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Factors affecting the entrepreneurial intention of lecturers of University of Economics, Ho Chi Minh City

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Abstract

The purpose of this article is to determine the factors affecting the entrepreneurial intention of lecturers of the Faculty of Business Administration of the University of Economics in Ho Chi Minh City, Ho Chi Minh. This study is based on the theoretical basis and research method, giving the research results, thereby concluding the factors affecting the entrepreneurial intention of the lecturers. The research methods include: Qualitative research method to find out the basic contents of the document, find out the problems related to the research topic and identify the problem to be solved; Quantitative research method is used to use cognitive factors affecting the intention to start a business and consider the level of influence of each impact factor related to the intention to start a business; In addition, the method of in-depth interview with a team of experts on creative entrepreneurial intentions for teachers is applied to develop proposals to improve entrepreneurial intentions for teachers.

Keywords: entrepreneurial intention, lecturer, business major, Vietnamese university

1. Introduction

1.1 Reasons for choosing the topic

Today, business becomes the determining factor of development for all countries. Therefore, one of the best strategies to develop the country's economy and stay competitive in the face of increasing globalization is to develop entrepreneurship. In particular, many research results have proven that business education is important in inspiring lecturers towards business and higher education institutions are institutions for developing and exploiting teams. Potential entrepreneurs. In Vietnam, the spirit of entrepreneurship and entrepreneurship has been multiplied in recent years, after the Government launched the start-up movement and designated 2016 as the start-up country year. Many universities have included entrepreneurship education in their training programs, even building them into a major or industry.

The trend in karma is one of the driving forces behind the career development develop innovative technology products to meet the requirements of social life. The spirit of entrepreneurship is one of the basic solutions to promote economic growth and solve problems. Entrepreneurship is an important key to Economic growth, the promotion of young people in their careers is one of the top priorities of policy makers. In Vietnam, the problem of doing business is done on all sides fields and all subjects in general and in lecturers working at universities in particular. However, to achieve the goal that by 2020, the whole country will have 5,000 enterprises in innovation, and Ho Chi Minh City must have more than 13,800 businesses operating, needing the cooperation and contribution of the community. Therefore, the role of universities and lecturers is very important. Ho Chi Minh City University of Economics is also not outside the fund. That way, the school always upholds the spirit of teachers ' careers. With the business model in the university being strongly developed, at the same time, the school cooperates with businesses to promote business development. organize job fairs, seminars on career stay; organize contests to promote the spirit of entrepreneurship, help lecturers promote dynamism, business awareness, innovation and entrepreneurial spirit. In order to improve the entrepreneurship spirit of lecturers at the university classroom, it is necessary to identify the factors affecting the intention to stay in the career of lecturers.

Considering the University of Economics Ho Chi Minh City, in addition to the mission of training highly qualified human resources and providing lecturers with career opportunities for advancement, inspiring entrepreneurship and capacity building Entrepreneurship among generations of lecturers is also focused by the school. The school cooperates with functional units of the province to organize seminars, training courses, contests to encourage the spirit of entrepreneurship for lecturers students, helping lecturers show dynamism, creativity, eagerness to learn and youth bravery.

However, in Ho Chi Minh City - The largest center of economy - trade and science - technology in the country, with more than 80 universities, colleges and more than thousand lecturers, but the number and percentage of entrepreneurship lecturers is still very low, even the lecturers of the Faculty of Business Administration at the University of Economics in Ho Chi Minh City. This is the reason for the author to conduct this study, in order to determine the factors affecting the intention to start a business of the lecturers of the Faculty of Business Administration, University of Economics, Ho Chi Minh City, thereby proposing policy implications to promote the entrepreneurial spirit of lecturers in the current period.

"Factors affecting career intention of lecturers at the University of Economics Ho Chi Minh City" aims to create a scientific basis for the proposal of higher management implications, high career intention for lecturers. And within the framework of this article, we will have more experience and success in supporting and promoting the start-up of lecturers.

1.2 Objectives of the study

1.3 Overall objectives

The general objective of the study is to study the factors affecting the entrepreneurial intention of lecturers at the University of Economics in Ho Chi Minh City.

1.4 Detail goal

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

1.5 Research subjects

Factors affecting the intention to start a business of lecturers at the University of Economics in Ho Chi Minh City.

