



## Factors affecting the opportunities to study broad of students of the faculty of Business Administration of Ho Chi Minh City University of Food Industry

Artur Roland Kozlowski <sup>1\*</sup>, Nguyen Hoang Tien <sup>2</sup>  
WSB Merito University in Gdansk, Poland

\* Corresponding Author: Artur Roland Kozlowski

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### Abstract

In the process of modernization and globalization, the internationalization of education is increasingly popular and widespread in all countries around the world. The number of students studying abroad is increasing. So why do they choose to study abroad instead of attending schools in Vietnam? The goal of this study is to analyze factors that affect students' intention to study abroad. Research data was collected from 200 students studying at the Faculty of Business Administration, Ho Chi Minh City University of Food Industry. From the collected data, the research team posed related issues and impacts on students' intention to study abroad. After that, the group provided the basis for building the research paper. With data collected in a limited time and limited funding, the research team has drawn results showing that there are 7 factors that influence students' intention to study abroad: Cultural motivation, Information resources, beliefs, Motivation to achieve, Social pressure, Personal characteristics, Financial resources and Interest in studying abroad. This research article aims to serve as a reference for students to learn more and make the right decision when intending to study abroad.

**Keywords:** Business administration, intention to study abroad, influencing factors, Food industry, influencing factors

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### 1. Introduction

The process of globalization and internationalization of education is increasingly spreading its influence in most territories, from which, studying abroad for students plays an extremely important role in supplementing workforce and promote the country's economic and social development. According to the latest statistics from the Department of International Cooperation of the Ministry of Education and Training in early 2022, there are about 190,000 students studying, investigating and researching internationally. According to survey parameters in 2022, students Vietnam studies a lot in countries such as Australia with 30,000 students, America with 29,000 students, Canada with 21,000 students, England with 12,000 students, China with 11,000 students... So we need to raise the issue. Why do students choose to study abroad and what factors influence the decision to study abroad? Factors affecting students' decisions to study abroad need to be analyzed in two aspects: advantages and disadvantages of studying abroad. To make the decision to study abroad, students' families and the students themselves must consider many factors, pros and cons. Below are some positive factors that are favorable when students study abroad. study abroad:

- Career prospects
  - Improve soft skills
  - Information resources
  - Social pressure
  - Love of studying abroad
  - International education and personal career development.
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Besides the advantages and desires of students when studying abroad, there are some students who are concerned that many barriers when studying abroad also affect the decision to study abroad of Vietnamese students in particular and countries around the world in general such as:

- Finance
- Procedure
- Language barriers
- Missing home and relatives
- Harsh climate, time zone difference
- Differences in learning methods
- Temptation
- Facing independent living

However, in Vietnam there are very few studies investigating the intention to study abroad, so the goal of this study is to identify factors affecting the intention to study abroad of economics students after graduating from Ho Chi Minh City University of Food Industry. Thereby, the study proposes solutions to help students realize their intention to study abroad after graduation.

## 2. Theoretical basis

Everywhere, education is always seen as the key to solving social and environmental problems. As a developing country, Vietnam has been gradually reforming and innovating its education system to suit and meet the requirements of the international economic integration process. However, the value of degrees from universities in Vietnam is not currently similar to other countries, so the recognition of the value of degrees in our country is lower than in other countries in the region. Lack of career orientation and lack of access to objective databases on future employment situations are one of the reasons why graduates do not work in the field they have been trained in. In some countries in the European higher education area, if students decide that their major is not suitable for them while studying at school, they have the right to change majors or transfer schools without having to study. Repay any previously accumulated credits. However, in our country the credit system has been implemented by universities, but according to the mechanism of choosing a major, students must stick with that major for all four years of university. If they want to choose again, students must Retake the university exam and study from the beginning. According to the World Bank's (2012) assessment of the level of skills of university graduates compared to the requirements of employers in 7 East Asian countries including Vietnam, it shows that students There is a serious lack of skills. According to a report by the Institute of International Education (2011), Vietnam is in the top 20 countries with the largest number of international students in the US since 2006/2007. Until now, this number continues to increase. is the 8th country out of the 10 countries with the largest number of international students in the US. Not only the US, the ranking of the number of Vietnamese international students in other countries such as Australia or Japan has increased. The cost of studying abroad through projects from the State budget or scholarships under the Agreement managed by the Ministry of Education and Training, up to 90% of Vietnamese students study abroad on their own. Most international students admit that studying abroad is the best choice to develop foreign language skills, experience culture, access advanced education, improve skills and Life

experience and most importantly, the degree received after graduation will be recognized in many countries around the world. Faced with the increase in two trends during the integration period, the first is the increase in the rate of college, university and postgraduate graduates having difficulty finding jobs, and the second is the rate of Vietnamese international students in other countries also tend to increase. This is the core reason for us to form the idea of researching the topic "Factors affecting the intention to study abroad of students at Ho Chi Minh City University of Food Industry" to clarify more about studying abroad of students.

