



Factors Affecting Vietnamese Students' Intention to Green Start-Up

¹*Vu Thi Lan*

¹University of Labour and Social Affairs, Vietnam

ABSTRACT

The purpose of this study is to explore the factors that affect Vietnamese students' green entrepreneurship intentions with a research sample of 7 factors: subjective norms, perceived desire, perceived feasibility, higher education environment, personal characteristics, government support and finally capital.

The research was conducted based on two methods: qualitative research and quantitative research. Qualitative research includes: selecting documents and studying theoretical models of previous studies, from which a preliminary questionnaire is created to conduct a pilot survey, and the main scale is built. Quantitative research was conducted by collecting data from 300 second-year, third-year and fourth-year students of full-time training in most majors in Vietnam during the period from January 19, 2023, until February 19, 2023, through a questionnaire based on a 5-level Likert scale. The obtained data were processed using SPSS 20.0 software. Data were assessed for reliability using Cronbach's alpha coefficient and EFA exploratory factor analysis, then multiple regression analysis.

Through regression analysis, 6 factors have a positive impact on green startup intention. Among them, perceived feasibility is the strongest influencing factor, followed by Government support, higher education environment, subjective standards, capital, and finally perceived desire. On the contrary, it is impossible to conclude about the influence of personal personality factors on green startup intention.

The research results suggest some implications for the Government regarding students' green startup intentions. The government needs to provide and create opportunities for students to access loan packages and green start-up capital. Vietnam should associate with green startups to create a student startup community; Focusing on final year students, promoting the teaching of technology and industry subjects in the university environment to create opportunities for students to start businesses in these fields. In addition, families and schools should create conditions and support students' green entrepreneurship, and help students find advantages and disadvantages in the green entrepreneurship process.

Keywords: Đánh bạc, thanh niên, dân trí, tài chính

1. Introduction

Although startup activities bring many benefits to humanity, this development trend is partly believed to be the cause of environmental degradation (Koe & al., 2014) due to unconscious consumption. resource consumption or excessive CO₂ emissions, making global warming and the loss of species diversity more serious (Uslu et al., 2015). To respond to these disadvantages, the concept of "green entrepreneurship" was born with the role of promoting current startups to develop economically while protecting the environment. The Organization for Economic Cooperation and Development - OECD (2013) believes that green entrepreneurship (or green innovation) is a somewhat difficult concept to grasp, but can be defined by its beneficial impacts on the environment, or it can be defined as an innovation that reduces negative environmental impacts and optimizes resource use throughout the life cycle of the activities involved. Green entrepreneurship according to Saari & Joensuu-Salo (2019) refers to a special subset of entrepreneurship that aims to create and implement solutions to environmental problems and promote behavioral change. behavior and perception of society so that the environment is not damaged. The authors also argue that green entrepreneurship is responding to the growing need to end environmentally degrading businesses and the growing ability of consumers to pay for reducing environmental activities. negative impact on the environment. However, the literature shows that because green entrepreneurship is still in its early stages, scholars have not been able to agree on a globally accepted definition (Demirel et al., 2019). However, green startups have begun to appear in many countries around the world. Some studies suggest that green entrepreneurship is a solid foundation for "green" economic development in each country, not only creating new jobs for workers (International Labor Organization, 2013) or helping to access natural resources in a reasonable way (Allen & Malin, 2008; Nikolaou et al., 2011) but it is also considered an important path to sustainable development (Gibbs & O'Neill, 2012). From there, the mission of green entrepreneurs is to promote sustainable development by focusing on implementing the three bottom lines: people, planet and profit (Koe et al., 2014).

Green entrepreneurs play an important role in developing the green economy in each country. Many businesses and companies around the world are also gradually moving towards a green economy. According to FTSE Russell (2018, cited by Chee & Nordin, 2020), the green economy could account for 7% of global market capitalization by 2030, even reaching 10% with 90 trillion USD in the investment sector. green fourth. In Vietnam, the concept of "green startup" is still new but is starting to have positive changes (Hoang An, 2022). Talking to VnEconomy magazine, Ms. Nguyen Phuong Linh -

Director of the Institute for Management of Sustainable Development (MSD), Head of Social Challenge and Innovation Village, shared about green startups: "Particularly In terms of capital raising, green startups, unlike other startups, have the advantage of accessing more sustainable funding sources from Governments, development funds, embassies, international organizations and programs. social responsibility of businesses and corporations". At the 26th United Nations Climate Change Summit (COP26), our country, along with nearly 150 countries around the world, committed to bringing net emissions to "zero" by 2050. With the above commitment, it can be seen that Vietnam is strongly prioritizing and encouraging individuals or organizations that are interested in green economic development to actively carry out green start-up activities.

