

Impact of Educational Quality, Educational Resource, and Educational Climate on Educational Engagement and Student Intention to Attend Lectures

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Abstract: The education sector plays a vital role in the economic development of a country. Developing students' interest in education is critical for achieving this goal. Therefore, this study explored the effect of educational quality, educational resource, and educational climate on student intention to attend lectures via the mediating role of educational engagement and the moderation of the educational process. This research adopted cross-sectional research design and quantitative research approach. Respondents of this research were students whose response was collected through well-designed questionnaire on a Likert scale. Questionnaire was distributed among 300 students and received back from 203 students for further analysis. This study used AMOS for the analysis of collected data. The findings of the current study show that educational quality, educational resource, and educational climate have positive effect on educational engagement. Moreover, educational engagement has positive effect on intentions to attend lectures. Also, findings demonstrate that educational engagement has mediating role as well in proposed model. In the end, moderation of educational process is also statistically supported. This research adds to the body of literature by discussing moderating effect of educational process between educational engagement and intentions. The results of the study are important for scholars for their future studies.

Keywords: Educational Quality, Educational Resources, Educational Climate, Educational Engagement, Educational Process.

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1. Introduction

Higher education is one of the most important sectors that plays a vital role in economic, social, and personal development at the global level. Additionally, higher education institutes are key contributors to achieving United Nations Sustainable Development Goals (SDGs) (Bui, Bui, & Pham, 2024). Quality education is one of the important SDG goals that focuses on the quality of education and the learning

opportunities provided to individuals. Therefore, higher education institutes have a great responsibility to achieve SDG goals through innovation, knowledge production, and training. In the last few years, the education sector has expanded at a massive rate (Saini et al., 2023). Studies have reported that more than 30,000 higher education institutions have opened worldwide. This rapid growth has generated demand for good quality education to develop the intention among students to attend lectures. Furthermore, competition among educational institutions is mounting, for which improving educational quality is vital for sustainable growth (Wooff & Irving-Bell, 2022). Therefore, it has become a priority for educational institutions to provide high-quality education to students. It is important for higher education institutes to understand the needs of students so they can successfully deliver high-quality education. This high-quality education has a direct effect on students' behavioral intention and overall satisfaction (Walia et al., 2025). New educational policies and strategies are vital to achieve student satisfaction and intention. Factors that can influence students' intention to attend lectures include educational quality. It is a vital factor that ensures effective learning, supports long-term societal and personal development, promotes equity, and fosters student success (Wang & Chen, 2025). This is because educational institutes face resource constraints that affect students' results. Therefore, there is a need for systematic change so that all students can access quality education. By addressing issues that affect educational quality, the overall learning environment of institutions can be improved (Zickafoose et al., 2024).

The learning process of students also depends on educational resources. Educational resources are important as they provide access to practical applications, skills, and knowledge (Nwaham, 2023). It includes multimedia content, libraries, and digital platforms that support students' learning. Educational resources can improve performance by offering engaging materials, providing structured guidance, creating equitable learning opportunities, and fostering critical thinking. All these factors are the cornerstone of lifelong learning and quality education (Čančer, Tominc, & Rožman, 2025). The factor of educational climate plays very important role in providing memorable learning experience to the students (Shala et al., 2024). It is referred to as the overall environment within higher education institutions, including cultural values, support systems, teaching practices, and relationships. A positive educational climate improves collaboration, engagement, and motivation. It is also vital in reducing barriers to learning and stress. Educational climate also creates a sense of safety and belonging, enabling students to progress personally and academically (Dalimunthe et al., 2024). Therefore, it is very important for the educational institutes to focus on cultivating healthy educational environment with purpose to promote long term educational success.

Educational engagement of students reflects their commitment, participation, and interest in educational activities. Engaged students are attentive, motivated, and willing to put in the effort to acquire skills and knowledge. The academic performance of students is significantly enhanced through educational engagement (Emiru & Gedifew, 2024). On the other hand, this factor plays a vital role in lifelong learning, problem-solving, and developing creativity among students. Educational institutions can create a supportive environment by encouraging the active involvement of students. Furthermore, the educational process is also important for institutions to organize student learning through structured interactions, strategies, and methods (Berchin, de Aguiar Dutra, &

Guerra, 2021). The educational process ensures critical thinking, skill development, and knowledge transfer, guiding students toward lifelong learning, personal growth, and academic success in an effective and systematic manner (Golden, 2023). Thus, based on the importance of the educational process in developing positive emotions among students, it is essential to assess its role in shaping students' intentions to attend lectures (Novak et al., 2025).