## 3. Research Methods

The study surveyed over 200 students of the Faculty of Business Administration of Ho Chi Minh University of Food Industry. The results were 200 observations, with this sample size satisfying the conditions. After testing the reliability of the scale through the Cronbach's Alpha coefficient of the factors, the study conducted data analysis using an exploratory multi-factor method and estimated regression coefficients to determine which factors influence the scale. affecting the decision of parents to study abroad of students of the Faculty of Business Administration at Ho Chi Minh City University of Food Industry. From there, propose appropriate solutions to help universities in Vietnam improve training quality, retain students in the form of on-site study abroad, and contribute to saving budgets for families and for themselves. nation.

### 3.1. Description of the research process

To research on factors affecting the intention to study abroad of students at Ho Chi Minh City University of Food Industry, Faculty of Business Administration. The research will be implemented including the stages of preliminary research using qualitative methods combined with quantitative and official research using quantitative methods, collection methods combined with synthesis of documents, methods Interviewing to collect information and finally data analysis and processing methods.

According to a survey by Learning and Brain (June 2020). The most productive and effective number of participants in a research discussion is 5 people.

According to Tabachnick & Fidell (1991), in order for regression analysis to achieve the best results, the sample size must satisfy the formula  $n \geq 8m + 50 = 8 \cdot 6 + 50 = 98$  ( $n$  is the sample size -  $m$  is the number of independent variables in the model). So the minimum sample size for the study is 98, the team decided to choose a sample size of 150.

### The topic is described in the following steps

**Step 1:** Content of theoretical basis and measurement scale  
Learn about theoretical bases and scales, select theoretical bases and scales that are suitable for the topic the group chooses. As a result, the group decided to use three theoretical bases. is the theory of intention to study abroad, the discussion group and the theory of perceived value as well as the main scale that the group uses Likert with five levels of Rensis Likert to survey the level of students' interest in the intention to study abroad.

### Step 2: Draft scale 1

Begin forming the first scales based on similar research articles with the guidance of teachers.

Step 3,4: Conduct group discussion and adjust the scale

Group discussion with 5 respondents and the author group to make appropriate adjustments to the topic.

Step 5,6: Draft scale 2 and conduct preliminary research  
Provide a scale and questionnaire to conduct preliminary research to adjust the scale for the final time.

### **Step 7,8: Official scale and survey using the official scale. Conduct an official survey**

#### ✓ **Qualitative research methods**

In order to study the behavior and needs of individuals, the research team used qualitative research methods to understand and discover the influences that influence the intention to study abroad. Then draw conclusions, reaffirm existing factors in the model and discover new factors.

#### ✓ **Purpose of using qualitative research**

To collect factors affecting the intention to study abroad of students of the Faculty of Business Administration at Ho Chi Minh City University of Food Industry. The team must use qualitative research methods to understand and clearly identify those factors to serve verification. In addition, during the research process, many other important factors that influence the intention to study abroad can be discovered that the team could not learn through observation alone.

### **3.2. Steps to conduct qualitative research**

We have screened and read books and documents specialized in marketing, articles and related information on mass media channels such as magazines, social networks, websites, forums as well as consulted opinions. experts and researchers in similar fields.

Step 1: Research the theoretical foundations of students' intentions to study abroad, including individual students' intentions, the theory of "reference groups", and the theory of perceived value. From there, determine the research objectives.

Step 2: Establish a research model - sampling method

Step 3: Collect information through group discussion and observation

Step 4: Convert data

Step 5: Analyze data

Step 6: Verify the analysis

Step 7: Write the report

### **3.3. Data analysis**

From the data collected, recorded and classified, our research team conducts a review to eliminate responses that lack information or provide unclear information, with a basis for determining that it is not trustworthy. reliability (conflicting answers or constant changes of opinion), then performing coding and analysis, the data is reduced into phrases and components related to the scale of the concepts proposed in Research on the model, from which the authors have drawn the following conclusions:

First, for the financial factor, most respondents pointed out the price range from 100,000,000 VND to 300,000,000 VND and from over 500,000,000 VND. For students, this price is too high.