The object of this study is shown through 5 factors affecting the intention to start a business of lecturers, arranged in descending order of influence: (1) personality traits, (2) subjective standards, (3) feasibility awareness, (4) funding and (5) entrepreneurship education.

Survey subjects: lecturers working at the Faculty of Business Administration of the University of Economics Ho Chi Minh City.

2: Theoretical basis

Opinions about entrepreneurship are always different and the definition of entrepreneurship is not unique. MacMillan (1993) defines entrepreneurship as an individual taking all risks to create a new business or open a business store for the purpose of profit and enrichment. Hisrich and Drovensek

(2002) define entrepreneurship as the process of creating something new and valuable by taking the time and effort necessary to achieve monetary independence, which involves risks. financial, spiritual and social risks involved. According to Nga and Shamuganathan (2010), entrepreneurship is the pursuit of opportunities for economic enrichment 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 innovative business ideas, identifying and taking advantage of opportunities to achieve success. satisfied in their 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 aimed at starting a new business or creating a new business. Entrepreneurship is also defined as an individual's intention to start a business (Souitaris, Zerbinati, & Al-Laham, 2007). Kuckertz and Wagner (2010) assert that entrepreneurial intention stems from recognizing opportunities, taking advantage of available resources and supporting the environment to create businesses. Zain, Akram, and Ghani (2010) suggest that entrepreneurial intention is often related to the individual's inner self, ambition, and feeling for "standing on one's own two feet".

The study of Dohse and Walter (2012) gave a more concise and closer concept compared with previous studies on entrepreneurship intention, in which entrepreneurship intention is the state of mind in being ready to undertake self-employment, self-employment or starting a new business. The intention to start a business in the scope of this paper is also understood from the point of view of Dohse and Walter (2012).

Entrepreneurship intention can be defined as an individual's preparation to start a business (Souitaris, Zerbinati, & Al - Laham, 2007); points out that planning and building a business is a process (Gupta & Bhawe, 2007). To create their own business, individuals must originate from their recognition of opportunities, 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 the lecturer and is properly directed. In this study, the intention of the lecturers to start a business is the premise, the willingness to perform the intentional entrepreneurial behavior of the lecturer with the desire to create valuable products and services to meet the needs of the students and society's demand.

Research Driessen and Zwart (2006), on the impact of individual personality factors on the ability to start a business. The model was developed by the authors into an E-Scan model then to measure the impact of these characteristics on an individual's ability to start a business and was surveyed on the global internet. 10 personal personality factors affecting the ability to start a business in the model: The need for success, the need for self-control, the need for power, the social orientation, the confidence, the patience, the risk-taking, the ability to understand the market, the ability to create, the ability to adapt.

According to the theory of rational action (TRA), behavior is determined by their intention to perform the behavior and their ability to control (Ajzen & Fishbein, 1975). Theory

(TRA) is used to predict voluntary behavior and to help others in recognizing their own psychological factors. The two main factors that influence intention are personal attitudes and subjective norms. In it, an individual's attitude towards the 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 refers to how other people (family, friends) feel when they engage in the behavior. On the basis of rational action theory 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 the intention of the lecturer is the cognitive factor controlling the behavior. This factor has shown the ease or difficulty of performing the behavior, the individual's perception is due to his own ability and resources to perform the behavior (Ajzen, 1991). In particular, the intention to start a business is a pre-existing factor that determines the implementation of business behavior. It will allow the prediction of not entirely controllable behaviors 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), the intention to start a business is also influenced by external factors that are entrepreneurship education. Research by Arenus and Minniti (2005) shows that well-trained 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 capital factor is also one of the important factors in realizing business ideas, allowing business activities to be put into practice. Most of them used funding from family, friends or a bank loan in the early stages of their start-up. On that basis, propose 5 factors affecting the intention to start a business of lecturers, including: Personality characteristics; Subjective standards; Feasibility perception; Capital; and Entrepreneurship Education.

H1: Personality traits have a positive influence on the intention to start a business of lecturers

Personality characteristics: According to Luthje and Franke (2003), personality traits influence entrepreneurial intention on three aspects: The need to achieve reflects the individual's desire to succeed; The locus of internal control reflects an individual's level of confidence and power in controlling business behaviors and their outcomes, and risk taking reflects a willingness to face and accept risks. risk in the conduct of business conduct. Research Luthje and Franke (2003); Ambad and Damit (2016) both show that personality traits have an influence on the intention to start a business of lecturers.

