerman (2000) proposed Self-Regulated Learning (SRL), describing three main processes: forethought (goal-setting and planning), performance (strategy use and self-monitoring), and self-reflection (evaluation and adjustment). Deci and Ryan (2000) integrated motivation with learning behavior, stating that autonomy, competence, and relatedness foster active and sustained learning. Fredricks, Blumenfeld, and Paris (2004) presented the Student Engagement Theory, dividing engagement into behavioral (participation in activities), emotional (positive feelings toward learning), and cognitive (use of effortful strategies).

Concepts of family factors

Literature from education, psychology, and social sciences highlights family influences. Bowen (1978) viewed the family as a system, where changes in one member affect the whole system. Epstein (2001) developed Parental Involvement Theory, identifying six areas: parenting, communication, volunteering, learning at home, decision-making, and community collaboration. Bowlby (1969) and Ainsworth (1978) proposed Attachment Theory, describing how child-parent bonds affect long-term emotional and behavioral development, categorized as secure, insecure-avoidant, insecure-anxious, and disorganized attachment, influencing learning and future relationships. Conger and Elder (1994) developed the Family Stress Model, showing that economic and family stress affect parenting behavior and child development. Coleman (1988) presented Social Capital Theory, highlighting family as a source of social capital, including trust, emotional support, and networks.

Related research

Panmei (2021) found that learners with a positive attitude toward English tend to have consistent motivation to learn and develop their language skills. This aligns with the findings of this study, which showed that attitude was at a high level and was the most significant factor. Similarly, the English teaching–learning process, as evaluated by students, was also rated highly, reflecting that well-designed instruction directly contributes to student engagement and language success.

Fisher (2024) demonstrated that innovative teaching approaches, such as flipped learning and blended learning, can enhance learners' motivation and participation. This supports the current study's finding that the teaching–learning process is positively related to English learning among Thaksin University students.

Regarding students' English learning behavior, Nguyen

(2023) indicated that learning behaviors and psychological factors, such as confidence and anxiety, directly affect engagement and achievement. Positive learning behaviors, therefore, help improve academic outcomes. Parental support was found to have a positive relationship with English learning performance, although it was a secondary factor.

Al Murshidi et al. (2023) noted that high expectations without genuine support can create pressure and negatively impact achievement. In summary, the findings from Thaksin University reflect that attitude and teaching processes are primary factors driving student motivation and learning behavior, while family factors play a role mainly through supportive involvement rather than expectations alone. Altogether, these findings highlight the importance of developing both students' internal factors and teaching strategies, alongside fostering positive family support, to sustainably enhance English learning achievement (Sampelan and Sengkey, 2022). The results showed that parental involvement was moderate ($M = 3.38$). Specifically, parental involvement in terms of parents as motivators was high ($M = 3.55$), while parents as educators ($M = 3.34$) and parents as facilitators ($M = 3.12$) were moderate. Moreover, the results showed that students' motivation in learning was high ($M = 3.82$). Specifically, intrinsic motivation was high ($M = 4.17$) and extrinsic motivation was moderate ($M = 3.40$). Lastly, it was found that there was a significant correlation between parental involvement and students' motivation in learning English, as the results show $p = .000 < 0.005, r = .537$. Therefore, it is recommended that parents be more involved so students can be more motivated in learning English.

MATERIALS AND METHODS

This study is a survey research conducted 1) to study the factors impinging on English language learning among Thaksin University students, and 2) to examine the relationship between the factors impinging on English language learning of students at Thaksin University. The researcher carried out the study according to the following steps.

Population and sample

1. The population used in this study consisted of first-year undergraduate students at Thaksin University who were enrolled in the first semester of the 2025 academic year, totaling 6,411 students (Student Registration and Academic Services Division, Academic and Learning Affairs, 2025).

2. The sample used in this study consisted of first-year undergraduate students at Thaksin University who were

enrolled in the course “English for Communication (0000151)” in the first semester of the 2025 academic year. The sample was obtained through simple random sampling using Taro Yamane’s formula (Yamane, 1973), totaling 893 students.