Second, at the same time, respondent 5 commented that: "With a mid-range price, it is very reasonable for students, but with that price, students can easily study abroad, meeting the needs of students, because most needs to study abroad at high prices".

Next, when asked about the motivating factors for studying

abroad when having to leave home to study in a foreign country, most students were not psychologically affected because according to them, they already had the intention. Studying abroad means you will have to face a new environment, help you improve your knowledge and experience as well as have the opportunity to change your life later.

When asked about their preparation knowledge when studying abroad, 3 of them said they were very worried, thinking that studying abroad is very difficult, requires a lot of knowledge, the environment is difficult to absorb and they had the idea intend to give up. The remaining 2 students seemed excited because they were fully equipped with the knowledge to study abroad, including language.

Finally, about cultural differences, most respondents just think it's simply a matter of culture and that they will easily be able to assimilate with time. But according to news reports, when students study abroad, what makes them surprised and difficult to absorb is culture. Since childhood, they have followed this culture, but when they study abroad, they have to accept the culture of the country they are studying abroad in.

Through the discussion, the group could conclude that all 5 scales contribute significantly to the intention to study abroad of students at the University of Food Industry in Ho Chi Minh City, Faculty of Business Administration.

### **3.4. Methods of collecting and synthesizing documents**

In this study, documents on the current situation of studying abroad in the world in general and Vietnam in particular are collected, including: data, images, cited documents, charts. Secondary data collected to learn and analyze concepts, causes, impacts of studying abroad, and effects of studying abroad. In addition, the research also inherits existing information from documents, survey results or previous related studies.

### **3.5. Methods of investigation, interviewing and collecting information**

The study conducted an interview survey combined with the use of questionnaires. The research question sample focuses mainly on key information such as: students' general awareness about studying abroad; Students' awareness of the manifestations and impacts of studying abroad. In this study, a stratified random sampling method was implemented. The application of sampling methods and techniques is based on expert opinion and experience. The survey sample size was calculated according to Dinh Duc Truong's formula [10]. The total number of survey samples is 200. Based on the selection of 04 representative majors: Marketing (MKT), Accounting (KT), International Business and Business Administration. Each branch distributes at a ratio of 1:1:1:1 for courses from year 1 to year 4.

### **3.6. Methods of analyzing and processing data**

The data were entered and processed using SPSS statistical analysis software to statistically describe the collected data and information. The research results are presented in statistical table form. Summary of the investigation results shows that there are 200 valid samples out of a total of 200 investigation samples (reaching a rate of 100%). distributed to students in 4 majors in courses from year 1 to year 4.

## Research results and discussion

### 4.1. Characteristics of the survey sample

1. **Gender:** The results showed that out of 200 students questioned, there were 109 male students accounting for 54.5% and 91 female students accounting for 45.5%. Thus, the number of men is more than that of women. This shows that the sample distribution is close to reality at the Faculty of Business Administration, which is that male and female students have nearly equal proportions in the total student population of the entire faculty. The number of students participating in the survey are students in years 1, 2, 3, 4. This is consistent with the research purpose of the topic. Because students studying in the 1st, 2nd, 3rd, 4th years of school will have intentions and plans to study abroad, filling out the survey form will yield the most accurate results.
2. **Major:** Of the 200 students interviewed, 80 students are studying the Faculty of Business Administration, including 2 majors: Business Administration and Marketing, accounting for 50%, 40 students are studying Accounting, accounting for 25%, and 40 students are studying International Business, accounting for 25%. Through these two ratios, it shows that the majority of students participating in the survey majored in Business Administration. Because the topic is aimed at students studying at the Faculty of Business Administration, these students who have been studying at the Faculty of Business Administration and the University of Food Industry in Ho Chi Minh City should be exposed to the training program. Create and develop many soft skills, knowledge and costs, so you will be able to prepare yourself to study abroad.

### 4.2. Results of testing the quality of the scale

From the results of testing the quality of the scale, it shows that all 7 groups of variables have an overall Cronbach Alpha coefficient  $> 0.6$ . However, the observed variables TC2, ALTL3, YTDH5, DCCN2 have a total variable correlation coefficient  $< 0.3$ , so these observed variables must be removed from the scale. Thus, there are 21 observed variables that will be included in the exploratory factor analysis.