H2: Subjective norm has a positive influence on the intention to start a business of lecturers.

Subjective norm: The perception of pressure from society to support or oppose the person who intends to perform the behavior. It includes internal influences, which are opinions from family, friends, and colleagues, and external influences, which are social trends. Research by Karali (2013); Ambad and Damit (2016) show that subjective norm has a direct and positive influence on the intention to start a business of lecturers.

H3: Perception of feasibility has a positive influence on the intention to start a business of lecturers.

Perceived Feasibility: The degree to which an individual perceives how easy or difficult it is; controlled, restricted or

not when performing a behavior, is an individual's level of confidence in their ability to perform the behavior (Ajzen, 2006). In this study is the individual's perception of the possibility of starting a business. Luthje and Franke (2004); Haris et al (2016) have shown that the perceived feasibility factor has a direct influence on the entrepreneurial intention of the lecturers.

H4: Source of capital has a positive influence on the intention to start a business of lecturers.

Capital: The ability to access investment capital for a business idea. If access to finance is easy, it will increase the chances of starting a business for lecturers. Research by Luthje and Franke (2004), Wongnaa and Seyram (2014), Haris et al (2016) shows that the capital factor has a direct influence on the intention to start a business of lecturers.

H5: Entrepreneurship education has a positive influence on the intention to start a business of lecturers.

Entrepreneurship education: Related to curricula, extracurricular lectures or courses that provide faculty with the knowledge, skills, and attitudes to pursue a career in business (Clouse, 1990; Ekpoh and Edet, 2011; Ooi et al., 2011). Ambad and Damit (2016) have demonstrated that entrepreneurship education has a direct influence on the intention to start a business of lecturers.

In addition to the above factors, the study of Autio et al. (2001), Leong (2008) and some other studies have verified that there is a difference in entrepreneurial intention according to demographic characteristics (gender, age, education level, family, business course, etc.). In this study, the author proposed in the analysis to test more factors according to gender characteristics.

Lecturer at University of Economics Ho Chi Minh City. Ho Chi Minh City with the intention of starting a business showed that there are 07 main groups of factors affecting the start-up behavior of lecturers, including: personality characteristics; personal attitude; experiences, perceptions and attitudes; cognitive control behavior; attitude norm and subjective norm. The intention to start a business of lecturers of the Faculty of Business Administration is influenced by two factors: internal factors of the lecturers (energy, confidence, passion, long experience) and external factors (capital sources). investment support policy). On the other hand, the entrepreneurial intention of lecturers of the Faculty of Business Administration is influenced by 04 factors: external environment; the lecturer's 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, the intention to start a business of lecturers was determined by the results of the analysis of the linear structural model (SEM) as: personal attitude, experience, subjective norm and cognitive behavioral control. Moreover, the intention of the lecturer to start a business is also confirmed by the confidence in the feasibility which is an important factor to come to the entrepreneurial intention. 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 students. Each individual has a positive effect on confidence in feasibility which mediates the formation of entrepreneurial intention.

3. Research Methods

The main methods used in the study include: Qualitative

research method to find out the basic contents of the document, find out the problems related to the research topic and determine the problem to be solved. decide. Documents and articles related to “factors affecting the entrepreneurial intention of teachers. In addition, the qualitative research method is carried out through interviews with start-up experts and teachers who have and have not participated in start-up activities in order to identify the influencing 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 is used to use cognitive factors affecting the intention to start a business and consider the influence of each factor and will find out the influencing factors related to the intention to start a business. of teachers and based on qualitative method materials and information sources so that we can highlight more impacts on entrepreneurship and answer the question why new teachers intend to start a business but only with a few months or three is discouraged and there are teachers who have started but failed. The research method is based on theoretical analysis and synthesis: analyze and prove the impacts, intentions, and arguments related to the topic, then summarize the impacts, intentions, and arguments that you have received. Presented as valid and reliable.

3.1. Qualitative research

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, in which there are 23 observed variables and 1 dependent variable has 4 observed variables, so the total number of observed variables is 27 variables, the minimum number of samples must be $27 \times 5 = 135$ samples. To ensure the reliability of the research process, we must choose a minimum sample size of 135 samples. Therefore, it was

decided to issue 400 face-to-face surveys and conduct the online survey. After checking and removing the remaining invalid votes, 360 votes were left, of which 166 had the intention to start a business, the remaining 194 votes had no intention of starting a business with the following reasons: no idea, do not have enough financial capacity, 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. In the process of quantitative analysis, the authors used the method of assessing the reliability of the scale by Cronbach's Alpha coefficient, the method of exploratory factor analysis (EFA), regression test and T-test.