In the world today, there have been a number of research articles on green entrepreneurship and the factors that affect it. Specifically, Farinelli and colleagues (2011) believe that the educational environment and social norms can guide decide to start a green business; or Qazi and colleagues (2021) analyzed the influence of some personal personality traits such as initiative, risk aversion, desire for achievement... on the intention to start a green business. In a context where the world is actively encouraging green startups, the role of young intellectuals at this time is very important. Young people, especially university students, are the hope for a prosperous green economy. However, in countries around the world, research still focuses mainly on general entrepreneurial intentions, while green entrepreneurship is still limited, especially among young people and students. In Vietnam, there are currently very few clear research articles and surveys on the green startup intention of society in general and of students at universities. In addition, many students are planning to start a green business. green industry but do not have enough conditions or have not received clear attention and direction. This is the research gap that our team targets. That's why the author has.

2. Content

2.1. Study overview

According to research by Tien & colleagues (2023), based on current global economic development trends along with countries increasingly emphasizing social welfare and environmental values, the authors have Divide green startups into 3 main areas, including green tourism, green consumption and green housing/building.

Tien and colleagues (2023) believe that green tourism is tourism development combined with environmental protection. Entrepreneurship in this field is supported because of the contributions it can make to the sustainable development of a country. Specifically, green tourism brings environmental education. This serves as an effective tool to transform domestic and international tourist experiences into transformative values, encourage changes in tourists' thinking, behavior and lifestyle, and apply business practices that protect the environment more.

The authors argue that due to increasing environmental pollution and climate change, today's consumers are more aware of environmental protection and are willing to change their old consumption styles. towards green consumption, for example paying more for environmentally friendly products. On that basis, green product entrepreneurs often implement communication methods to help consumers understand the value and advantages of green products as well as promote and encourage consumption compared to other green products. Traditional products are available on the market.

The authors refer to housing projects and buildings whose structures and operations are environmentally safe, responsible and resource-saving throughout the life of the project: design, construction, operation, maintenance, renovation and demolition. Instead of just aiming for traditional building construction purposes such as economics, benefits, durability and comfort, green building startups have opened up new interest for construction and design businesses. on environmental protection, reducing energy consumption, limiting waste of resources and CO2 emissions.

Green entrepreneurs (or green startups) are people who conduct business in green fields, aiming for economic development while not damaging the environment. Saari and Joensuu-Salo (2019) pointed out three distinct characteristics of green entrepreneurs compared to other forms of entrepreneurship. First, green entrepreneurs are entrepreneurs who run businesses where risks exist, and they are looking for new business opportunities to develop into viable businesses. Second, the activities of green entrepreneurs bring positive impacts to the environment and they operate under the principle of not harming the environment. Finally, green entrepreneurs operate in an environmentally friendly way due to their personal intrinsic values and motivations, so they consciously incorporate environmental protection elements into their business activities.

Concept of intention

According to Ajzen (1991), intention is a factor that evaluates the ability to perform a behavior, and also creates motivation for individuals to be willing to perform their own behavior in the future. Fishbein & Ajzen (1975) pointed out that intention is expressed through four components, including the behavior, the goal aimed at, the state in which the behavior is performed, and the time the behavior occurs. Krueger and colleagues (2000) argued that intention is an antecedent of intended behavior. In short, every job comes from each person's intentions, whether they are clear or incomplete, as long as they always have determination and a solid foundation of knowledge and skills. Only then can it be cultivated into complete intentions. Clear and strong intentions are the motivation for people to dare to challenge and be determined to achieve what they want (Hoang Thi Thuong, 2014).

Concept of green entrepreneurial intention

According to Wang et al. (2011), an individual's entrepreneurial intention can be understood as the desire to achieve goals through taking advantage of business opportunities to get rich. Bird & West (1998) consider entrepreneurial intention as a situation or state of a person that gives rise to attention and from there decides to carry out entrepreneurial activities. Entrepreneurial intention is the first stage to understand the nature of development (Sagiri & Appolloni, 2009), and is the underlying factor that determines the implementation of entrepreneurial behavior (Liñán et al., 2005). The same is true for

green startup activities, through knowledge, awareness and deep concern for the environment, the intention to start a green startup is formed and it will motivate entrepreneurs to start a green startup in the future. hybrid.