### 4.3. Check the fit of the model

EFA analysis uses the Principal Varimax method and a breakpoint when extracting factors with Eigenvalue  $\geq 1$  is used. The selection criteria are: the total variance extracted must be  $\geq 50\%$ , the coefficient of the KMO test  $> 0.5$ ; The Bartlett test has a significance level of Sig  $\leq 0.05$  and the observed variables must have a factor loading of  $\geq 0.5$ . During the EFA analysis process of observed variables, the scale that fails will be eliminated. The observed variables with factor loading coefficient  $< 0.5$  will be gradually eliminated one by one, the variable with the largest factor loading coefficient will be eliminated. Those who do not pass first will be eliminated first.

The results obtained from EFA exploratory factor analysis show that, with the proposed model with 6 extracted factors, the scale of research concepts meets the requirements with KMO equal to  $0.885 < 1$  and Bartlett test with Sig value =  $0.000$ , extracted variance =  $76.830\% > 50\%$ , eigenvalue =  $1.086 > 1$ . All observed variables have factor loadings greater than  $0.5$ .

Factor loading coefficients range from  $0.559$  to  $0.900 (> 0.5)$ . KMO =  $0.806$ ; Sig =  $0.000$ ; The total variance extracted is

$62.947\% > 50\%$ .

### 4.4 Correlation analysis

The results of correlation analysis show that the knowledge variable and the cost variable do not have a linear correlation because the sig value is above  $0.05$ . The remaining correlation coefficient between the dependent variable and the independent variables ranges from  $0.354$  to  $0.721$  and the absolute values are all less than  $1$ , proving that there is a linear relationship between them.

### 4.5 Regression analysis

After running the correlation, the knowledge variable with the cost variable did not have a linear correlation relationship, so the author removed this independent variable when running multiple linear regression.

The multiple linear regression results show that the model has  $R^2 = 0.827$  and adjusted  $R^2$  equal to  $0.823$ , which means the model's suitability is  $82.3\%$ , or in other words  $82.3\%$  of the variation of The variable "Students' intention to study abroad" is explained by the above five independent variables, leaving  $17.7\%$  of the factors affecting the intention to study abroad of students studying Business Administration.

The results of regression analysis show that the type of habitat variable. Because if considered at  $95\%$  confidence level, it is variable. Habitat has no statistical significance Sig value =  $0.375 > 0.005$ . And  $\beta = 0.015$  means that the living environment has a positive impact on the intention to study abroad.

The remaining 4 independent variables all affect the dependent variable, which is the student's intention to study abroad with the value Sig =  $0.000 < 0.05$ . Among them, financial factors have the strongest impact on students' intention to study abroad ( $\beta = 0.321$ ), psychological pressure has the second strongest impact ( $\beta = 0.189$ ), followed by country ( $\beta = 0.140$ ) and living environment ( $\beta = 0.136$ ).

Similar to the following variables, "Information resources", "Motivation to succeed", "Social pressure" and "Personal characteristics" also have a positive influence on students' intention to study abroad. Among the 3 control variables, we also see that students' intention to study abroad is not affected by the factors "Academic results" and "Family background" but is influenced by the factor "Love of study abroad".

### 4.6. Discussion

The reason for this trend may be that the country's education system still has many limitations and cannot meet the learning needs of many people. The Vietnamese education system is still quite cumbersome in theory. lacks creativity as well as necessary practical skills. Therefore, many wealthy families choose to send their children to study abroad to improve their knowledge and abilities. In addition, the Vietnamese education system still has many shortcomings such as valuing degrees, theories, real degrees, and fake degrees, causing many foreign investors to no longer value university degrees in Vietnam. Students graduate but have no creativity in their careers, only possessing general knowledge, making many employers worry about work efficiency. However, on the other hand, Vietnam lacks skilled labor.

Not only that, international students can freely create, freely study, and receive modern education. They learn to practice, practice skills necessary for work as well as practical skills such as presentations and teamwork to build confidence and



arouse inspiration in each person. Perhaps that is why studying abroad has become the direction of many young people in our country, especially those who are still in the classroom and have good academic results. You choose to study abroad as a way to improve yourself and want to change to become a better version, thereby adapting to the working environment abroad.