The participants were informed about the objectives of the study, and their participation was entirely voluntary. All data were kept confidential and used for academic purposes only, ensuring compliance with ethical research standards.

Research instrument

The instrument used to collect data was a questionnaire on factors affecting English learning among Thaksin University students. It was divided into two parts as follows:

Part 1: Personal information of the students, including gender, faculty, major, admission method, cumulative GPA, study plan upon graduation, type of previous educational institution, whether the student has ever done part-time work related to English, and whether the student has ever worked in an English-related tutoring institute.

Part 2: Questions on factors affecting English learning, totaling 52 items, measured using a 5-point Likert scale. The items were divided as follows:

1. Internal factors affecting English learning (16 items):
 - 1.1 Attitudes toward learning English – 11 items
 - 1.2 Motivation for learning English – 5 items
2. External factors affecting English learning (22 items):
 - 2.1 English teaching and learning processes – 13 items
 - 2.2 Students’ English learning behaviors – 9 items
3. Family-related factors affecting English learning (14 items):
 - 3.1 Parental support for students – 10 items
 - 3.2 Parental expectations – 4 items

The scoring criteria and interpretation of the questionnaire responses were based on a 5-point Likert scale (Best and Kahn, 1993), with the following weightings:

- Highest – 5 points
- High – 4 points
- Moderate – 3 points
- Low – 2 points
- Lowest – 1 point

Steps for developing the instrument

1. **Review of theories and literature:** Study relevant theories and literature, as well as research studies and theses related to variables associated with factors

affecting students’ English learning, based on questionnaires. This serves as a conceptual basis for developing the data collection instrument.

2. **Drafting and expert review of the questionnaire:** Draft the questionnaire and submit it to experts for evaluation of structural validity. The assessment results showed that the structural validity of all questionnaire items was 1.00.
3. **Pilot testing:** Administer the revised questionnaire, which has passed expert quality checks, in a try-out with 40 students who are not part of the actual sample.
4. **Checking reliability:** Analyze the quality of the questionnaire by calculating its reliability using Cronbach’s alpha (Cronbach, 1970, as cited in Adeniran, 2025), resulting in a reliability coefficient of 0.923.
5. **Revision and main administration:** Revise the questionnaire based on the try-out results and then administer the final version to the target sample—first-year undergraduate students at Thaksin University enrolled in the course “English for Communication (0000151)” during the first semester of the 2025 academic year, totaling 893 students.

Data collection

The data collection process was conducted over a period of one month during the first semester of the 2025 academic year. The researcher administered the research instrument to the target sample, comprising 893 first-year undergraduate students at Thaksin University who were enrolled in the ‘English for Communication (0000151)’ course. Prior to distributing the questionnaires, the researcher clearly informed the participants of the study’s objectives and emphasized that their participation was entirely voluntary. All participants were assured of their anonymity and that all collected data would be kept strictly confidential and utilized solely for academic purposes, ensuring full compliance with ethical research standards. Following the collection of the 893 questionnaires, the researcher performed a rigorous data screening process, checking all responses for completeness and consistency to ensure the highest degree of data accuracy and organization before proceeding to statistical analysis.

Data analysis

The researcher processed the data from the 893 completed questionnaires using a statistical software package for social science research. The analysis was conducted in accordance with the research objectives through the following statistical methods:

Descriptive statistics: Mean (\bar{x}) and Standard Deviation (S.D.) were utilized to determine the levels of internal,

external, and family-related factors affecting English learning. The mean scores were interpreted using a five-level rating scale ranging from "Very Low" to "Very High". **Inferential statistics:** Pearson's Correlation Coefficient was employed to examine the relationships among the six factors and students' English learning perceptions.