In order to achieve long-term success, academic achievement is significantly influenced by students' intention to attend lectures. It reflects the willingness, readiness, and motivation of students to participate actively in the learning process (Sahito, Khoso, & Phulpoto, 2025). Strong intention to attend lectures encourages students to strengthen knowledge acquisition, enhances focus, and encourage consistent attendance (Giday & Perumal, 2024). Intentions also foster academic persistence, responsibility, and discipline among students, which are vital for achieving academic success and educational goals. Promoting and understanding this intention is important for institutions and educators to enhance education effectiveness, student retention, and process (Liu, Gao, & Arshad, 2025). Therefore, this study aims to examine effect of educational quality, educational resource, and educational climate on student intention to attend lectures through mediating role of educational engagement and moderation of educational process.

2. Literature Review

2.1. Educational Engagement and Intention to Attend Lectures

Scholars have defined intentions as willingness of an individual to act in certain ways (Morwitz & Munz, 2021). Students learning intention are the requirements regarding understanding and knowledge of the students at the end of a certain period. Students learning intentions are the base to track student achievement and progress after certain periods of time. On the other hand, studies have conceptualized engagement as learners level of productive and active participation in the tasks related to learning (Bizimana, 2025). Engagement of students is based on level of passion, optimism, interest, curiosity and attention that students show during process of learning. Engagement of students also includes students' motivation to be successful in the process of learning. In past, several different variables were discussed in empirical studies that were affected by students' engagement including educational institute abandonment, dropout, academic adjustment, psychological well-being, student commitment, and student performance in context of education (Çali, Lazimi, & Ippoliti, 2024). The concept of engagement is discussed in more detail as compared to students' commitment.

Behavioral engagement of students is referred to as actions and behavior that students show during process of learning such as completing assignments, making contributions to lessons, and attending classes (Wang et al., 2025). It is because several different factors including set of students who are taking part in the course, teachers and administrative staff of the educational institute effects the learning outcome of the student. Further, the supporting behavior of students impacts its learning efforts, internal motivation and enjoyment (Bizimana, 2025). Emotional engagement of students has significant effect on anxiety, sadness, happiness and boredom levels of students. Students' engagement not only affects their participation in class but also affects their

ability to make choices and negotiate in daily life, and their ability to accept academic challenges as well. Intention of students to take education and attend classes is affected by educational engagement. When a student is actively engaged through motivational involvement, collaboration, curiosity and participation, they give more effort towards educational opportunities (Fasco et al., 2024).

Engagement of students plays critical role in enhancing learning experiences, as a result education becomes more rewarding and meaningful which in return develops a strong commitment of learning among students. Students who are engaged mostly take education seriously and perceive it to achieve their goals. This positive involvement improves intrinsic motivation, persistence and confidence among students to pursue their education (Li & Xue, 2023). Therefore, Students engagement towards education has significant effect on students involvement towards education and their desires to achieve long term goals (Imlawi et al., 2023). As Li and Xue (2023) mentioned that there are three factors that can create student engagement including behavioral, emotional and cognitive factors. On these ground, Istijanto and Nathalie (2024) and Malik, Hazarika and Dhaliwal (2021) mentioned that student's willingness to attend lecture is significantly affected by studenty campus engagement.

H1: Student engagement has a positive effect on the intention to attend lectures.

2.2. Educational Quality and Educational Engagement

Educational quality is one of the very complex concepts in literature that is based on supportive environment, skilled teachers, relevant curriculum, teaching process and effective learning (Papanthymou & Darra, 2023). All these factors affect the students who later become economically and socially productive. This explanation shows that education is one of very complex systems that is dependent on economic, cultural and political context. Quality education includes educational outcomes, educational process, educational content, learning environment and learners. Some of the studies (Arcaro, 2024) mentioned that quality education also includes facilities to students, and environments that are gender sensitive, protective, safe and healthy. Educational quality function as a base in the different educational activities including supervision, implementation and planning of education to improve overall education (Villocino & Villocino, 2025).

Quality of education system effects the quality learning outcomes. The quality of learning is highly influenced by quality of learning environment. It is made up of service, psychological and physical elements. It is possible to improve the quality of teaching by providing regular feedback to instructors as it is one of the important factors to improve educational quality. It is also possible to improve the quality of education by changing role of teachers so they can be more reflective (Pramana et al., 2021). Other means include using effective techniques in a class, providing incentives to faculty in the basis of their performance, providing training to the faculty and students, and developing participative environment in the educational institute.