3.2. Quantitative research

3.2.1. Preliminary quantitative research

Preliminary quantitative research was conducted by survey method of 50 lecturers of Faculty of Business Administration at 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 formal scale used in formal research. In which the important task of this step is to assess whether the lecturer understands the statements or not? (Formal assessment is a step to check the appropriateness of words and grammar in statements to ensure consistency, clarity, and not cause confusion for lecturers) and assess reliability. of the observed variables with the Likert 5 scale (in order to eliminate inappropriate variables and provide a formal questionnaire).

Using the Likert scale of 5 choices in the survey. In there:

Table 1

1	2	3	4	5
Totally disagree	Disagree	Normal	Agree	Totally agree

Table 2

TT	Criteria	Level of consent				
first	When I have the opportunity and resources, I will set up my own business	first	2	3	4	5
2	Becoming a business owner will make me very satisfied	first	2	3	4	5
3	For me, a high income is an important criterion in assessing an individual's level of success	first	2	3	4	5
4	It's important to me how to make a lot of money	first	2	3	4	5
5	Money is an important measure of personal ability	first	2	3	4	5
6	My friends will support my decision to start a business	first	2	3	4	5
7	My family will support my decision to start a business	first	2	3	4	5
8	The people around me will support my decision to start a business	first	2	3	4	5
9	Opening and running a company is not difficult for me	first	2	3	4	5
10	I take control of the process of starting a new business	first	2	3	4	5
11	If I start a company, there is a high chance that I will succeed	first	2	3	4	5
12	I know what to do to grow a business	first	2	3	4	5
13	Business skills should be trained at university	first	2	3	4	5
14	When I have a chance I will switch to KNKD	first	2	3	4	5
15	It was the failures (difficulty) that helped me create a successful business	first	2	3	4	5
16	My past business activities have prepared me for thinking about starting a business.	first	2	3	4	5
17	A successful business friend gave me reason to think about starting my own business	first	2	3	4	5
18	I am a person who always wants to achieve high achievements in work and be successful in career	first	2	3	4	5
19	To me, failure is normal in business	first	2	3	4	5
20	I believe that success or failure is due to myself, not other people and circumstances	first	2	3	4	5
21	I like to complete the goals that I have set (or the tasks assigned by the superior)	first	2	3	4	5
22	When I have time I will go back to the unfinished works and finish them	first	2	3	4	5
23	I often spend a lot of time to learn new things in work/life	first	2	3	4	5
24	I have decided to start a company in the future	first	2	3	4	5
25	My career goal is to become a business	first	2	3	4	5

3.2.2. Formal quantitative research

The formal quantitative research was conducted by surveying 500 lecturers of the Faculty of Business Administration at the University of Economics in Ho Chi Minh City. When the results are available, we will conduct statistical synthesis

based on the information obtained from the survey. Data processing, reliability testing of each component of the scale through Cronbach's Alpha coefficient, exploratory factor analysis (EFA), testing hypothesis by regression model with SPSS 20.0 software

Chapter 4: Research results

4. Descriptive statistical analysis

4.1. Cronbach's Alpha reliability analysis results for the dependent variable

Table 3: Results of Cronbach's Alpha reliability analysis for the dependent variable

Symbol	Scale average	Scale variance	Total variable correlation	Cronbach's Alpha
YDKN	Cronbach's Alpha = 0.864			
YDKN1	10.65	4.344	0.665	0.814
YDKN2	10.22	4.535	0.700	0.798
YDKN4	10.56	4.645	0.656	0.817
YDKN5	10.36	4.346	0.715	0.791

Source: Synthesis and analysis with SPSS

After excluding the variable YDKN3, YDKN6 due to the unreliability of the remaining 4 observed variables and Cronbach's Alpha of 0.864 satisfactory, the observed variables all have high correlation coefficients (> 0.6) showing the relationship strong correlation. The variable-total correlation coefficient and the mean covariance between

the observed variables both reached values above 0.5. Thus, the scale of Intention to Start a Business ensures reliability.