Ajzen's (1991) theory of planned behavior

Ajzen's theory of planned behavior (1991) states that the intention to perform a behavior is influenced by three factors: attitude toward the behavior, subjective norms, and perceived behavioral control. Attitude toward behavior is the degree to which a person evaluates his or her behavior as favorable or unfavorable; Subjective norm is the level of an individual's perception of social pressure from which to decide his or her behavior; Perceived behavioral control is the perception of the ease or difficulty of performing the behavior, and reflects past experiences as well as anticipated obstacles.

Shapero & Sokol's (1982) theory of entrepreneurial events

The entrepreneurial event theory points out that entrepreneurial intention depends on one's own feelings about desire, feasibility, and action tendencies. Perceived aspiration refers to the degree to which an individual feels attracted to becoming an entrepreneur and reflects personal preferences for entrepreneurial behavior, including both internal and external influences; perceived feasibility refers to an individual's level of confidence in starting their own business; Action tendency is to take action according to an individual's decision, depending on the person's desire to gain control through actions, thus reflecting the determination and willpower aspect of entrepreneurial intention.

Qazi and colleagues (2021) believe that the emergence of the concept of "greening" is opening up a new aspect of entrepreneurship. The goal of green entrepreneurship is not only to follow traditional startup methods but also to bring common potential and benefits to society and the environment.

Research by Ramayah & colleagues (2019)

According to Ramayah and colleagues (2019), the concept of "greening" is receiving deep attention from society, but green startup intentions are still in the early stages of development. Based on the theory of entrepreneurial events by Shapero & Sokol (1982) and the theory of cultural values, specifically in the field of entrepreneurship by Stephan (2009), Ramayah and his colleagues have synthesized and built a scale. The measure includes 7 variables that affect students' green entrepreneurship intentions in Malaysia, specifically perceived desirability, perceived feasibility, seeking opportunities, and evaluation. Valuing Entrepreneurial Traits, Capability Belief, and Responsibility Taking have a positive relationship, while Entrepreneurial Fear negatively affects the idea of starting a business. planning to start a green business.

2.3. RESEARCH METHODS AND DATA

Qualitative research was conducted through selecting documents and studying theoretical models of previous studies. A preliminary questionnaire was created to conduct a pilot survey, from which a scale was built. official.

Quantitative research is conducted by collecting data through survey questionnaires. The sample is selected with a sample size of $n = 300$. Then the data will be processed and evaluated through five steps: (i) Testing the reliability and appropriateness of the scales through Cronbach's Alpha analysis and EFA discovery factor; (ii) Evaluate and measure the relationship of independent variables, which are scales, compared to the dependent variable, green startup intention; (iii) LASSO regression analysis; (iv) Analyze the decision tree model; (v) Test the difference between measurement scales according to the group of characteristics of the survey subjects.

After overview, the author makes the following hypotheses:

H1: Subjective norms have a positive influence on Vietnamese students' intention to start a green business

Feel the desire

According to Liñán (2004), perceived aspiration is the degree to which individuals perceive the appeal of starting a business. It is a decisive factor for individuals in realizing their intention to start a business and makes them enjoy the job. Gaddam's scale (2008) also mentions the influence of perceived desire on entrepreneurial intention, specifically comfort, determination... when starting a business. To make your own green start-up activities practical, feeling the desire is the motivation for students to develop their green start-up intentions. From there, students will gradually form a steadfast will to realize their green startup intentions. Therefore, we can hypothesize as follows:

H2: Feeling desire has a positive influence on Vietnamese students' green entrepreneurship intention

Feel the feasibility

According to Liñán (2004), perceived feasibility is the degree to which an individual believes it is possible to start a business, and is a precursor to entrepreneurial intention. For students, factors such as belief in their green start-up plan, effort despite difficulties or confidence in themselves will help students realize their green start-up intentions more confidently. Furthermore, feasibility is the hope for creative ideas and promotes students' determination to start a business (Hoang Thi Thuong, 2014), especially in the green field. Therefore, we can hypothesize as follows:

H3: Perceived feasibility has a positive influence on Vietnamese students' intention to start a green business

Higher education environment

Higher education environment is students' feelings about the courses, learning atmosphere, opportunities to practice skills, or group work opportunities that the school provides and supports. Nowadays, any university plays this big role to help students develop in the future. Alvarez-Risco and colleagues (2021) point out that schools' training and student development often focus on providing mandatory courses or elective courses. In addition, schools need to focus on providing internship programs in organizations and businesses to orient students to entrepreneurship most effectively. Even many universities have now started teaching entrepreneurship courses for students, including Vietnam. Based on Gaddam's (2008) scales, it can be seen that the higher education environment plays a very important role in students' green entrepreneurship intentions. Therefore, we can hypothesize:

