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### Factors Affecting Lecturers' Intention to Start a Business: Faculty of Business Administration, University of Economics, HCMC

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#### Abstract

The purpose of this article is to determine the factors affecting the startup intention of lecturers at the Faculty of Business Administration at the University of Economics, Ho Chi Minh City. This study is based on the theoretical basis and research method to provide research results from which to conclude the factors affecting lecturers' intention to start a business. Research methods include: Qualitative research methods find the basic content of documents, find issues related to the research topic and identify problems that need

to be solved; Quantitative research methods used cognitive factors that affect entrepreneurial intention and considered the level of influence of each influencing factor related to entrepreneurial intention; In addition, the method of in-depth interviews with a team of experts on creative entrepreneurship intentions for teachers is applied to develop proposals to improve entrepreneurship intentions for teachers.

**Keywords:** Start-up Intention, Lecturer, Business Administration, Ho Chi Minh City

#### 1. Introduction

##### 1.1 Reason for choosing the topic

- Currently, Vietnam is a country in the developing period. Therefore, economic development for our country is very important. There are many activities that have an impact on our country's economy. But most importantly, startup activities are increasingly popular and play an important role in sustainable development in our country in particular and many other countries in general. The contribution of startups to national economic development, especially through job creation and increasing economic diversity. Besides, not only do new start-up businesses contribute to economic development, but also the start-up intentions of young people, students and lecturers at universities also contribute a significant part. Into the development of our country's economy. Entrepreneurship is one of the solutions to solving employment problems as well as promoting economic growth.
- Starting a business is an important activity and affects the economy, so research on entrepreneurship has received a lot of attention from macro policy makers. In recent years in Vietnam, there has also been a study on the impact of factors on the entrepreneurial intention of university students, but there is no research on the impact of influencing factors. On the entrepreneurial intention of lecturers in the faculty of business administration. Researching and measuring factors affecting the entrepreneurial intention of lecturers in the Faculty of Business Administration will be the basis for planning policies to create a start-up environment and promote the entrepreneurial spirit of lecturers. Thereby creating more jobs to solve the unemployment situation in our country today. Therefore, studying the impact of factors affecting lecturers' intention to start a business, specifically "Factors affecting the intention to start a business of lecturers in the Department of Business Administration at the University of Economics" Ho Chi Minh City" is very necessary.

##### 1.2 Objectives of the study

###### 1.2.1 What is the research objective?

Research goals are benchmarks for researchers to build appropriate research methods, from selecting subjects, research locations, research design, to sample size and sample selection, and data analysis to produce results to achieve set goals.

Scientific research goals are benchmarks for researchers to build appropriate scientific research methods. This is the direct task of research or scientific research activities. Research objectives are an important part that express what the researcher is aiming for when carrying out his or her scientific research topic.

The research objectives are divided into general objectives and detailed objectives:

- **General goal:** Has very high generalizability, partly helping to classify research topics. Researchers conducting basic-level research or graduation projects often ignore the general goals of a scientific research topic.
- **Specific goals:** Usually a system of small goals to achieve the overall goal. The researcher will set specific goals and implement them gradually to quickly achieve the overall goal.

In addition, the research objective is the benchmark for the researcher to conduct scientific research, then we have the research purpose which is the solution that the researcher is looking for and aiming for through the results of scientific research. The purpose of research is the results and solutions that researchers aim for when conducting scientific research.

### 1.3 Overall objectives

The general research goal is to study the factors affecting the startup intention of lecturers at Ho Chi Minh City University of Economics.

### 1.4 Detail goal

- First, factors affecting the startup intention of lecturers at Ho Chi Minh City University of Economics.
- Second, measure the influence of factors on the entrepreneurial intention of lecturers in the Faculty of Business Administration.
- Third, propose recommendations to improve lecturers' entrepreneurial intention.

### 1.5 Research subjects

Factors affecting the startup intention of lecturers at Ho Chi Minh City University of Economics.

The object of this research is expressed through 5 factors affecting lecturers' entrepreneurial intention, arranged in descending order of influence: (1) personality traits, (2) subjective standards, (3) perceived feasibility, (4) capital sources and (5) entrepreneurship education. Survey subjects: Lecturers working at the Department of Business Administration of Ho Chi Minh City University of Economics.

## 2. Theoretical basis

Perspectives on entrepreneurship are always different and the definition of entrepreneurship is not unique. MacMillan (1993) defines entrepreneurship as an individual accepting all risks to create a new business or open a business for the purpose of profit and enrichment. Hisrich and Drovensek (2002) argue that entrepreneurship is the process of creating something new and valuable by devoting the time and effort necessary to achieve financial independence, which involves risks. Accompanying financial, spiritual and social risks. According to Nga and Shamuganathan (2010), entrepreneurship is the pursuit of economic enrichment opportunities through individual initiatives or new ideas in an uncertain operating environment with tangible resources.

