The TPB framework fits the PISA data and the structure of the framework is supported by the results. The coefficients between intention and each of the following factors, attitude (p = 0.303, p < 0.01), subjective norm (p = 0.227, p < 0.01) and perceived control (p = 0.246, p < 0.01) is significant. The relationship between intention and behavior is also significant, p = 0.01, p < 0.01. The total indirect effect of perceived control on behavior through intentions, is also significant, b = 0.025, p < 0.01. 95% CI (0.008, 0.067). These results provide more support for the theory as it is applied in mathematics-related behavior using a large, nationally-representative dataset.

All direct and indirect effects in the TPB model predicting to math-related behavior are significant. More specifically, the TPB framework explains 7.8% of the variability in mathematics achievement. It explains 7.8% of the variability in mathematics achievement. It explains 7.8% of the variability in mathematics achievement. It explains 7.8% of the variability in mathematics achievement. It explains 7.8% of the variability in mathematics achievement.