H4: The higher education environment has a positive influence on Vietnamese students' intention to start a green business

Personal personality

According to Qazi et al (2021), personality plays an essential role in choosing a career. Many individuals are highly motivated to become an entrepreneur because their nature and behavior tend to be independent, and they dislike conventional work. According to Brandstätter (2011), personality is one of the factors that determine the success of establishing and running a business. Karabulut (2016) pointed out characteristics in the development of entrepreneurial intention such as risk taking, psychological control point, alertness in starting a business and need for achievement. Rodermund (2004) believes that entrepreneurial personality is expressed in five aspects including: high extroversion, conscientiousness, openness, low neuroticism and agreeableness. Through the above studies, it can be seen that student personality is the foundation for students to realize their green entrepreneurship intentions. Without it, green entrepreneurship will most likely not be able to achieve the same results. expected. Therefore, we can hypothesize as follows:

H5: Personal personality has a positive influence on Vietnamese students' intention to start a green business

Government Support

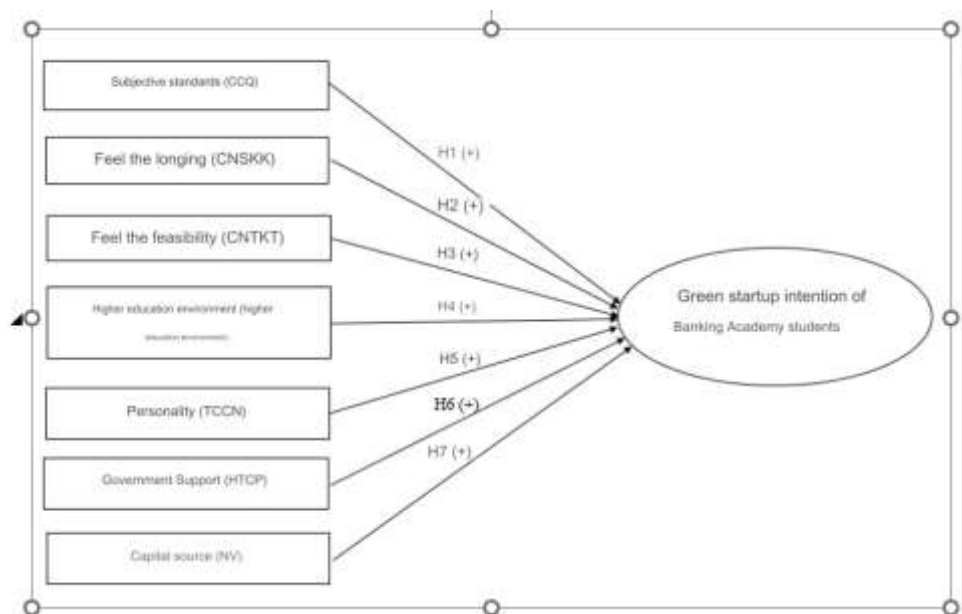
According to Fichter and Tiemann (2018), government support is the government's effort to contribute to the development of business projects. Bui Nhat Quang (2017) said that thanks to the Government's support, entrepreneurship today is of deep interest in Vietnam. Saeed et al.'s (2015) scale considered Government support as an important and indispensable factor when it comes to students' entrepreneurial intentions. Thereby, students need to rely on that support as motivation to realize their intention to establish a green business in the country. In addition, students also need to consider whether the country's economic situation is favorable for green startups or not. Specific laws enacted by the government will also boost the intention and facilitate green entrepreneurship by individuals (Alvarez-Risco & al., 2021). Therefore, we can hypothesize as follows:

H6: Green start-up support from the government has a positive influence on Vietnamese students' green start-up intention

Capital

Capital is an essential factor for start-up activities. Amos & Alex (2014) believe that capital source significantly affects opinions

Research models



Source: Author's compilation

Figure 1: Proposed research model

Scale design

This study includes 8 scales, corresponding to 43 questions in the survey. Each question item is measured and rated on a 5-level Likert scale, ranging from "Completely disagree" to "Completely agree". The author added questions about general information of the survey subjects including: gender, year of study, field of study, participation in entrepreneurship courses in Vietnam, ever studying entrepreneurship courses elsewhere, The family has or currently owns a business or green enterprise in the field in which they wish to start a business.