Limit. In this study, entrepreneurship will be understood as the creation of a new business or the establishment of a new business through creative business ideas, identifying and taking advantage of opportunities to achieve success. Satisfaction in one's own business (Koe, Sa'ari, Majid, & Ismail, 2012). This view is easy to understand and has similarities with previous views on entrepreneurship.

Bird (1988) conceptualizes an individual's entrepreneurial intention as a state of mind, in which towards forming a new business or creating a new business. Entrepreneurial intention is also defined as an individual's intention to start a business (Souitaris, Zerbinati, & Al-Laham, 2007). Kuckertz and Wagner (2010) affirmed that entrepreneurial intention stems from recognizing opportunities, taking advantage of available resources and environmental support to create a business. Zain, Akram, and Ghani (2010) argue that entrepreneurial intention is often related to an individual's inner feelings, ambitions, and feelings about "standing on one's own feet."

Research by Dohse and Walter (2012) has introduced a more concise and familiar concept. Compared to previous studies on entrepreneurial intention, in which entrepreneurial intention is a state of mind in being ready to do self-employment, create a job or establish a new business. Entrepreneurial intention within the scope of this article's research is also understood from the perspective of Dohse and Walter (2012).

Entrepreneurial intention can be defined as an individual's preparation to start a business (Souitaris, Zerbinati, & Al - Laham, 2007); points out that planning and creating a business is a process (Gupta & Bhawe, 2007). To create their own business, individuals must start by recognizing opportunities and taking advantage of available resources (Kuckertz & Wagner, 2010). According to Schwarz, Wdowiak, Almer-Jarz, and Breitenecker (2009), the intention to start a business comes from the ideas of lecturers and is properly oriented. In this study, the lecturer's intention to start a business is the premise, the lecturer's willingness to carry out intentional entrepreneurial behavior with the desire to create valuable products and services to meet the needs of students. Society's demand.

Research of Driessen and Zwart (2006), on the impact of personal personality factors on entrepreneurial ability. The model was later developed by the authors into the E-Scan model to measure how these characteristics affect an individual's ability to start a business and was surveyed on the global internet. 10 personal personality factors that impact the ability to start a business in the model: Need for achievement, need for autonomy, need for power, social orientation, confidence, patience, risk taking, market understanding ability, creativity, adaptability.

According to the theory of reasoned action (TRA), behavior is determined by their intention to perform the behavior and their ability to control it (Ajzen & Fishbein, 1975). (TRA) theory is used to predict voluntary behavior and help others in recognizing their own psychological factors. The two main factors that influence intention are personal attitudes and subjective norms. In particular, an individual's attitude toward a behavior represents the individual's level of negative or positive evaluation of the behavior. Attitude is influenced by the individual's expected value. Subjective norm represents the perception of how other people (family, friends) feel when the individual performs that behavior. Based on the theory of reasoned action of Ajzen and

Fishbein (1975), Ajzen (1991) developed the theory of planned behavior (TPB) to predict and clarify human behavior in a specific context. The third factor that affects lecturers' intentions is perceived behavioral control. This factor has shown the ease or difficulty of performing the behavior, the individual's perception is due to one's own ability and resources to perform the behavior (Ajzen, 1991). In particular, the intention to start a business is an antecedent factor that determines the implementation of business behavior. It would allow the prediction of behavior that is not completely controllable assuming a behavior can be predicted or explained by the intention to perform that behavior (Kolvereid, 1996).

In addition to the above factors, according to Luthje and Franke (2004), entrepreneurial intention is also influenced by external factors such as entrepreneurship education. Research by Arenus and Minniti (2005) shows that well-educated individuals are more likely to pursue entrepreneurial opportunities. Besides, research by Amou & Alex (2014), Perera (2011), Phan Anh Tu and Giang Thi Cam Tien (2015) shows that the capital factor is also one of the important factors in realizing business ideas, allowing the implementation of business activities into practice. Most of them use funding from family, friends or bank loans in the early stages of starting their business. Based on that, we propose 5 factors that affect lecturers' intention to start a business, including: Personality characteristics; Subjective standards; Perception of feasibility; Capital; and Entrepreneurship Education.

**H1:** Personality characteristics positively influence lecturers' intention to start a business

**Personality characteristics:** According to Luthje and Franke (2003), personality characteristics affect entrepreneurial intention in three aspects: Need for achievement reflects the individual's desire for success; Internal locus of control reflects the individual's level of confidence and power in controlling business behavior and the results of that behavior, and risk tolerance reflects the willingness to face and accept risk. Risks in the process of carrying out business actions. Luthje and Franke (2003) study; Ambad and Damit (2016) both pointed out that personality traits influence lecturers' entrepreneurial intentions.