Criteria for interpreting mean scores

The mean scores of respondents' opinions regarding factors affecting English learning were interpreted using a five-level rating scale as follows (Summart, 2025):

- Mean 4.50 – 5.00: Very high level of agreement
- Mean 3.50 – 4.49: High level of agreement
- Mean 2.50 – 3.49: Moderate level of agreement
- Mean 1.50 – 2.49: Low level of agreement
- Mean 1.00 – 1.49: Very low level of agreement

Statistics used in data analysis

The statistics used in this study included the mean, standard deviation, and Pearson's correlation coefficient. Additionally, Multiple Regression Analysis was employed

as a multivariate technique to determine the predictive influence of the studied factors on students' English learning perceptions, thereby addressing the requirement for deeper causal inference.

RESULTS

Results of the data analysis of internal, external, and family factors affecting the English learning of Thaksin University students in the 2025 academic year

The analysis covered six aspects: students' attitudes toward learning English, motivation to learn English, English teaching and learning processes, students' English learning behaviors, parental support for students, and parental expectations.

Table 1 presents the results of the data analysis of internal, external, and family factors affecting English learning of Thaksin University students in the 2025 academic year, across the six aspects mentioned: students' attitudes toward learning English, motivation to learn English, English teaching and learning processes, students' English learning behaviors, parental support for students, and parental expectations.

Table 1. Data analysis of internal, external, and family factors affecting the English learning of Thaksin University students in the 2025 academic year.

Factors	\bar{X}	S.D.	Level
Internal factors			
Attitude toward learning English	4.26	0.58	High
Motivation to learn English	4.08	0.73	High
External factors			
English teaching and learning process	4.22	0.64	High
Students' English learning behaviors	4.10	0.62	High
Family factors			
Parental support for students	3.57	0.91	High
Parental expectations	3.24	1.14	Moderate
Overall	3.91	0.62	High

From Table 1, it can be concluded that the results of the data analysis of internal, external, and family factors affecting English learning of Thaksin University students in the 2025 academic year across six aspects were at a high level (Mean \bar{X} = 3.91, S.D. = 0.62). When considering each aspect individually, the highest mean was for attitude toward learning English, which was at a high level (Mean \bar{X} = 4.26, S.D. = 0.58), followed by English teaching and learning process, also at a high level (Mean \bar{X} = 4.22, S.D. = 0.64). The lowest mean was found for parental

expectations, which was at a moderate level (Mean \bar{X} = 3.24, S.D. = 1.14).

Results of the analysis of the relationship between factors affecting Thaksin University students' English learning in the 2025 academic year

Table 2 shows the relationship between factors affecting Thaksin University students' English Learning in the 2025

academic year across six aspects: Attitude toward Learning English ("X₁), Motivation for Learning English ("X₂), English Teaching and Learning Process ("X₃), Students' English Learning Behavior ("X₄), Parental

Support for Students ("X₅), and Parental Expectations ("X₆), in relation to the relationship among the six factors affecting students' English learning at Thaksin University in the 2025 academic year (Y).

Table 2. Six-factor analysis of student English learning in the 2025 academic year.

	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	Y
X ₁		.780**	.743**	.696**	.515**	.418**	.804**
X ₂			.723**	.673**	.548**	.460**	.826**
X ₃				.743**	.514**	.339**	.780**
X ₄					.625**	.463**	.827**
X ₅						.725**	.845**
X ₆							.773**

Statistical significance at the .01 level.

From Table 2, it can be summarized that:

1. The internal factors, external factors, and family-related factors across all six aspects affect Thaksin University students' English learning in the 2025 academic year as follows: Parental support for students ("X₅), students' English learning behavior ("X₄), motivation for learning English ("X₂), attitude toward learning English ("X₁), English teaching and learning process ("X₃), and parental expectations ("X₆), in that order.
2. The six factors affecting Thaksin University students' English learning in the 2025 academic year—attitude toward learning English ("X₁), motivation for learning English ("X₂), English teaching and learning process ("X₃), students' English learning behavior ("X₄), parental support for students ("X₅), and parental expectations ("X₆)—are positively correlated with students' English learning (Y) according to the students' perceptions, with statistical significance at the .01 level.