Table 1: Official scale

ELEMENT	IDENTIFY	SOURCE
1. Subjective standards (CCQ)	CCQ1. My friends expect me to be a green businessman. CCQ2. It is my family's expectation that I become a green businessman. CCQ3. Everyone encouraged me to start a green business. CCQ4. Society encourages me to start a green business.	Ajzen (1991); Zhang, Y & Yang, J (2006)
2. Feel the desire (CNSKK)	CNSKK1. I'm excited about starting a green business. CNSKK2. I feel comfortable with green entrepreneurship. CNSKK3. I am still determined to start a green business, despite many challenges. CNSKK4. I seize every opportunity to start a green business. CNSKK5. I will devote myself to my green business	Gaddam (2008)
3. Feel the feasibility (CNTKT)	ITKT1. I believe the green startup plan is very promising. ITKT2. I had to do my best when starting a green business. ITKT3. I accept all risks when starting a green business. Technology Technology4. Starting a green business does not interrupt my studies. ITKT5. My goal is to start my own green business. CNTKT6. I have always been interested in environmental issues, especially in economic development.	Hoang Thi Thuong (2014)
4. Educational environment university (MTGDDH)	MTGDDH1. The knowledge in school is enough for me to start a green business. MTGDDH2. Knowledge and learning environment nurtured the idea of green entrepreneurship in me. MTGDDH3. The school helps me practice teamwork skills. MTGDDH4. The academy often creates opportunities for students to access startup ideas. MTGDDH5. My school always mentions green factors when it comes to startups.	Gaddam (2008)
5. Personality (TCCN)	TCCN1. I have the ability to adapt well to change. TCCN2. I always do a good job TCCN3. I persistently pursue my goals until they are achieved. TCCN4. I can work under high pressure. TCCN5. I always make my own decisions without help from others. TCCN6. I can complete the job well without help. TCCN7. I always come up with groundbreaking ideas. TCCN8. I like to create things that are different	Rodermund (2004)
6. Government Support (HTCP)	HTCP1. Chính phủ Việt Nam khuyến khích khởi nghiệp xanh. HTCP2. Các tổ chức nhà nước cung cấp các hỗ trợ kỹ thuật hiệu quả trong việc thành lập doanh nghiệp xanh. HTCP3. Chính phủ có các cố vấn nhiều kinh nghiệm để trợ giúp cho doanh nhân khởi nghiệp xanh. HTCP4. Chính phủ cung cấp các hỗ trợ tài chính cho việc thành lập doanh nghiệp xanh. HTCP5. Có sẵn các khoản tín dụng Ngân hàng cho các ý tưởng khởi nghiệp xanh triển vọng. HTCP6. Luật của Việt Nam cho phép khởi nghiệp xanh dễ dàng.	Saeed & cộng sự (2015)
7. Nguồn vốn (NV)	NV1. I can borrow capital from relatives and friends to start a business. NV2. I can accumulate capital to start a business. NV3. I can borrow money from other sources. NV4. I can borrow capital from loan packages specifically for student startups.	L.K.Le (2018); Truong & Nguyen (2019)
8. Green startup intention (YD)	YD1. I always have a goal of having a green business. YD2. I must make efforts to build my green business soon. YD3. I am very sure about the goal of starting a green business. YD4. After graduating from Vietnam, my goal is to start a green business. YD5. I have to be very ready to run my green business.	Liñán & cộng sự (2005); Sagiri (2009)

Source: Author's compilation

2.3. Research results and discussion

DESCRIPTIVE STATISTICS OF STUDY VARIABLES

The characteristics of the research concept are described in Table 4.1.