**H2:** Subjective norms positively affect lecturers' intention to start a business.

**Subjective norm:** Is the perception of pressure from society to show support or disapproval of the person intending to perform the behavior. It includes internal influences such as opinions from family, friends, and colleagues and external influences such as social trends. Research by Karali (2013); Ambad and Damit (2016) showed that subjective norms have a direct and positive influence on lecturers' entrepreneurial intention.

**H3:** Perception of feasibility positively affects lecturers' intention to start a business.

**Perceived feasibility:** Is the degree to which individuals perceive ease or difficulty; Whether or not one is controlled or limited when performing the behavior is an individual's level of confidence in the ability to perform the behavior

(Ajzen, 2006). In this study is the individual's perception of the ability to start a business. Luthje and Franke (2004); Haris and colleagues (2016) pointed out that the factor Perception of Feasibility has a direct impact on lecturers' intention to start a business.

**H4:** Capital source affects in the same direction the lecturer's intention to start a business.

**Capital:** Is the ability to access investment capital for business ideas. If access to financial resources is easy, it will increase lecturers' opportunities to start a business. Research by Luthje and Franke (2004), Wongnaa and Seyram (2014), and Haris *et al.* (2016) shows that capital factors have a direct impact on lecturers' intention to start a business.

**H5:** Entrepreneurship education positively affects lecturers' entrepreneurial intention.

**Entrepreneurship education:** Involves programs, extracurricular lectures or courses that provide instructors with the knowledge, skills and attitudes to pursue an entrepreneurial career (Clouse, 1990; Ekpoh and Edet, 2011; Ooi *et al.*, 2011). Ambad and Damit (2016) demonstrated that entrepreneurship education has a direct impact on lecturers' entrepreneurial intention.

In addition to the above factors, research by Autio *et al.* (2001), Leong (2008) and a number of other studies have verified that there are differences in entrepreneurial intention according to demographic characteristics (gender, age, education level, family, business course, etc.). In this study, the author suggests that in the analysis, it is necessary to test additional factors according to gender characteristics. Lecturer at City University of Economics. Ho Chi Minh City with the intention of starting a business has shown that there are 07 main groups of factors affecting the entrepreneurial behavior of lecturers including: Personality traits; personal attitude; experiences, perceptions and attitudes; cognitive control of behavior; attitudinal norms and subjective norms. The intention to start a business of lecturers in the Faculty of Business Administration is influenced by two factors: Internal factors of the lecturer (energy, confidence, passion, long experience) and external factors (capital source, investment support policy). On the other hand, the entrepreneurial intention of lecturers in the Faculty of Business Administration is influenced by four factors: External environment; lecturers' business goals and ambitions; perceived behavioral control and ultimately the attractiveness of entrepreneurship; in which perceived behavioral control is the most influential factor.

In addition, lecturers' entrepreneurial intention was determined by the results of linear structural model (SEM) analysis: Personal attitudes, experience, subjective norms and perceived behavioral control. Furthermore, the lecturer's intention to start a business is also confirmed through confidence in feasibility, which is an important factor in reaching the intention to start a business. Research on factors affecting entrepreneurial intention shows that there is a positive relationship between teaching activities, activities among friends, opinions of people around as well as business interests of the student. Each individual has a positive impact on confidence about feasibility, which is a mediating factor in forming entrepreneurial intention.

### 3. Research methods

The main methods used in the project include: Qualitative research method finds the basic content of the document, finds issues related to the research topic and identifies the problem that needs to be solved. Decided. Documents and articles related to "factors affecting teachers' intention to start a business. In addition, qualitative research methods were conducted through interviews with start-up experts and teachers who have and have not participated in start-up activities to identify impact factors and develop a set of research questions. this is also a method to explain and discuss some quantitative research results of the topic. And the quantitative research method uses cognitive factors that affect entrepreneurial intention and considers the level of influence of each factor and will find influential factors related to entrepreneurial intention. of teachers and based on documents and information sources of qualitative methods so that we can highlight more impacts on entrepreneurship and answer the question of why new teachers intend to start a business but only After one or three months, they get discouraged and there are teachers who start a business but fail. The research method is based on theoretical analysis and synthesis: Analyze and prove the impacts, intentions, and arguments related to the topic, then synthesize the impacts, intentions, and arguments that you have created. Given is well-founded and reliable.