The way students interacts with activities of learning is significantly affected by quality of education. High quality of education is reflected through availability of resources to students, supportive learning environment, effective teaching strategies and well-structured curricula. All these factors play active role in developing motivation among students participate in educational activities (Orcullo & Elesio, 2024). When students perceive their overall experience of education as supportive, relevant and meaningful, it is highly

likely that students will get engaged behaviourally, emotionally and cognitively. Student engagement is developed by creativity, critical thinking, fairness in assessment and clarity in instructions. On the other hand, low quality of education most of the times lead to lack of learning interest, reduced motivation, and disengagement. Empirical studies revealed that student's level of satisfaction, persistence and involvement is enhanced through quality education (Hussain, Mohsin, & Muhammad, 2024). So, educational quality is considered as the base to develop engagement among students.

Studies found that courses of high quality contain clearly written objectives, the way technology will be used in courses effectively, interaction rules during class and well-organized content. On the other hand, tangible resources including recreational and educational opportunities, campus space, campus facilities and campus size have significant effect on student engagement. Whereas intangible resources including educational quality also develop academic satisfaction and engagement among students. Therefore, high quality educational programs develop student engagement (Gulko et al., 2024). Likewise, Lunkina et al. (2023) revealed that teaching quality is an important predictor of student engagement. Therefore, the current study hypothesises that:

H2: Educational quality has a significant effect on educational engagement.

Studies mentioned that student engagement mediates the relationship between educational quality and intention to attend lectures by transforming relevant curriculum, effective teaching and academic engagement. When students get higher quality education, they get more behaviorally, cognitively and emotionally engaged (Tahir & Fatima, 2023). This engagement creates sense of value, active participation and motivation in the learning journey of students. Therefore, intention among students to achieve goals, and attend lectures strengthens. Thus, educational engagement makes sures that educational quality develops intentions among students to attend lectures. Furthermore, mediating role of educational engagement is discussed by Abdullahi, Raman and Solarin (2021) and Luo et al. (2023) in past. Therefore, the current study hypothesises that:

H3: Educational engagement acts as a mediator between educational quality and intention.

2.3. Educational Resource and Educational Engagement

Materials of educational resources are learning and teaching that are considered as intellectual property and permit their usage for educational purposes. Educational resources include assignments, tests, videos, textbooks, modules, course materials, and physical resources of the educational institute. Online educational resources materials also help instructors to provide quality education to students (Nagashima & Harch, 2021). Knowledge creation process, teaching practice and learning instructions can be changed by educational resources. Studies mentioned that content of educational resource also include teaching material that may include an image or an entire course. On the other hand, pedagogical innovation by efficiently using technology is also considered as key aspect of educational resource. Usage of technology to deliver lecture make education more accessible and flexible for learners (Obinyan, Okoroafor, & Ezenwuzor, 2023).

Instructional resources are important part of the process of education as they play the role of catalyst for effective learning and teaching. These resources play an important role in helping the conveyance of values, skills and knowledge to learners from instructors. Therefore, it has vital role in enhancing learning experience. If instructional material is used

strategically, it can significantly affect academic achievement, motivation, and students' engagement towards the education. Successful learning and teaching are mainly dependent on effective usage of instructional materials by the teachers (Griffiths et al., 2022). These learning materials play the role of bridge among student learning and instructions by the teachers. Therefore, they facilitate the acquisition of attitudes, skills and knowledge. In educational technology, it is very important skill to produce material that is used for instructions. This educational material is important for the transfer of values, skills and knowledge to learner by teacher, thereby improving overall learning experience. The use and production of instructional material is important part of learning and teaching. On the same grounds, Chisunum and Nwadiokwu (2024) revealed that educational resources plays very important role to enhance learning outcomes and students' engagement.

Scholars reported that students learning engagement and motivation can be enhanced through educational resources. It can be done by giving students the required support, materials and tools so they can actively participate in the process of learning (Talysheva, Pegova, & Khaliullina, 2021). Scholars mentioned that availability of resources in the form of digital resources and internet connections at educational institutions has high correlation with engagement of students towards education. Well-structured resources including supportive infrastructure, interactive content, digital platforms and updated textbooks enable students' ability to retain knowledge, effectively apply knowledge and understand lectures delivered by the teachers. Availability of quality resources reduces barriers that can affect student educational participation and promote learning. When students have relevant and sufficient resources, it is high probability that they will be consistent, attentive and motivated towards their academic efforts. Additionally, educational resources that are aligned to the interests and needs of learners develops a supportive environment that help students in problem solving tasks, class discussion and class activities (Aina & Abdulwasui, 2023). Therefore, the quality and availability of resources contribute significantly towards student engagement. The research by Jung and Lee (2020) revealed significant effect of educational resources on students' engagement towards education.

H4: Educational resources have a significant effect on educational engagement.