Reality shows that the number of young workers in Vietnam is quite large but it is difficult to meet the recruitment needs of companies. Therefore, many people choose to study abroad to pursue other careers and earn money to take care of their families. According to statistics, international students in Japan can work 28 hours/week with a good salary. Therefore, the trend of studying abroad is becoming more and more "feverish" not only because of educational needs but also because of employment needs when labor export has more stringent requirements than studying abroad. This is the reason why Vietnamese youth come to study abroad to make money and get rich, not just to study. The current situation of the movement to study abroad in Vietnam is quite high. According to statistics, in 2020, the rate of Vietnamese students studying abroad in Japan surpassed China, ranking first in this country with a rate of 29.2%. Next, the country with the second highest number of international students is Australia with 31,000 students, accounting for 23.8% of the international student rate in this country. However, the consequence of this trend of studying abroad is an increase in crime among Vietnamese international students in Japan.

### Conclusions and recommendations

The study is based on a synthesis of relevant practical research to build a model to evaluate the impact on study abroad opportunities for students of the Faculty of Business Administration at Ho Chi Minh City University of Food Industry. Based on the results of a survey of 200 students, the study has evaluated the factors affecting the decision to study abroad of students of the Faculty of Business Administration at Ho Chi Minh City University of Food Industry, including 6 factors tested. Controlled by the variable "Love for studying abroad" shows that the influences influencing the decision to study abroad of many students from high to low including: (1) Financial resources, (2) psychological pressure, (3) study abroad country, (4) living environment, (5) cultural motivation, finally (6) personal characteristics. All six factors above are tested through statistical tools to ensure the reliability of the research.

Based on the above research results, the research team makes recommendations to develop and promote the love and motivation to study abroad among students of the Faculty of Business Administration at Ho Chi Minh City University of Food Industry specifically and of Ho Chi Minh City University of Food Industry in general.

Regarding financial resources : the factor that has the strongest impact on the decision and influence of studying abroad for students of the Faculty of Business Administration at Ho Chi Minh City University of Food Industry, shows that limited financial problems make studying abroad difficult. For students who cannot realize their dream of studying abroad to developed countries to improve and learn more. The cost to study abroad is too large while currently many student families do not have enough costs and resources for their children to study abroad. This is also one of the barriers, the research team saw and proposed solutions. Ho Chi Minh City University of Food Industry should create more

opportunities for students, such as creating competitions to help students Winning scholarships to study abroad in developed countries to realize your dreams as well as learn and improve yourself more can help the country develop more and more to be able to compete with the powers of the five continents.

Regarding psychological pressure, the research team also found this to be an issue worth concern and consideration. During the research process, most of the students who encountered this problem were not confident to study abroad because they did not have many life skills to meet and adapt to life in a foreign country. We can easily see that life skills are one of the essential things that need to be cultivated, not only when we are in school but even when we are children we should learn and practice these skills. Ho Chi Minh City University of Food Industry should create many workshops and extracurricular learning sessions for students to improve their life skills to respond and handle situations in the most agile and skillful way.

Not only that, the group also realized that one of the most important issues is the foreign language factor of students at Ho Chi Minh City University of Food Industry today, this factor is also one of the barriers for students. Fulfill your dream of studying abroad. The current foreign language proficiency of students only meets the needs of practicing "babbling", and cannot communicate and listen naturally fluently. Therefore, students need to improve their qualifications and foreign language skills more, schools should combine many English learning methods with a focus on improving students' foreign language skills, organizing many discussions and competitions about English as well as English rhetoric so that students have the opportunity to participate and express themselves, along with proposing changes to the teaching textbook using the parallel method so that students can interact with English, improve their acumen, hone and further develop their foreign language proficiency. Some limitations in the research results will serve as a basis for proposals for future research directions. Firstly, due to time and budget constraints, the research only focused on a sample size of 200 students, future studies should develop with larger sample sizes. Second, the research only targets students of the Faculty of Business Administration at Ho Chi Minh City University of Food Industry, so there needs to be research on subjects in other faculties and student groups. Students have graduated from school or have returned from studying abroad. Third, the research has not fully addressed the barrier factors and other factors such as institutional environmental factors belonging to the university itself and geographical area that affect the intention to study abroad after graduation of students of the Faculty of Business Administration at Ho Chi Minh City University of Food Industry. Fourth, the implemented research model does not retain the factors after the EFA analysis process and the research only stops at factor discovery, so there is no in-depth look at the influence of this group of factors. Finally, most of the previous authors' research was conducted with the purpose of developing international cooperation and marketing strategies for their universities, but within the scope of this study, it has not specifically mentioned can. Future research can explore and develop this issue further.

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