#### 3.1 Qualitative research

Combining qualitative and quantitative research methods: Qualitative research is conducted through group discussions and consulting experts such as business managers with experience in startups, to identify factors impact on lecturers' intention to start a business, determine the research model and calibrate the preliminary scale to suit the research area. According to Hoang Trong and Chu Nguyen Mong Ngoc, in factor analysis, the number of observed variables (sample size) must be at least 4 or 5 times the number of variables. In this research model, there are 5 independent variables, including 23 observed variables and 1 dependent variable with 4 observed variables, so the total number of observed variables is 27 variables, the minimum number of samples required is  $27 \times 5 = 135$  samples. To ensure the reliability of the research process, we must choose a

minimum number of samples of 135 samples. Therefore, it was decided to distribute 400 face-to-face surveys and conduct an online survey. After checking and eliminating invalid votes, 360 votes remained, of which 166 answered with the intention to start a business, the remaining 194 answered with no intention to start a business with the following reasons: No idea, do not have enough financial ability, do not have enough knowledge and experience to start a business and want a stable job rather than starting a business with many challenges and risks. Collected data were cleaned and processed using SPSS 20.0 software. During the quantitative analysis process, the authors used methods to evaluate the reliability of the scale using Cronbach's Alpha coefficient, EFA exploratory factor analysis method, regression testing and T-test. Conduct group discussions. In particular, the discussion subjects are lecturers in the Department of Business Administration working at the school (group discussion). In each discussion session, the opinions of the participants were fully recorded as a basis for calibrating the model and scale of factors affecting entrepreneurial intention. Next, quickly interview 20 lecturers who are planning to start a business at UEH using the convenient sampling method to evaluate the preliminary questionnaire, thereby calibrating the scales to suit practice and test pass. Reliability to form results is the official questionnaire.

#### 3.2 Quantitative research

##### 3.2.1 Preliminary research

Preliminary quantitative research was conducted by surveying 50 lecturers of the Faculty of Business Administration at the University of Economics, Ho Chi Minh City. The purpose is to evaluate the content and form of statements in the draft scale in order to complete the official scale used in official research. The important task of this step is to evaluate whether the lecturer understands the statements or not? (Formal assessment is the step of checking the appropriateness of vocabulary and grammar in statements to ensure consistency, clarity, and not causing confusion for lecturers) and assessment of reliability of observed variables with a 5-point Likert scale (to eliminate inappropriate variables and issue an official questionnaire). Use a 5-choice Likert scale in the survey. In there:

First	2	3	4	5
Totally disagree	Disagree	Normal	Agree	Totally agree

TT	Criteria	Level of agreement				
<b>Attitude</b>						
1	When I have the opportunity, I want to start a business	1	2	3	4	5
2	When I have resources, I want to start a business	1	2	3	4	5
3	I will only start my own business when I am unemployed	1	2	3	4	5
4	My career goal is to start my own business	1	2	3	4	5
5	I thought seriously about starting my own business after I became a teacher	1	2	3	4	5
<b>Opinions of people around</b>						
6	I decided to start a business when my family members supported me	1	2	3	4	5
7	I decided to start a business when my friends supported me	1	2	3	4	5
8	Family members influenced my decision to start a business	1	2	3	4	5
9	The occupations of my parents and family members influenced my decision to start a business	1	2	3	4	5
<b>Education</b>						
10	The school has a entrepreneurship orientation for lecturers	1	2	3	4	5
11	Knowledge accumulated during work	1	2	3	4	5
<b>Experience</b>						
12	Experience accumulated from successful people	1	2	3	4	5
13	Experience as a lecturer	1	2	3	4	5

14	Management experience	1	2	3	4	5
<b>Passion for business</b>						
15	I want to be my own boss and create my own brand	1	2	3	4	5
16	I tend to open my own business after retirement	1	2	3	4	5
17	Starting a business is attractive to me	1	2	3	4	5
18	I am a person with many business ambitions	1	2	3	4	5
<b>Ready for business</b>						
19	I am confident in my ability to start a business	1	2	3	4	5
20	I have many social relationships	1	2	3	4	5
21	I am not afraid of risks in business	1	2	3	4	5
22	My connections can help with starting a business	1	2	3	4	5
<b>Capital</b>						
23	I can borrow money from relatives to do business	1	2	3	4	5
24	I can borrow money from friends to do business	1	2	3	4	5
25	I have the ability to accumulate capital (thanks to saving, working...)	1	2	3	4	5
26	I can raise capital from other capital sources (banks, credit funds...)	1	2	3	4	5
<b>Intention to start a business</b>						
27	I want to open a company in the future	1	2	3	4	5
28	I intend to take ownership	1	2	3	4	5
29	I have enough experience to be the master	1	2	3	4	5
30	I desire to express myself through starting a business	1	2	3	4	5