The study by Söderholm et al. (2023) mentioned that educational engagement plays very important role in developing educational support into student commitment towards education. Necessary educational resources in the form of faculty support, learning materials and technology create chances for students to take active part in learning. The behavioral, emotional and cognitive engagement of students increases when students utilize these resources. This situation led to involvement and greater motivation towards educational tasks. As a result of this heightened engagement the intention of students towards attending lectures is strengthened. Therefore, engagement plays the role of bridge among educational resources and intention to attend lectures. In past, study by Malechwanzi and Hongde (2018) also revealed the mediating role of educational engagement in their study. Therefore, the current study hypothesizes that:

H5: Educational engagement acts as a mediator between educational resources and intention.

2.4. Educational Climate and Educational Engagement

Past studies has defined educational climate as "the teaching practices,

organizational structures, culture, values, attitudes and beliefs, and relationships between students, teachers, leaders and the broader school community that contribute toward a student's experience of school" (Freund, Zriker, & Sapir, 2022). Educational climate is identified as feeling or perception of stakeholders such as students, teachers and parents towards the educational institute that involves overall behavior towards educational institute including sympathetic and friendly interactions with the faculty and administration of educational institution. Additionally, educational climate also represents feeling of staff towards the educational institute reflected through mutual interaction of all stakeholders at workplace. Educational climate is the social factor of educational institution ensuring healthy educational process within the institute. A number of past studies revealed that achievement and performance of the students who are studying there is significantly affected by educational climate there (Malik, Akram, & Qamar, 2023).

There are a number of different outcomes of educational climate including academic performance of the students (Guo et al., 2022). The factors of educational climate include teaching expectations, motivation of teachers and objectives of teaching. Positive experience of the students from the educational institute environment has positive influence on the students willingness and intention to attend classes (Zhang et al., 2022). Whereas several different studies have shown the importance of institutional climate to engage students towards the education. It is because students perceive educational climate as important factor to impact students' engagement as it fulfils their psychological needs (Chan & Lam, 2023). Educational climate is also discussed as one of the important factor to promote student engagement and well-being in the institution (Hosiaislouma & Luomaniemi, 2023). Greater student engagement is fostered through positive educational climate educational climate by safe and supportive environment as learning from students is improved in this situation. It also lead to improved behavioral, cognitive and emotional involvement of students towards educational institute (Phuntsho & Dendup, 2021). Clear expectations and strong interpersonal relationships are important components of educational climate that later affects well-being of students and their engagement. The results of Yang (2025) also revealed that educational climate has significant positive effect on educational engagement.

H6: Educational climate has a significant effect on educational engagement.

Mediating role of educational engagement is discussed by Siddiqi (2018) and García-Martínez, Landa and León (2021) in past. The supportive environment of educational institutions is translated into meaningful outcome for students. Collaborative culture, resources and encouragements are marked by educational climate that later enhances educational engagement of the students. This engagement improves students' involvement in educational tasks, strengthening connections at educational institutions and improving academic performance as well. When students have perception that they are engaged in education, it is high probability that they will have strong intention to learn lectures quickly (Giday & Perumal, 2024). Therefore, students will want to attend lectures on regular basis. Therefore, educational engagement mediates between educational climate and intentions to attend lectures.

H7: Educational engagement acts as a mediator between educational climate and intention.

2.5. Moderating Role of Educational Process; Link with Intention to Attend Lectures

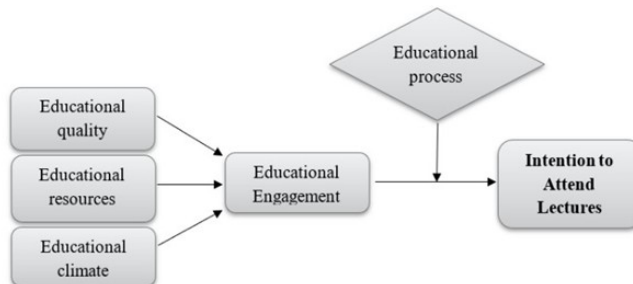
Educational process is explained in literature as planned, scientifically based, logical, sequential, and systematic set of activities that consist of different important interdependent factors namely learning and teaching (Tome, 2023). A continuous cycle is developed by this process that is based on two players, namely student and a teacher. Together, teachers and learner develop teaching activities that lead to positive behavioral change (Tome, 2023). The behavioral intention of the student is influenced by the educational process shaping beliefs, motivation and attitude of the students. In other words, the attitude, skills and knowledge of the students is shaped by educational process influencing motivation and decision making.