DISCUSSION

1. The six factors impinging on English language learning among Thaksin University students in the 2025 academic year—internal, external, and family factors—were rated at a high level overall. When examined individually, students' attitudes toward learning English had the highest mean, followed by English teaching and learning processes, both at a high level. The factor with the lowest mean was parents' expectations, which was at a moderate level.

These findings suggest that students perceive success in learning English as depending on both their internal factors and support from the surrounding learning environment. Having a positive attitude toward learning

English is a key factor that enhances motivation and learning behaviors. Panmei (2021), in a study of Thai students, found that learners with positive attitudes toward English were more persistent in learning and developing language skills, which is relevant to this study's finding that attitude is the most significant factor.

Students also rated the teaching and learning process highly, reflecting that well-designed instruction directly impacts engagement and language achievement. Fisher (2024) found that innovative teaching approaches, such as flipped learning and blended learning, can increase student motivation and achievement in higher education English courses. As a result, Thaksin University's findings align with global research emphasizing the importance of teaching processes.

Regarding family factors, while parental support plays a role in students' English learning, parental expectations were only at a moderate level. This indicates that expectations alone are insufficient to promote learning outcomes without tangible support. Sampelan and Sengkey (2022) confirmed that parental involvement and behavioral support positively relate to student motivation, whereas Al Murshidi et al. (2023) found that high expectations without real support can create pressure and negatively affect performance.

In summary, the research at Thaksin University shows that attitudes and teaching processes are leading factors driving student motivation and learning behaviors, while family factors contribute primarily through support rather than expectations. This accentuates the significance of developing both students' internal factors and teaching management while fostering positive family support to sustainably enhance English learning outcomes.

2. The six factors impinging on students' English language

learning—parental support, students' English learning behaviors, motivation, attitudes, teaching processes, and parental expectations—were all positively correlated with English learning outcomes, statistically significant at the .01 level. Attitude and motivation were the most influential internal drivers, followed by teaching processes, learning behaviors, support, and parental expectations.

Students with positive attitudes toward English were more willing to learn and had greater opportunities to use the language continuously. Panmei (2021) confirmed that positive attitudes are associated with the intention to use English in real-life situations. Motivation also plays a key role in achievement, consistent with Fisher (2024), who showed that innovative teaching methods such as flipped learning and blended learning increase student motivation and engagement.

Students' learning behaviors, influenced by psychological factors such as confidence and anxiety, also affect engagement and achievement, as noted by Nguyen (2023). Positive learning behaviors support improved outcomes.

Parental support has a positive but secondary effect on English learning, as Sampelan and Sengkey (2022) found that encouragement and resource provision enhance motivation. Parental expectations ranked lowest, suggesting that expectations alone cannot drive success without real support, consistent with Al Murshidi et al. (2023), who noted that high expectations without support may create pressure and negative outcomes.

To summarize, English language learning among Thaksin University students is influenced by all six factors, with attitudes and motivation serving as the main internal drivers, teaching processes and learning behaviors playing complementary roles, and family support contributing through tangible assistance rather than expectations. As a consequence, improving English learning outcomes requires an integrated approach that develops students' attitudes and motivation, delivers quality teaching, and ensures balanced family support.

Conclusion

To begin with, internal factors, external factors, and family-related factors impinging on the English language learning of Thaksin University students in the 2025 academic year, across all six aspects, were found to be at a high level. When examined by individual aspect, the highest average was in students' attitudes toward learning English, which was at a high level, followed by English teaching and learning processes, also at a high level. The lowest average was in parents' expectations, which was at a moderate level.

Furthermore, all six aspects of internal factors, external factors, and family-related factors impinge on English

learning among Thaksin University students in the 2025 academic year as follows: parental support for students, students' English learning behaviors, motivation for learning English, attitudes toward learning English, English teaching and learning processes, and parental expectations, in that order.

Ultimately, the factors impinging on Thaksin University students' English learning in 2025 across all six aspects are: attitudes toward learning English, motivation for learning English, English teaching and learning processes, students' English learning behaviors, parental support for students, and parental expectations. These factors have a positive relationship with students' English learning, according to the students' opinions, with statistical significance at the 0.01 level.

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