3.2.2 Formal quantitative research

Formal quantitative research was conducted by surveying 50 lecturers of the Faculty of Business Administration at the University of Economics, Ho Chi Minh City. When the results are available, we will conduct statistical synthesis based on the information obtained from the survey. Process data, check the reliability of each scale component through Cronbach's Alpha coefficient, exploratory factor analysis (EFA), test research hypotheses using regression models with SPSS 20.0 software. Next is the regression equation, conducting multivariate linear regression analysis using the ordinary least squares method (Ordinal Least Squares - OLS) to test the relationship between the dependent variable and the independent variables. Linear regression using the Enter method was conducted. Test of difference, test of difference is applied in this study to find whether there are differences in entrepreneurial intention according to personal characteristics: Gender, age, education level and occupation of the person. Relatives. For qualitative variables

with more than 2 groups, we use ANOVA. For qualitative variables with 2 groups, we use Independent Sample T – Test.

4. Research results

4.1 Results of Cronbach's Alpha reliability analysis for the dependent variable

To determine the factors affecting the entrepreneurial intention of business administration teachers, the authors used SPSS 22.0 software to support the implementation of reliability testing and statistical analysis of factors through Cronbach's Alpha reliability coefficient.

▪ Scale reliability

The results of testing the scale in Table 4 show that the observed variables all have correlation coefficients with total variables greater than 0.3, and the scales all have Cronbach's Alphacoe System coefficients in the range (0.7 to 0.9.) shows that the scales are meaningful.

Table 4: Assessing the reliability of the scale

Variable		Total variable correlation	Cronbach's Alpha
<b>Scale "Behavioral attitudes" Cronbach's alpha = 0.707</b>			
TD1	When I have the opportunity I want to start a business	0.582	0.622
TD2	When I have resources, I want to start a business	0.547	0.623
TD3	I would only start my own business if I were unemployed	0.521	0.637
TD4	I thought seriously about starting my own business after I became a teacher	0.540	0.640
<b>Scale "Opinions of people around" Cronbach's alpha = 0.779</b>			
YK1	I decided to start a business when my family members supported me	0.794	0.600
YK2	Decided to start a business when friends supported me	0.793	0.604
YK3	The occupation of relatives affects the decision to start a business	0.821	0.586
<b>Cronbach's alpha "business readiness" scale</b>		<b>= 0.764</b>	
SSKD1	I have many social relationships	0.573	0.707
SSKD2	I am not afraid of risks in business	0.551	0.717
SSKD3	I am confident in my ability to start a business	0.596	0.697
<b>Scale "Education" Cronbach's alpha = 0.807</b>			
GD1	The school has a entrepreneurship orientation for lecturers	0.671	0.719
GD2	Knowledge accumulated during work	0.719	0.668
GD3	Participate in the school's startup support team	0.579	0.810
<b>Scale "Experience" Cronbach's alpha = 0.901</b>			
KN1	Experience accumulated from successful people	0.801	0.865
KN2	Experience as a lecturer	0.753	0.881
KN3	Management experience	0.775	0.873
<b>Scale for "business passion" = 0.79</b>			
DMKD1	I am a person with many business ambitions	0.594	0.743

DMKD2	Starting a business is attractive to me	0.551	0.757
DMKD3	I want to take charge	0.594	0.754
<b>Scale "Capital resources" Cronbach's alpha = 0.846</b>			
NV1	I can borrow from friends to start a business	0.616	0.771
NV2	I have accumulated some capital to start a business	0.837	0.660
NV3	Borrow capital from the bank to start a business	0.822	0.686
<b>Scale "Startup intention" Cronbach's alpha = 0.828</b>			
YD1	I want to open a company in the future	0.550	0.810
YD2	I intend to take ownership	0.610	0.823
YD3	I desire to express myself through starting a business	0.587	0.772
YD4	I have enough experience to be the master	0.729	0.803

Source: SPSS 22.0 processing results

**4.2 Testing the reliability of the scale**

The scales are reliable because the Cronbach'Alpha coefficient is > 0.6; the total variable correlation coefficient

is greater than 0.5. Thus, the scale is suitable for use in the exploratory factor analysis step.