The educational process, the goals and values of the students are internalized through structured reflection, guidance and learning. This creates positive intentions among students by which they act purposefully to for personal growth and academic achievements. The educational proves also create awareness among students towards their academic goals leading towards responsibility (Dogan, Goru Dogan, & Bozkurt, 2023). Through consistent engagement and giving value to knowledge, students understand the importance of attending lectures. Therefore, students develop willingness to attend lectures as they perceive it important to be successful in their academic career (Kapur, 2024). The relationship among students' engagement towards education and intention to attend classes is moderated by educational process as it provides memorable experiences to students through engagement. A supportive, interactive and structured process strengthen the influence of engagement and motivating students to attend lectures (Sahito et al., 2025). Whereas weak educational process minimizes the influence educational engagement. The research of Rezai et al. (2025) discussed the moderating effect of educational process. Hence, the current study hypothesises that:

H8: Educational process performs a moderating role between educational engagement and student's intention.

Based on above reviewed literature, following framework is developed as mentioned in Figure 1. This figure shows that educational quality, educational resources, educational climate may have impact on educational engagement and intention to attend lectures. This model also proposes educational process as moderator:

Figure 1: Framework.



2.6. Procedure and Sample

Quantitative research design was used, and survey method was adopted. The

respondents were students of HEI; Researcher used the simple random sampling technique for the selection of samples. Questionnaire was distributed by using social media platforms like LinkedIn, WhatsApp and via email. Well-developed scales were used for the development of questionnaire. Researchers received 300 responses, while after performing the missing value analysis and deleting outliers and similar consecutive responses, only 203 was the usable response for further analysis.

2.7. Measurement

Educational quality measured with 4 items scale adopting by Abdullah (2006), Educational resources measured with 4 items scale used by Mishra et al. (2016). Educational climate measured by 6 items scale adopted by Krupat et al. (2017), educational engagement measured by 4 items scale adapted by Zhoc et al. (2019). Educational process measured by 7 items scale used by Ovando (2005). Items of intention to attend lectures was adapted from Pownall (2012). All scales had good reliability and validity in prior research. Responses were measured at five points Likert scale.

2.8. Respondent's Demographics

For the understanding of nature of data and theme, respondent's demographics were recorded. Among the total respondents, 56.7% were male and 43.3% were female students. Twenty-two percent were of the age between 18 to 24 years, 29.1% were of the age between 25 to 31 years. 19.7% respondents were of the age between 32 to 37 years. 18.7% were aged between 38 to 43 years, and 10.3% were of the age above 43 years. With respect to discipline of the students, 28.6% respondents were from the faculty of social science, 31.5% were from the faculty of health science, 25.6% were of the law faculty and 14.3% Table 1.

Table 1: Respondents' Demographics.

Variable	Group	f	Percentage
Gender	Male	115	56.7%
	Female	88	43.3%
Age	18–24 years	45	22.2%
	25– 31 years	59	29.1%
	32– 37 years	40	19.7%
	38– 43 years	38	18.7%
	Above 43 Years	21	10.3%
	Social science	58	28.6%
Faculty	Health science	64	31.5%
	Law	52	25.6%
	Nursing	29	14.3%

2.9. Reliability and Validity of Construct

CFA was performed for the measurement of factors, reliability and validity. Table 3 demonstrate that factor loadings of all items of the variables have loading greater than 0.60. Only three items of educational climate have factor loading less than 0.60, thus deleted from further analysis, for the improvement of reliability and validity of construct as defined by Kline (2023), following the standard criteria of Anderson and Gerbing (1988), model fitness was tested using NFI, CFI, GFI, TLI, IFI Table 2.

Table 2: Model Fit Indices.

	RMSEA	CFI	IFI	GFI	NFI	TLI
Model 1 (one factor)	0.08	0.38	0.40	0.68	0.69	0.53
Model 2 (6 factor)	0.02	0.91	0.91	0.89	0.86	0.90

It is evident from Table 2 that the model fit indices were improved when the current study performed the 6 factor CFA. Values of CFI, NFI, TLI, GFI and RMSEA improved and approached satisfactory range. From Table 2 it can be observed that the values of the model fit indices improved while having six distinct factors. Values of RMSEA, CFI, IFI, GFI, CFI and TLI improved (Anderson & Gerbing, 1988).

2.10. Consistency and Loading of Factors

Table 3 explains the values of the factors loading obtained by performing CFA. Following the criteria defined by Kline (2013) researcher retained the factors having loading greater than 0.60 and deleted the three items of educational climate having low loading.

Table 3: Factor loading and Construct Reliability.