4.2. Check scale reliability

Cronbach Alpha analysis results reliability for independent variables

Table 4: Results of Cronbach Alpha analysis of reliability for independent variables

Symbol	Scale average if variable type	Scale variance if variable type	Variable correlation - total	Cronbach Alpha if variable type
<i>gymnastics</i>	<i>Cronbach's Alpha = 0.724</i>			
TDTB1	7.16	2.704	0.508	0.680
TDTB2	7.43	2,344	0.599	0.571
TDTB3	7.72	2,358	0.535	0.652
<i>TDKN</i>	<i>Cronbach's Alpha = 0.763</i>			
TDKN2	7.86	2.333	0.541	0.745
TDKN3	7.60	2,322	0.613	0.663
TDKN4	7.74	2,213	0.634	0.673
<i>CMCQ</i>	<i>Cronbach's Alpha = 0.833</i>			
CMCQ1	7.15	1,978	0.707	0.754
CMCQ2	6.90	2,045	0.686	0.775
CMCQ3	7.24	2,072	0.686	0.776
<i>Designers</i>	<i>Cronbach's Alpha = 0.744</i>			
NTKSHV1	8.98	3,920	0.476	0.729
NTKSHV3	8.47	4,009	0.614	0.643
NTKSHV4	8.50	4,300	0.542	0.684
NTKSHV6	8.25	4.198	0.536	0.686
<i>GDKN</i>	<i>Cronbach's Alpha = 0.770</i>			
GDKN1	14.36	6.581	0.564	0.720
GDKN2	14.85	6.616	0.546	0.726
GDKN3	14.56	6.225	0.618	0.700
GDKN4	14.28	6,736	0.618	0.705
GDKN5	14.84	7,228	0.380	0.783
<i>KNKN</i>	<i>Cronbach's Alpha = 0.705</i>			
KNKN1	7.01	2,248	0.496	0.646
KNKN2	7.34	1.832	0.612	0.493
KNKN3	7.38	2.073	0.466	0.685
<i>NCTT</i>	<i>Cronbach's Alpha = 0.822</i>			
NCTT1	19.60	8,464	0.617	0.787
NCTT2	19.63	8,752	0.594	0.792
NCTT3	19.83	8,922	0.485	0.818
NCTT4	19.63	8,677	0.663	0.779
NCTT5	19.63	8,765	0.636	0.784
NCTT6	19.72	9,138	0.552	0.801

Source: Synthesis and analysis with SPSS

According to Table 4, the Cronbach's Alpha coefficient on the scales of Subjective Standards (0.833), Entrepreneurship Education (0.770), Need for Achievement (0.822), and Start-up Experience (0.705) are reliable and not variable is excluded. Scale of Attitude towards Entrepreneurship, after removing variables TDKN1 and TDKN5, there are 3 observed variables with Cronbach's Alpha coefficient of 0.763. The scale of perceived behavioral control after removing the variables NTKSHV2 and NTKSHV5, remaining 4 observed variables with Cronbach's Alpha coefficient of 0.744. All scales have Cronbach's Alpha reliability coefficient greater than 0.6; at the same time, all observed variables have a total correlation coefficient greater than 0.3. Thus, the scales are reliable and 27 observed variables are kept for inclusion in the EFA exploratory factor analysis to test the scale's value.

4.3. Exploratory factor analysis

Result of factor analysis to explore EFA scale of factors For the scale of independent variables (after removing the observed variable GDKN5 due to factor loading < 0.5), the KMO coefficient reached 0.863 and the total variance extracted from 7 groups of factors explained 63.667% of the difference. data variation, and observed variables converge on 7 groups of factors. For the dependent variable scale, the results of 04 observed variables of this scale all converge into one factor, no observed variables are excluded, the KMO coefficient is 0.744; extracted variance is 68.56%; factor loading coefficient of 03 observed variables > 0.5; Eigenvalues coefficient reached 2,743. Thus, the coefficients meet the scale requirements.

Table 5: Summary of EFA exploratory factor analysis results

The scale	KMO coefficient	Pvalue	Eigenvalue coefficient	Total variance extracted (%)
gymnastics			6.667	
TDKN			2,560	
CMCQ			1.847	
Designers	0.863	0.000	1.604	63,667
GDKN			1.458	
KNKN			1.232	
NCTT			1.184	
YDKN	0.744	0.000	2.743	68.56

Source: Synthesis and analysis

Table 5 summarizes the results of the above EFA analysis, showing that the cumulative variance of all factors is > 50%, the loading coefficients of all factors are > 0.5. The

coefficients $0 < KMO < 1$ and the Eigenvalue coefficients of the factors are all greater than 1, so all the factors are kept for analysis.