Scale reliability verification table

The scale	Total variable correlation	Cronbach'Alpha coefficient if variable is eliminated	Average girl	Reference source
1. Personality traits: Cronbach'Alpha =	0.891	0.867	3.67	(Ngo & Cao, 2016; TA Phan & Tran, 2017)
I want to be known and respected by everyone	0.740	0.849	3.65	
I always like to experience new things	0.786	0.851	3.70	
I am willing to accept risks in business	0.785	0.870	3.65	
I always try to do better than others	0.738			
2. Attitude towards entrepreneurial behavior: Cronbach'Alpha =	0.890	0.865	3.82	TA Phan & Tran, 2017; VQ Phan & Trac, 2020)
Starting a business is very attractive to you	0.736	0.875	3.79	
If you have the opportunity and resources, you enjoy starting a business	0.692			
You feel very satisfied when you become a business owner	0.753	0.861	3.76	
Becoming an entrepreneur will bring more benefits than disadvantages	0.730	0.866	3.71	
Starting a business has many opportunities for personal development	0.748	0.862	3.84	
3. Capital source: Cronbach'Alpha =	0.889	0.827	3.54	(LK Le, 2018; Truong & Nguyen, 2019)
You can mobilize capital from family, relatives and friends to start a business	0.865			
Ability to accumulate capital for business	0.855	0.838	3.54	
Capital can be mobilized from other capital sources	0.529	0.886	3.58	
4. Perceived behavioral control: Cronbach'Alpha =	0.922	0.905	4.00	(Chau & Huynh, 2020; HT Nguyen & Nguyen, 2016)
You can control the process of starting a new business	0.665			
You know the practical details needed to start a new business	0.747	0.887	3.97	
You know how to grow a business	0.709	0.897	3.95	
You can completely control your business operations when starting a business	0.649	0.905	4.02	
5. Subjective standard: Cronbach'Alpha =	0.889	0.870	3.70	(Chau & Huynh, 2020; TA Phan & Tran, 2017)
Believe that if you do your own business, your friends will support you	0.607			
My family definitely supports my decision to become self-employed	0.654	0.858	3.67	
Important people will support your decision to create your own business	0.611	0.869	3.72	
If you encounter difficulties in business, you will receive support from relatives and friends	0.549	0.883	3.64	
6. Confidence in feasibility: Cronbach'Alpha =	0.878	0.851	3.60	(Chau & Huynh, 2020; HT Nguyen & Nguyen, 2016)
Developing mot65 business ideas is not difficult for me	0.515			
Believe that it is completely possible to do business on your own in the future	0.561	0.839	3.58	
Believe that it is possible to start a business	0.549	0.843	3.60	
The job goal is to become an entrepreneur	0.555	0.840	3.56	
7. Lecturer's intention to start a career:	0.878	0.839	3.74	(HT Nguyen & Nguyen,

Cronbach'Alpha =	0.593	0.833	3.74	2016; VQ Phan & Trac, 2020)
Want to own your own business	0.610			
Determined to create a future business		0.859	3.59	
Try your best to start a business	0.505			
Started a business while still teaching at school	0.527	0.851	3.71	

**4.3 Exploratory factor analysis (EFA)**

The results of exploratory factor analysis (EFA) using the rotation method (Promax) show that 28 observed variables all meet the requirements for specific values; The coefficient KMO = 0.865 is in the range from [0.5;0.1] to satisfy the condition; Bartlett's test with coefficient (sig.) = 0.00 < 0.05; The total variance extracted is 68.101% (> 50%), meeting the requirement to indicate that the factors are statistically

significant; satisfy the condition with Eigenvalue = 1.454 > 1 (Hoang & Chu, 2008); The factor loading coefficients are all > 0.5, proving that these observed variables are reliable.

**4.4 Analyzing the difference**

**Calculation results of Composite Reliability and Total Variance Extracted**

S. No	Factor	Composite reliability (CR)	Total Variance Extracted (AVE)
1	NCTT	0.829	0.446
2	Education skills	0.786	0.479
3	NTKSHV	0.753	0.435
4	CMCQ	0.833	0.624
5	TDTB	0.730	0.476
6	KNKN	0.713	0.456
7	TDKN	0.748	0.598
8	YDKN	0.812	0.685

Source: Summary and analysis

According to Table 4, all scales have CR coefficients from 0.713 to 0.833 (>0.6). The scales of Subjective Norms, Attitude towards entrepreneurship, and Entrepreneurial intention have AVE coefficient > 0.5. The remaining scales have an AVE close to 0.5 so it is also acceptable. Therefore, basically the scales have achieved discriminant value. Thus,

the research model is consistent with the survey data. At the same time, the concepts can be used well in SEM analysis.