	Scale	Factor Load	CR	AVE
Educational Quality (QE)	QE1	.827	0.88	0.65
	QE2	.762		
	QE3	.809		
	QE4	.828		
Educational Resource (ER)	ER1	.885	0.88	0.67
	ER2	.847		
	ER3	.824		
	ER4	.700		
Educational Climate (EC)	EC1	.822	0.87	0.69
	EC2	.080		
	EC3	.840		
	EC4	.835		
Educational Engagement (EN)	EN1	.783	0.88	0.66
	EN2	.773		
	EN3	.846		
	EN4	.832		
Educational process (EP)	EP1	.879	0.91	0.60
	EP2	.757		
	EP3	.703		
	EP4	.722		
Intention to Attend Class (CLA)	EP5	.870	0.90	0.57
	EP6	.783		
	EP7	.698		
	CLA1	.799		
	CLA2	.688	0.90	0.57
	CLA3	.767		
	CLA4	.745		
	CLA5	.812		
	CLA6	.682	0.90	0.57
	CLA7	.779		

Reliability of constructs moves from 0.87 to 0.91, that is satisfactory according to the standard defined by Nunnally (1978). For the convergent validity testing the values

of AVEs were examined, all the values of AVEs are greater than 0.50 and varies from 0.57 to 0.69 according to the standard defined, according to Fornell and Larcker (1981), thus establishing the convergent validity. Discriminant validity was tested using the criteria of Fornell & Larcker and the values at the diagonal that is the values of AVEs were compared by the values below the diagonal (values of squared correlations). values at the diagonal are greater than the values of the squared correlations, therefore, discriminant validity also established. (see Table 4)

Table 4: Discriminant Validity and Reliability.

	1	2	3	4	5	6	α
QE	0.65						0.87
ER	0.46**	0.67					0.88
EC	0.39**	0.52**	0.69				0.90
EN	0.29**	0.49**	0.41**	0.66			0.74
EP	0.37*	0.38*	0.47**	0.32**	0.60		0.86
CLA	0.42**	0.36**	0.30**	0.43**	0.27**	0.57	0.90

** significant at 1% * significant at 5%

Reliability of the variables measured by the values of α , and all the values are greater than 0.70 thus content reliability also established.

2.11. Model Test

Model testing was done by using AMOS in SPSS

Figure 2: Model Test.

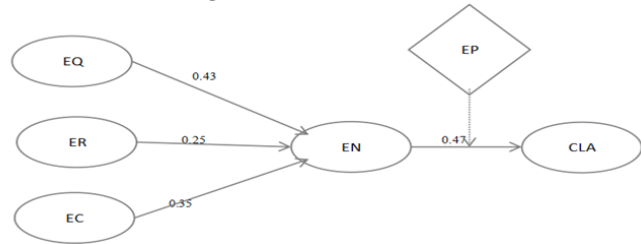


Table 5: Direct and Indirect Effects.

Hypothesis	Type of Hypothesis	Effect
Educational Quality ----> Educational Engagement	Direct	0.43***
Educational Resources ---->Educational Engagement	Direct	0.25**
Educational Climate---->Educational Engagement	Direct	0.35***
Educational Engagement ---->Intention to Attend Class	Direct	0.47***
Educational Quality----->Intention to Attend Class (Mediator EN)	Indirect	0.202**
Educational Resource---->Intention to Attend Class (Mediator EN)	Indirect	0.117**
Educational Climate---->Intention to Attend Class (Mediator EN)	Indirect	0.164**

significant p<5% *significant p<1%

Supporting behavior of students impacts its learning efforts, internal motivation and enjoyment (Bizimana, 2025). Emotional engagement of students has significant effect on anxiety, sadness, happiness and boredom levels of students. Students’ engagement not only affects their participation in class but also affects their ability to make choices and negotiate in daily life, and their ability to accept academic challenges as well.

Intention of students to take education and attend classes is affected by educational engagement. From Table 5 it is evident that educational quality positively significantly affects educational engagement with effect 0.43 and the significance 1%. In educational technology, it is very important skill to produce material that is used for instructions. This educational material is important for the transfer of values, skills and knowledge to learner by teacher, thereby improving overall learning experience. The use and production of instructional material is important part of learning and teaching. On the same grounds, Chisunum and Nwadiokwu (2024) revealed that educational resources plays very important role to enhance learning outcomes and students' engagement. Educational resources positively significantly affect educational engagement with effect 0.25 and the significance at 5%. Educational climate significantly affects educational engagement with effect 0.35 and the significance is 1% Figure 2.