4.4. Analyze the difference

Table 6: Calculation results Aggregate reliability and Total variance extracted

STT	Factor	Composite Reliability (CR)	Total extracted variance (AVE)
1	NCTT	0.829	0.446
2	GDKN	0.786	0.479
3	Designers	0.753	0.435
4	CMCQ	0.833	0.624
5	Gymnastics	0.730	0.476
6	KNKN	0.713	0.456
7	TDKN	0.748	0.598
8	YDKN	0.812	0.685

Source: Synthesis and analysis

According to Table 6, all scales have CR coefficients from 0.713 to 0.833 (>0.6). The scales Subjective norm, Attitude towards entrepreneurship, Intention to start a business 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 reached 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

Table 5: Summary of descriptive statistical results of observed variables

Sign	Observed variables	Medium	Standard deviation	Overall average
TDKN3	If I have the opportunity and resources, I will set up my own business	4.00	.843	3.93
TDKN4	Becoming a business owner will make me very satisfied	3.86	.868	
TDTB1	For me, a high income is an important criterion in assessing an individual's level of success	4.00	.860	3.72
TDTB2	It's important to me 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	
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	3.55
NTKSHV1	Opening and running a company is 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 that I will succeed	2.90	.797	
NTKSHV6	I know what to do to grow a business	3.15	.834	
GDKN1	Business skills should be trained at university	3.86	.873	3.17
GDKN2	If there is a chance I will switch to KNKD	3.37	.881	
KNKN1	It was the failures (difficulty) that helped me create a successful business	3.86	.781	3.62
KNKN2	My past business activities have prepared me for thinking 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 a person who always wants to achieve high achievements in work and be successful in career	4.01	.846	3.93
NCTT2	To me, failure is normal in business	3.97	.803	
NCTT3	I believe that success or failure is due to myself, not other people and circumstances	3.78	.874	
NCTT4	I like to complete the goals that I have set (or the tasks assigned by the superior)	3.98	.759	
NCTT5	When I have time I will go back to the unfinished works and finish them	3.98	.763	
NCTT6	I often spend a lot of time to learn new things in work/life	3.89	.753	
YDKN4	I have decided to start a company in the future	3.37	.802	3.47
YDKN5	My career goal is to become a business	3.57	.840	

Source: Synthesis and analysis

The results of descriptive statistics show that the respondents all show a relatively high level of agreement; except for the perceived behavioral control factor, the tendency to agree is below the average of 2.85 points. The Entrepreneurship Education factor only averaged 3.17 points. Survey modelers tend to show a relatively high agreement with the statements about Subjective Norms (3.55 points), Start-up experience (3.62 points), Attitudes to money (3.72 points). Attitudes towards Entrepreneurship and Need for Achievement tend to agree with the highest (3.93 points). Descriptive statistics also show that lecturer A's entrepreneurial intention is relatively high, 3.47 points.

4.6. Regression analysis

Regression analysis was performed using the Enter method (putting the variable in one pass). Adjusted R² coefficient test (fitness of the model) and F test (fitness test of the model) to evaluate the results of multiple linear regression models. After conducting correlation analysis, the results show that the built regression model is suitable.

Table 7: Analysis of regression coefficients

Variation type	CHEAP	R ²	R ² correction	Error of estimate
First	.759a	.576	.563	.421
Durbin Watson (d) = 1,924				
F = 43,453, Sig. F. = 0.000				

Source: Actual investigation of the author's group

Regression results with adjusted R² value = 0.563 show that the independent variables in the model can explain 56.3% of the change of the dependent variable; F value and Sig significance level. = 0.000 shows that the regression model is consistent with the actual data collected and the included variables are statistically significant at the 5% level of significance.

All hypotheses have Sig coefficients. < 0.05, the Beta coefficients of the hypotheses H1, H2, H3, H5 are all positive, so they all have a positive impact on the intention to start a business of the lecturers, so the above hypotheses are accepted. Particularly, hypothesis H4 has negative Beta coefficient and Sig. is less than 0.05, this is a new point of the article compared to other studies on entrepreneurship in the country, which proves that the less financial barriers, the higher the intention of the lecturers to start a business will be. Theory H4 has a negative impact on the intention to start a

business. At the same time, the statistical quantity Durbin – Watson = 1.924 shows 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 exaggeration factor (VIF) of each factor is less than 10, showing that the regression model does not violate the phenomenon of multicollinearity. The normal distribution assumptions are not violated.