**4.5 Statistical analysis describes the scales in the model: Summary of statistical results describing observed variables**

Sign	Observed variables	Medium	Standard deviation	Overall average
TDKN3	If I have the opportunity and resources, I will establish my own business	4.00	.843	3.93
TDKN4	Becoming a business owner will make me very satisfied	3.86	.868	
TDTB1	To me, high income is an important criterion in assessing personal success	4.00	.860	3.72
TDTB2	What's important to me is how to make a lot of money	3.73	.921	
TDTB3	Money is an important measure of personal ability	3.43	.967	
CMCQ1	My friends will support my decision to start a business	3.50	.803	3.55
CMCQ2	My family will support my decision to start a business	3.74	.790	
CMCQ3	The people around me will support my decision to start a business	3.41	.780	
NTKSHV1	Opening a company and running it is easy and not difficult for me	2.42	.980	2.85
NTKSHV3	I take control of the process of starting a new business	2.93	.827	
NTKSHV4	If I start a company, there is a high chance I will succeed	2.90	.797	
NTKSHV6	I know what it takes to grow a business	3.15	.834	
Education1	Business skills should be trained at university	3.86	.873	3.17
EducationKN2	If I have the chance, I will switch to KNKD	3.37	.881	
KNKN1	It was the failures (difficulties) that helped me create a successful business	3.86	.781	3.62
KNKN2	My past business activities prepared me to think about starting a business.	3.53	.868	
KNKN3	A successful business friend gave me reason to think about starting my own business	3.49	.877	
NCTT1	I am someone who always wants to achieve high scores at work and succeed in my career	4.01	.846	3.93
NCTT2	To me, failure is normal in business	3.97	.803	
NCTT3	I believe that success or failure depends on myself, not on other people or circumstances	3.78	.874	
NCTT4	I like to complete the goals I have set (or tasks assigned by my superiors).	3.98	.759	
NCTT5	When I have time I will return to unfinished tasks and finish them	3.98	.763	
NCTT6	I often spend a lot of time learning new things in work/life	3.89	.753	
YDKN4	I have decided to establish a company in the future	3.37	.802	
YDKN5	My career goal is to become a businessman	3.57	.840	3.47

Source: Summary and analysis

Descriptive statistics results show that respondents all expressed a relatively high level of agreement; Except for the factor Perceived behavioral control, there is a tendency to agree below the average level of 2.85 points. The

Entrepreneurial Education factor is only at an average of 3.17 points. Survey samplers tend to show relatively high agreement with statements about Subjective Norms (3.55 points), Startup Experience (3.62 points), and Attitude

towards money (3.72 points). Attitude towards Entrepreneurship and Need for Achievement received the highest agreement (3.93 points). Descriptive statistics results also show that lecturer A's intention to start a business is relatively high at 3.47 points.

#### 4.6 Regression analysis

Regression analysis was performed using the Enter method (putting variables in one go). Test the adjusted R<sup>2</sup> coefficient Adjusted R Square (assess the model's suitability) and F-test (test the model's suitability) to evaluate the results of the multiple linear regression model. After conducting correlation analysis, the results show that the built regression model is appropriate.

#### Analyze regression coefficients

Variation type	R	R <sup>2</sup>	R <sup>2</sup> correction	Error of estimate
First	.759a	.576	.563	.421
Durbin Watson (d) = 1.924 F = 43.453, Sig. F. = 0.000				

Source: Actual investigation by the authors

The regression result has an adjusted R<sup>2</sup> value = 0.563, indicating that the independent variables in the model can explain 56.3% of the change in the dependent variable; F value and Sig level of significance. = 0.000 shows that the regression model is suitable for the actual data collected and the included variables are statistically significant at the 5% significance level. All hypotheses have Sig coefficients. < 0.05, the Beta coefficients of hypotheses H1, H2, H3, H5 are all positive, so they all have a positive impact on lecturers' intention to start a business, so the above hypotheses are all accepted. Particularly hypothesis H4 has negative Beta coefficient and Sig. less than 0.05, this is a new point of the article compared to other domestic entrepreneurship studies, this proves that the fewer financial obstacles, the higher the lecturer's intention to start a business will be, so the hypothesis Theory H4 has a negative impact on entrepreneurial intention. At the same time, the statistical quantity Durbin - Watson = 1.924 proves that there is no correlation between the residuals. That is, the regression model does not violate the assumption of independence of errors. On the other hand, the variance inflation factor (VIF) of each factor has a value less than 10, proving that the regression model does not violate the multicollinearity phenomenon. Normal distribution assumptions are not violated.

## 5. Conclusion

### 5.1 Conclusive remarks

The research results show that the hypotheses supported through the research are that Entrepreneurial education, Entrepreneurial attitude, Perceived behavioral control, Need for achievement have a positive impact on entrepreneurial intention. The hypotheses that do not have enough basis for conclusions are Attitude towards money, Subjective norms and Startup experience. In particular, entrepreneurial attitude is both an intermediate variable between entrepreneurial experience and entrepreneurial intention, and an intermediate variable between entrepreneurial education and entrepreneurial intention. Although startup

experience does not directly impact lecturers' entrepreneurial intention, it does impact entrepreneurial attitude.