When students get higher quality education, they get more behaviorally, cognitively and emotionally engaged (Tahir & Fatima, 2023). This engagement creates sense of value, active participation and motivation in the learning journey of students. Therefore, intention among students to achieve goals, and attend lectures strengthens. Thus, educational engagement makes sures that educational quality develops intentions among students to attend lectures. Similarly, educational engagement positively significantly affects the intentions to attend the class with magnitude 0.47, educational engagement positively significantly mediates the relationship between educational quality and the intentions to attend the class with effect 0.202 and significance 5%. Educational engagement positively significantly mediates the relationship between education resources and intention to attend classes having effect 0.117 and significant at 5%. Greater student engagement is fostered through positive educational climate educational climate by safe and supportive environment as learning from students is improved in this situation. It also lead to improved behavioral, cognitive and emotional involvement of students towards educational institute (Phuntsho & Dendup, 2021). Clear expectations and strong interpersonal relationships are important components of educational climate that later affects well-being of students and their engagement. Education engagement positively significantly mediates the relationship between educational climate and the intentions to attend the classes with effect 0.164 and significance 5%.

Table 6: Educational Process Moderation.

Independent Variable	Moderator	Educational Process	Dependent Variable	Effect	T-value	LLCI	ULCI
Educational engagement	Low value	Intention to attend classes		0.3987	4.56	.2578	.8075
	High value			0.6489	8.39	.4393	.8098

*** significant at 1% **significant at 5%

The educational process, the goals and values of the students are internalized through structured reflection, guidance and learning. This creates positive intentions among students by which they act purposefully to for personal growth and academic achievements. The educational proves also create awareness among students towards their academic goals leading towards responsibility (Dogan et al., 2023). Through consistent engagement and giving value to knowledge, students understand the importance of attending lectures. Moderation of educational process was measured by using preacher and Hayes process macro (Preacher, Rucker, & Hayes, 2007). From Table 6 it can be seen that the educational process positively significantly moderates

the effect of educational engagement and the intention to attend classes with effect at low value 0.3987 and at high value effect is 0.6489. T-values for both low and the high value of moderator is higher than 2 and the direction of LLCI and ULCI are same for both high and low values of moderator, thus educational process positively significantly moderates the relationship.

3. Discussion

Education plays an important role in the social and economic development of a country. Factors related to the quality of education are important for higher education institutions to sustain students' interest in attending lectures. Therefore, this research examined the effect of educational quality, educational resource, and educational climate on student intention to attend lectures. This research also explored the mediating role of educational engagement and the moderation of the educational process. The results of the study show that educational quality has a positive and significant effect on educational engagement. There can be several reasons for these findings. Respondents of the study revealed that their level of engagement has a strong association with educational quality. Some respondents mentioned that their educational experience became more meaningful when teachers delivered lectures effectively and demonstrated expertise. As a result, they were motivated to engage in learning activities. They also mentioned that a curriculum aligned with practical applications and current knowledge strengthened their belief that their education is valuable. In addition, students reported access to digital tools and learning facilities that encouraged participation in the learning process. Moreover, constructive feedback and transparent assessment procedures made respondents believe that their educational system is fair and goal-oriented, which further boosted engagement. Overall, these aspects of quality shaped a learning environment in which respondents felt that their effort was valued. These findings also show that education quality is important to enhance education engagement. In past, Lunkina et al. (2023) also mentioned same findings in their study.

Statistical findings of the study also reveals that educational resources has positive effect on educational engagement (Jung & Lee, 2020). Students who took part in data collection emphasized that the accessibility and availability of resources provided by their educational institute offered them a memorable learning experience. Some also indicated that access to updated course materials, research databases, digital platforms, and libraries enabled them to acquire knowledge beyond the classroom setting. Therefore, these respondents were motivated to become more engaged in academic activities. They further highlighted that their educational process was enriched through the presence of modern technological resources such as interactive applications, multimedia content, and e-learning tools. Moreover, supportive facilities, laboratories, and well-equipped classrooms created an environment that encouraged all stakeholders to collaborate and contribute. Uncertainties and stress among students were also reduced because sufficient educational resources provided them confidence in meeting their academic demands. As a result of these factors, respondents believed that their educational resources offered them adequate support to remain consistently engaged in academic activities.

Moreover, results of the study also demonstrate that educational climate has significant effect on educational engagement. In literature, Yang (2025) also revealed

same findings in their study. Students mentioned that they regularly observed that the educational atmosphere at their institute had a strong influence on their intention to engage in academic activities. An inclusive and supportive educational climate, where peers and faculty fostered encouragement, collaboration, and respect, was identified as an important driver for developing engagement. Students expressed that they were motivated to interact in class, ask questions, and share ideas when they felt free from discrimination, stress, and fear. Conversely, student participation was negatively affected by a discouraging educational climate. Moreover, the presence and accessibility of faculty, opportunities for dialogue, and open communication channels developed a sense of belonging among respondents within the educational setting. Respondents also emphasized that their confidence was strengthened by a positive educational climate, which enhanced their engagement in educational and academic tasks. Ultimately, the educational climate improved the overall learning experience, leading to higher levels of engagement and improved academic performance.

