INTRODUCTION:
The research framework was based on the Theory of Planned Behavior (TPB) in order to identify the most influential component that affected their intention to join a HE program. The main purpose of this study was to investigate and predict the behavioral intention of teachers regarding whether they would join a health education (HE) program.

MATERIALS AND METHODS
The research methods used in this study are sampling and data collection, questionnaire translation, elicitation study, pilot study, reliability, and statistical analysis of the data. Data were analyzed using SPSS and Excel. 256 valid questionnaires were collected and analyzed by descriptive statistics, t-test, one-way ANOVA, Pearson correlation and regression analysis. In this study, the research instrument was divided into two parts. The first part was the elicitation study and the second part was the questionnaire. The pilot population (n = 30) consisted of teachers, not currently joining a HE program.

FINDINGS
The independent variables were attitude toward the behavior, subjective norm, and perceived behavioral control. Behavioral intention was the dependent variable. The Pearson correlation coefficient of each component and the behavioral intention were all correlated to behavioral intention (P < 0.05), except the preconceived behavioral control component which did not reach the level of significance. The results show that the attitude toward the behavior is correlated to the behavioral intention (r = .476). The subjective norm is correlated to the behavioral intention, too (r = .651). The perceived behavioral control is correlated to the behavioral intention (r = .161), but the significance level was .229. The strongest variable to predict the behavioral intention in this research study was subjective norm. Therefore, the subjective norm still influenced the teachers’ intentions to join HE program. The second strongest variable to predict the behavioral intention in this research study was attitude toward the behavior which influenced the behavioral intention of teachers to HE program.

CONCLUSION
Based on study results, this finding means that those teachers who had the most positive intention of normative belief and attitude belief were the ones who exhibited the strongest intentions to enroll in HE program. This is because they understood that their participation in further education would empower them for better future.