Entrepreneurial education factor: Is considered an important factor in forming entrepreneurial thinking and arousing the desire to do business because after years of teaching at university, lecturers will have a high tendency to start a business. If the official program provides adequate knowledge in the field they want to start a business. This is also the factor that has the strongest impact on startup intention after data analysis, which is also consistent with the research results of Luthje and Franke (2004). Therefore, education has the main task of providing the necessary foundation knowledge, creating conditions for teachers to develop creative abilities, and foster useful skills.

Entrepreneurial attitude factor: Understood as the level of negative or positive assessment of an individual about becoming an entrepreneur. Analysis results show that this is also a factor that has a strong impact on lecturers' intention to start a business, which is also consistent with the research results of Linan and Chen (2009). Therefore, to increase lecturers' interest in starting a business, universities need to increase the introduction of examples of startups and business models, thereby arousing the desire to do business. Ownership mindset, love for entrepreneurship. To create excitement about the entrepreneurial career, lecturers who want to change their own future need to change their own thinking first with "ownership mindset instead of employee mindset", confidently working work that they love, from which each individual's intention to start a business will become stronger.

Cognitive behavioral control factor: Reflects each individual's confidence when deciding to start a business. Confidence can be formed and nurtured through practical activities and real-life experiences. The analysis results also show that, although it does not have a strong impact on the intention to start a business, this is also one of the important factors that need attention to improve. This is also consistent with the research results of Linan *et al.* Chen (2009). Therefore, the role of the school is very important in creating conditions for lecturers to accumulate experience, hone skills, improve themselves, enhance personal feelings, and help them increase their success. Confidence in becoming an entrepreneur. For lecturers, each individual needs to be proactive in exploring and fostering necessary skills to improve their own abilities, evaluate their own strengths and weaknesses, know how to seize opportunities and be more decisive. In trying to pursue entrepreneurial beliefs.

Need for achievement factor: Emotional motivation towards rapid progress, completing tasks, achieving success, and high work performance. This is the need that motivates us to do our work, even fight for the goals we want to achieve. People with high need for achievement are always dedicated, make efforts to complete work, and always complete work on time. People with a high need for achievement always find smart, creative ways to achieve their goals and see results and achievements as the highest rewards. Therefore, they value work results more than material and financial rewards. As such, they often have a strong desire to set difficult goals and complete that startup idea.



## 5.2 Discussion

To promote the entrepreneurial intention of lecturers in the Faculty of Business Administration at Ho Chi Minh City University of Economics, in addition to the short-term training programs and entrepreneurship subjects that have been taught, it is necessary to further promote conferences. Workshops, seminars, and extracurricular activities connect entrepreneurs and businesses so that lecturers can equip themselves with more startup knowledge, recognize business opportunities, and especially look at startup issues positively. In training, in addition to competitions in recent years, the school has done quite well, there needs to be mechanisms for startup ideas to be realized. This will contribute to the impact.

## 5.3 Limitations and new directions

The limitation of this study is that it has not tested the interactive relationship between factors affecting the startup intention of lecturers of the Faculty of Business Administration at the University of Economics Ho Chi Minh City (UEH). Furthermore, the research implementation time is relatively short so the number of research sample sizes is not really large. The number of sample sizes is limited due to the relatively small number of lecturers in a specific university, so the representativeness of the whole population is still limited. Future studies can increase the observational sample size as well as consider additional barrier factors that hinder the intention to start a business. Another problem is that it is not possible to compare changes from time to time. Forming intentions until actual behavior occurs.

This study can only explain the variation of entrepreneurial intention in the field of business administration. Thus, there are a number of other factors that affect the intention to start a business of lecturers in the Faculty of Business Administration at universities in Ho Chi Minh City that research has not found.

**Future research** needs to add other factors to make the study more complete. And do it in the following ways:

Firstly, training units need to regularly organize seminars and business discussions, creating playgrounds to develop startup ideas. Promoting the organization of these activities will motivate lecturers in the faculty to actively participate and contribute to increasing the lecturers' desire to start a business. Not only that, support activities to enhance the entrepreneurial spirit also create motivation and stimulate lecturers to create ideas and act with the spirit of "self-starting" confidence.

Second, training units can research and establish start-up support and consulting centers. This center, in addition to helping lecturers form and develop entrepreneurial intentions, also supports lecturers with accurate, complete and necessary information about guidelines, policies, and laws on businesses, as well as such as information about the market, investment and other fields that lecturers are interested in.

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