The results of the study show that educational engagement has a significant positive effect on students' intention to attend lectures. Respondents of the present study revealed that they were motivated to attend lectures regularly when they were actively engaged in their education. At this stage, they developed a strong interest in education, which encouraged consistent participation. Most students emphasized that they perceived lectures as an important component of the educational process, providing opportunities to improve learning through interaction with faculty members. Their knowledge deepened, and their understanding became more enriched after attending lectures. Respondents also mentioned that during lectures they engaged in problem-solving activities, collaborative tasks, and discussions that made their educational journey more meaningful. Educational engagement created a sense of belonging among students, which strengthened the overall educational process. Respondents further noted that they developed a belief that, because of educational engagement, attending lectures was beneficial for their careers and future education. They emphasized that missing lectures meant losing an important aspect of the educational experience, which is vital for their educational development. The results of Malik et al. (2021) also highlighted same findings in their study.

The results of the study also statistically supported the mediating role of educational engagement between educational quality, educational climate, educational resources, and students' intentions to attend lectures. The findings highlighted that adequate educational resources, a supportive educational environment, and high-quality education are not sufficient by themselves to encourage students to attend lectures. It is essential for students to remain engaged in their educational activities. Most respondents emphasized that they actively participate in the process of education when they feel engaged and motivated toward lectures. The availability of educational resources, a supportive educational environment, and high-quality education alone is not enough to influence students to attend lectures. In other words, educational engagement serves as a crucial bridge between educational quality, educational resources, educational climate, and the intention to attend lectures. In the absence of educational engagement, even favorable educational climates and adequate facilities were less effective in motivating students to attend classes. Therefore, the findings of the study highlighted the mediating role of educational engagement as discussed by Giday and Perumal (2024) in past.

The findings of the present research demonstrated the moderating effect of the educational process on the relationship between educational engagement and students' intention to attend lectures. The results show that this relationship is strengthened in the presence of a well-managed educational process. Respondents of the study reported that their educational process was effectively organized, transparent, and structured, which enabled their engagement to translate more strongly into regular lecture attendance. Moreover, timely feedback, fair assessment methods, and clear course outlines were highlighted as important factors that strengthened the link between educational engagement and students' willingness to attend classes. On the other hand, when the educational process was perceived as less supportive or poorly managed, the relationship between educational engagement and intentions to attend lectures was weakened. The results of Rezai et al. (2025) also discussed moderating role of educational process in literature.

3.1. Limitations and Future Implications

There are a few limitations of the study in addition to its theoretical and managerial implications. This study examined educational factors from the lens of students, whereas it is also important to explore the opinions of faculty and administrative staff. Therefore, it is recommended that future research should include the perspectives of other stakeholders as well. Additionally, this study examined the moderating role of the educational process on the second half of the proposed model. Future research is encouraged to apply the same moderator to the first half of the model to gain different insights.

Moreover, a Likert scale questionnaire was used in this study to collect responses. It is proposed that future research employ interviews and adopt a qualitative research approach to capture richer responses. The tool used in this study was AMOS for data analysis; however, future studies could use NVivo to analyze qualitative data. Finally, the R-square value of the present study suggests the inclusion of additional variables to enhance the relationships among independent variables, educational engagement, and intentions to attend classes. It is further proposed that technology-related variables be incorporated in upcoming studies to strengthen the tested relationships.

3.2. Theoretical and Managerial Implications

The present study offers several theoretical implications. Firstly, it is among the few studies that examined the moderating **role** of the educational process on the path between educational engagement and intentions to attend classes, whereas most previous studies have treated it as an exogenous variable. This highlights a novel contribution of the current research. Secondly, unlike most prior studies that considered student engagement as a dependent variable, this research positioned engagement as a mediator between educational quality, educational resources, educational climate, and intentions to attend lectures. Thirdly, this study addresses the gap in literature by integrating educational quality, educational resources, and educational climate as independent variables within a single framework.

From a managerial perspective, the study underscores the importance of educational quality in enhancing students' academic performance. It also demonstrates the critical role of educational resources in sustaining students' engagement in the learning process. Considering these findings, decision-makers in the education sector are encouraged to strengthen their educational processes, not only to

maintain engagement but also to nurture students' interest in attending lectures. These results also provide valuable directions for scholars seeking to expand this line of inquiry in future research.

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