Table 2: Descriptive statistics of variables

Observed variables	Code	Sample	Min	Max	Avg	Std
My friends expect me to be a green businessman.	CCQ1	300	1	5	3,40	1,156
It is my family's expectation that I become a green businessman.	CCQ2	300	1	5	3,57	1,234
Everyone encouraged me to start a green business.	CCQ3	300	1	5	3,44	1,165
Society encourages me to start a green business.	CCQ4	300	1	5	3,42	1,274
I'm excited about starting a green business.	CNSKK1	300	1	5	3,42	1,239
I feel comfortable with green entrepreneurship.	CNSKK2	300	1	5	3,26	1,253
I am still determined to start a green business, despite many challenges.	CNSKK3	300	1	5	3,20	1,229
I seize every opportunity to start a green business.	CNSKK4	300	1	5	3,16	1,248
I will devote myself to my green business.	CNSKK5	300	1	5	3,43	1,193
I believe the green startup plan is very promising.	CNTKT1	300	1	5	3,14	1,181
I had to do my best when starting a green business.	CNTKT2	300	1	5	3,55	1,386
I accept all risks when starting a green business.	CNTKT3	300	1	5	3,37	1,316
Starting a green business does not interrupt my studies.	CNTKT4	300	1	5	3,07	1,356
My goal is to start my own green business.	CNTKT5	300	1	5	3,28	1,329
I have always been interested in environmental issues, especially in economic development.	CNTKT6	300	1	5	3,75	1,163
The knowledge in school is enough for me to start a green business.	MTGDDH1	300	1	5	3,48	1,086
Knowledge and learning environment nurtured the idea of green entrepreneurship in me.	MTGDDH2	300	1	5	3,59	1,051
The school helps me practice teamwork skills.	MTGDDH3	300	1	5	3,65	1,066
The academy often creates opportunities for students to access startup ideas.	MTGDDH4	300	1	5	3,53	1,061
My school always mentions green factors when it comes to startups.	MTGDDH5	300	1	5	3,58	1,065
My school always mentions green factors when it comes to startups.	TCCN1	300	1	5	3,67	0,983

I have the ability to adapt well to change.	TCCN2	300	1	5	3,66	0,998
I always do a good job.	TCCN3	300	1	5	3,79	1,100
I persistently pursue my goals until they are achieved.	TCCN4	300	1	5	3,70	0,1021
I can work under high pressure.	TCCN5	300	1	5	3,63	0,964
I always make my own decisions without help from others.	TCCN6	300	1	5	3,58	0,959
I always come up with groundbreaking ideas.	TCCN7	300	1	5	3,54	1,104
I like to create things that are different.	TCCN8	300	1	5	3,89	0,924
The Vietnamese government encourages green startups.	HTCP1	300	1	5	3,70	1,209
State organizations provide effective technical assistance in establishing green businesses.	HTCP2	300	1	5	3,54	1,080
The government has experienced advisors to help entrepreneurs start green businesses.	HTCP3	300	1	5	3,67	0,987
The government provides financial support for establishing green businesses.	HTCP4	300	1	5	3,67	1,006
Bank credits are available for promising green startup ideas.	HTCP5	300	1	5	3,57	1,037
Vietnam's laws allow green startups to be easy.	HTCP6	300	1	5	3,69	1,091
I can borrow capital from relatives and friends to start a business.	NV1	300	1	5	3,30	1,231
I can accumulate capital to start a business.	NV2	300	1	5	3,03	1,285
I can borrow money from other sources.	NV3	300	1	5	3,11	1,211
I can borrow capital from loan packages specifically for student startups.	NV4	300	1	5	3,18	1,219
I always have a goal of having a green business.	YD1	300	1	5	3,21	1,247
I must make efforts to build my green business soon.	YD2	300	1	5	3,30	1,278
I am very sure about the goal of starting a green business.	YD3	300	1	5	3,33	1,283
After graduating from Vietnam, my goal is to start a green business.	YD4	300	1	5	3,14	1,271
I have to be very ready to run my green business.	YD5	300	1	5	3,31	1,306

Source: Author's compilation

Next, the author tested the reliability of the scale using cronbach's alpha coefficient, all variables are eligible for exploratory factor analysis efa. Next, test KMO and Bartlett's a second time for the independent variables

Eligible variables will be included in multiple regression analysis, with the following results:

Regression analysis

Next, the F test is used to test the hypothesis about the goodness of fit of the general linear regression model.

Table 3: Testing the model's suitability

Model		Sum of squares	df	Mean squared	F	Sig.
1	Regression	277,860	7	39,694	82,087	0,000 ^b
	Residual	141,200	292	0,484		
	Total	419,059	299			

Source: Author's data analysis results

From the above test results, the value of F is 82.087 with the sig coefficient smaller than ($=0.000$) 0.05), so the overall R² is different from 0. This means that the built linear regression model is appropriate. Overall, it is safe to reject the hypothesis H₀ that the regression coefficients of the 7 independent variables are equal to 0.

With the above data, the author's linear regression model is considered appropriate.

- Meaning of partial regression coefficients in the model

Each regression coefficient in the model is used to determine the influence of the independent variable on the dependent variable. Or the individual Beta coefficients in the regression model show the influence of 7 independent variables on the dependent variable, green startup intention.