5. Conclusion

5.1. Conclusive remarks

The research results show that the hypotheses supported through the research are Entrepreneurship Education, Entrepreneurial Attitude, Perceived behavioral control, The need for achievement has a positive impact on the intention to start a business. The hypotheses that are not enough to conclude are Attitudes towards money, Subjective norms and Experience of starting a business. In which, entrepreneurial attitude is both an intermediate variable between entrepreneurship experience and entrepreneurial intention, and an intermediate variable between entrepreneurship education and entrepreneurial intention. Although starting a business experience does not directly affect the intention to start a business of the lecturers, it does affect the attitude of starting a business.

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

Entrepreneurial Attitude Factor: is understood as a negative or positive assessment of an individual about being an entrepreneur. The analysis results show that this is also a factor that has a strong impact on the intention to start a business of lecturers, which is also consistent with the research results of Linan and Chen (2009). Therefore, in order to increase the faculty's interest in starting a business,

the university needs to increase the introduction of entrepreneurial examples, business models, thereby arousing the desire to do business, Ownership mindset, passion for entrepreneurship. In order to create excitement about the entrepreneurial career, lecturers who want to change their future need to change their own thinking first with "owning mindset instead of employee mindset", confidently doing business. doing what they love, from which the individual's intention to start a business will become stronger.

Cognitive factors control behavior: reflect the confidence of each individual when deciding to start a business. Confidence can be formed and nurtured through hands-on activities and practical experience. The analysis results also show that, although it has not had a strong impact on the intention to start a business, this is also one of the important factors to pay attention to improving, which is also consistent with the research results of Linan and Dr. Chen (2009). Therefore, the role of the school is very important in creating conditions for teachers to gain experience, hone skills, improve themselves, improve personal feelings, help them increase their confidence towards being an entrepreneur. For teachers, each individual needs to be proactive in finding and fostering necessary skills to improve his or her own abilities, assess his own strengths and weaknesses, seize opportunities and be more decisive. in trying to pursue the entrepreneurial belief.

Achievement need factor: emotional motivation towards rapid progress, task completion, achievement of success, high work performance. This is the need that drives us to do work, even fight for the goals we want to achieve. People with a high need for achievement are always dedicated, work hard to get the job done, always complete the work on time. People with a high need for achievement always find clever creative ways to achieve their goals and see results and achievements as the ultimate reward. Therefore, they value work results more than material and financial rewards. As such, they often have a strong desire to set difficult goals and fulfill that entrepreneurial idea.

5.2. Discussion

In order to promote the entrepreneurial intention of the lecturers of the Faculty of Business Administration at the University of Economics Ho Chi Minh City, in addition to the short-term training programs and entrepreneurship courses that have been taught, it is necessary to promote more associations. seminars, seminars, extracurricular activities connecting entrepreneurs and businesses so that the lecturers can both equip themselves with entrepreneurial knowledge, recognize business opportunities and especially look at entrepreneurship in a positive way than. In training, besides competitions in recent years, the school has performed quite well, it is necessary to have mechanisms for startup ideas to be realized. This will contribute positively to the intention to start a business through the need for achievement and perceived behavioral control.

5.3. Limitations and new research directions

Although the study has completed the research objectives set out, there are still some limitations as follows:

This study was only conducted with the survey subjects who were lecturers of the Faculty of Business Administration at the University of Economics in Ho Chi Minh City with research methods, so the research results could not be representative of the lecturers of the Faculty of Business Administration. whole HCMC. And the next study should

survey all schools that offer training in business administration so that they can be more representative.

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

The next research direction needs to add other factors to make the research more complete. And do the following:

Firstly, the training unit needs to regularly organize seminars, business seminars, and create playgrounds to develop startup ideas. The promotion of these activities will motivate lecturers in the Faculty to actively participate and contribute to increasing the desire to start a business of lecturers. Not only that, support activities to raise the spirit of entrepreneurship also create motivation, stimulate lecturers to create ideas and act with the confident spirit of "self-employment".

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 undertakings, policies and laws on enterprises, as well such as information on markets, investments and other areas of interest to the faculty.

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