Table 4: Statistics for each variable in the model

	Coefficients are not standardized		Normalization coefficient	value	Significance level (Sig)	Multicollinearity measurement	
	B	Standard deviation	Beta			Variable acceptability	VIF
Constant	-1,384	0,252		-5,500	0,000		
F_TCCN	-0,058	0,072	-0,035	-0,802	0,423	0,601	1,655
F_CNTKT	0,627	0,049	0,540	12,802	0,000	0,647	1,545
F_HTCP	0,250	0,064	0,166	3,917	0,000	0,639	1,564
F_CNSKK	0,111	0,054	0,094	2,036	0,043	0,545	1,835
F_MTGDDH	0,169	0,058	0,123	2,923	0,004	0,654	1,528
F_CCQ	0,129	0,057	0,100	2,266	0,024	0,589	1,698
F_NV	0,124	0,059	0,094	2,113	0,035	0,585	1,708

Dependent variable: Green startup intention of Vietnamese students (F_YD)
 Dependent variable: Green startup intention of Vietnamese students (F_YD)

Source: Author's data analysis results

Through the above statistical table, when the sig coefficient is greater than 0.05, it includes: F_CNTKT (sig = 0.000), F_HTCP (sig = 0.000), F_CNSKK (sig = 0.043), F_MTGDDH (sig = 0.004), F_CCQ (sig = 0.024), and F_NV (sig = 0.035). In which, all 6 factors affect the green startup intention of Vietnamese students in the same direction, with Technical Technology having the strongest influence (Beta = 0.627), followed by HTCP (Beta = 0.250), MTGD (Beta = 0.169), CCQ (Beta = 0.129), NV (Beta = 0.124), and finally CNSKK (Beta = 0.111). As for the TCCN factor, it is impossible to conclude about the influence on the intention to start a green business when the coefficient sig is 0.423 ($=0.05$). In addition, we also see that the above model does not have multicollinearity when all VIF coefficients < 2 .

From there, we have the standardized regression equation:

$$F_{YD} = 0,627 * F_{CNTKT} + 0,250 * F_{HTCP} + 0,169 * F_{MTGDDH}$$

$$+ 0,129 * F_{CCQ} + 0,124 * F_{NV} + 0,111 * F_{CNSKK}$$

• Results of testing the research hypotheses in the model

Hypothesis H1 states that personal personality has a positive influence on Vietnamese students' intention to start a green business. Through the regression results, the coefficient Beta = -0.035 and sig = 0.423 > 0.05 should eliminate hypothesis H1. This shows that it is impossible to conclude about the influence of personal personality on the green startup intention of Vietnamese students.

Hypothesis H2 states that Government support has a positive effect on Vietnamese students' green entrepreneurship intention. The regression results show that the coefficient beta = 0.166 and sig = 0.000 < 0.05, so hypothesis H2 is accepted. It can be seen that the more support students receive from the government, the more motivated they are to start green businesses.

Hypothesis H3 states that perceived feasibility has a positive influence on Vietnamese students' intention to start a green business. Through the regression results, Beta = 0.540 and coefficient sig = 0.000 < 0.05, so hypothesis H3 is accepted. Thereby, it can be confirmed that the more students have confidence in the feasibility of their green startup project, the more their green startup intention will increase.

Hypothesis H4 states that perceived aspiration has a positive influence on Vietnamese students' green entrepreneurship intention. Through the regression results, Beta = 0.094 and coefficient sig = 0.043 < 0.05, so hypothesis H4 is accepted. Therefore, the strong desire for green entrepreneurship plays a big role in the green start-up intention of Academy students. The more thirsty the students are, the more green start-up intention increases.

Hypothesis H5 states that the higher education environment has a positive influence on the green startup intention of Vietnamese students. Through the regression results, Beta = 0.123 and sig coefficient = 0.004 < 0.05 should accept hypothesis H5. This shows that the higher education environment has an influence on students' intention to start a business. green.

Hypothesis H6 states that subjective norms have a positive influence on Vietnamese students' green entrepreneurship intention. From the regression results, it shows that Beta = 0.100 and sig = 0.024 < 0.05, so hypothesis H6 is accepted. This proves that opinions or support from family, friends and society play a role in shaping the intention of Vietnamese students to start a green business.

Hypothesis H7 states that capital has a positive influence on Vietnamese students' intention to start a green business. From the regression results, it shows that Beta = 0.094 and sig = 0.035 < 0.05, so hypothesis H7 should be accepted. From there, it can be seen that capital availability has a positive relationship with students' green startup intentions. When you feel that you have enough conditions to meet and financially manage a green startup project, the idea of starting a business will be easier to carry out.

From there we have an overview of the hypotheses:

Table 5: Conclusions about research hypotheses

Hypothesis	Content	Conclude
H1	Personal personality has a positive influence on Vietnamese students' intention to start a green business.	Remove
H2	Government support has a positive influence on Vietnamese students' green startup intentions.	Accept
H3	Perceived feasibility has a positive influence on Vietnamese students' intention to start a green business.	Accept
H4	Feeling the desire has a positive influence on Vietnamese students' intention to start a green business.	Accept
H5	The higher education environment has a positive influence on the green startup intention of Vietnamese students.	Accept
H6	Subjective norms have a positive influence on Vietnamese students' green entrepreneurship intention.	Accept
H7	Capital source has a positive influence on Vietnamese students' green startup intention.	Accept

Source: Author's compilation

CONCLUDE

The research has achieved some of the following results:

Vietnamese students have quite positive intentions of starting a business. They are interested and want to pursue green entrepreneurship. That may be because today's youth are gradually shifting from the tendency to prefer stability to daring to confront and compete with green businesses at home and abroad by entering the marketplace. In addition, today's students are very confident, brave, and independent. They are always ready to accept challenges and risks in the future to independently do green business in the future.

Through multiple regression analysis with 95% confidence, 6 factors positively influence the intention to start a green business including: perceived feasibility, Government support, perceived desire, educational environment university, subjective norms, and capital. Perceived feasibility has the greatest influence (Beta = 0.627), followed by Government support (Beta = 0.250), higher education environment (Beta = 0.169), and subjective norms (Beta = 0.129). , capital (Beta = 0.124), finally feeling desire (Beta = 0.111). As for the personal personality factor, it cannot be concluded that the influence on the intention to start a green business has a significance level of 0.423, greater than 0.05. With the LASSO regression results, we retain 6 important variables in which perceived feasibility has the strongest influence (Beta \approx 0.618), followed by Government support (Beta \approx 0.242). Next is the higher education environment, subjective standards, capital sources, and finally perceived desire with a blocking coefficient of approximately 0.139; 0.115; 0.107 and 0.104. Based on the results of empirical research, the author provides directions and recommendations to increase green entrepreneurship intention among Vietnamese students. First, individual students need to cultivate their own knowledge and skills, explore and discover their own abilities, and discuss with teachers and friends to have viable green startup ideas.

REFERENCES

1. Ajzen, I. (1991), 'The theory of planned behavior', *Organizational behavior and human decision processes*, 50(2), 179-211. [https://doi.org/10.1016/0749-5978\(91\)90020-](https://doi.org/10.1016/0749-5978(91)90020-)
2. Allen, J. C., & Malin, S. (2008), 'Green entrepreneurship: A method for managing natural resources?', *Society & Natural Resources*, 21(9), 828–844. <https://doi.org/10.1080/08941920701612917>
3. Demirel, P., Cher Li, Q, Rentocchini, F. & Tamvada, J., P. (2017), 'Born to be green: new insights into the economics and management of green entrepreneurship', *Journal of Business Economics*, 52(1), 759–771.
4. Karabulut, A. T. (2016). Personality traits on entrepreneurial intention. *Procedia-Social and Behavioral Sciences*, 229, 12-21.
5. Kim, T. K., & Park, J. H. (2019). More about the basic assumptions of t-test: normality and sample size. *Korean journal of anesthesiology*, 72(4), 331–335. <https://doi.org/10.4097/kja.d.18.00292>
6. Saeed, S., Yousafzai, S. Y., Yani-De-Soriano, M., & Muffatto, M. (2015), 'The role of perceived university support in the formation of students' entrepreneurial intention', *Journal of Small Business Management*, 53(4), 1127–1145. <https://doi.org/10.1111/jsbm.12090>
7. Wei-, L. C., & Nordin, N. (2019), 'Green entrepreneurial intention of mba students: a malaysian study', *International Journal of Industrial Management*, 5, 38–55. <https://doi.org/10.15282/ijim.5.0.2020.5621>
8. Zhang, Y., & Yang, J. (2006). 'New venture creation: evidence from an investigation into Chinese entrepreneurship', *Journal of Small Business and Enterprise Development*, 13(2), 161–173. <https://doi.org/10.1108/14626000610665872>