



What Drives Sustainable Entrepreneurship Training?

A Faculty Perspective

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Abstract

Research purpose:

This research aims to identify the drivers promoting sustainable entrepreneurship training (SE) from the perspective of university faculty and assess the impact of these factors.

Research motivation:

Although the crucial role of education in sustainable entrepreneurship is acknowledged, there seems to lack a lot of studies on the drivers for SE training.

Research design, approach, and method:

Data collection comes from 11 experts from seven different universities in Vietnam, experienced in entrepreneurship training. The Analytic Hierarchy Process (AHP) was utilized to identify and rank the factors driving SE based on the Theory of Planned Behavior (TPB).

Main findings:

The results indicate that the TPB elements can be the drivers for SE training, with the order of importance being attitude toward behaviour, perceived behavioural control, and subjective norms. Fifteen motivating sub-factors (under TPB elements) for SE training are also identified and ranked.

Practical/managerial implications:

This study offers implications for university administrators, policymakers, and stakeholders, aiming to train future generations in responsible business practices and to build a sustainable entrepreneurship ecosystem in developing countries like Vietnam.

Keywords: entrepreneurship, sustainable entrepreneurship, entrepreneurship training, Analytic Hierarchy Process (AHP), Theory of Planned Behaviour (TPB)

1. INTRODUCTION

The global is facing environmental threats with every passing day (Shi et al., 2022). There are numerous causes of such situation, including entrepreneurship (Muñoz, 2018). However, for many years, entrepreneurship has been the solution to prosperity rather than a possible cause of social and environmental threats (Muñoz, 2018). At the same time, there has been increased interest in responsible and sustainable businesses (Romero-Colmenares & Reyes-Rodríguez, 2022). Sustainable entrepreneurship (SE) integrates the principles of entrepreneurship with the goals of sustainable development (Belz & Binder, 2017). It emphasizes the identification and exploitation of opportunities to develop innovative products, processes, and services that deliver value, not only economically but also socially and environmentally, benefiting individuals, communities, and ecosystems (Shepherd & Patzelt, 2011).

Previous studies have focused on different SE aspects. Schaltegger & Wagner (2011), Shepherd & Patzelt (2011), Sarango-Lalangui et al. (2018), and Urbaniec (2018) wrote on the SE aspect of economic and environmental performance

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while Sarango-Lalangui et al. (2018) discussed sustainable management. Nosratabadi et al. (2019) researched sustainable businesses; Mupfasoni et al. (2018) and CriadoGomis et al. (2018) worked on sustainable entrepreneurial ecosystems. The SE context of government and stakeholder interventions was the focus of Schaltegger et al. (2019) and human resources for SE was for Kucharcikova et al. (2018) and Thompson & Eijkemans (2018). Dickel et al. (2018) discussed environmental orientation by entrepreneurs. Recently, scholars observed students' conscious participation in SE (Truong et al., 2022; Vuorio et al., 2018) and the academic education's contribution to the advancement of SE (Miller et al., 2012). Albeit the above, it seems that current literature has yet to explore the motivations of universities to provide SE training (Neck & Corbett, 2018).

Research into the motivations of SE educators in universities is crucial for two reasons. Firstly, training plays a pivotal role in SE, and more broadly, in sustainable development, as numerous studies have shown. Academic institutions serve as key drivers in SE education (Dentchev et al., 2018), enhancing the business performance of nascent entrepreneurs (Hockerts, 2015) and supporting social enterprises (Kummitha & Majumdar, 2015). SE educators contribute to developing individuals who can effectively leverage available assets to foster sustainable progress, ensuring the preservation of resources for the benefit of succeeding generations (Hermes & Rimanoczy, 2018). Pre-SE education simultaneously creates sustainable ventures and sustains their growth by providing essential competencies beneficial not only to experienced business founders but also to their team members (Strakey & Tempest, 2009). Secondly, there has been recent contention that education has failed to contribute to global sustainability agendas and may even be a contributing factor to unsustainable business practices and lifestyles. It is argued that educational institutions have not provided sufficient platforms, methods, and opportunities for discussing and acting on sustainability issues, thereby hindering students from practicing sustainability in their lives and businesses (Wals & Jickling, 2002; Tilbury, 2011). Scholars even contend that business schools are contributing to unsustainable and inequitable lifestyles (Akrivou & Bradbury-Huang, 2015), being overly preoccupied with market and rankings, while neglecting environmental and social responsibilities (Gioia & Corley, 2002).

There have been urgent calls for more studies in SE in light of developing countries with emerging social and environmental issues (Romero-Colmenares & Reyes-Rodríguez, 2022). To date, SE studies in developing countries only focus on the sustainable intention of the entrepreneur (Sher et al., 2020; Truong et al., 2022) and the economic, social, and environmental activities of small and mid-sized firms in some countries (eg. Choongo et al., 2016). The above reinforces the need for solutions to motivate universities to provide SE training.

To the best of the authors' knowledge, Kummitha & Kummitha (2021) provides the only study that relates to the motivations for SE training. Kummitha & Kummitha (2021) pioneers this qualitative study, offering insight into business schools providing SE training. Nevertheless, it is necessary to conduct deeper studies in various methods, based on strong theoretical foundations, and other approaches, in the scope of the study beyond business schools, in order to discover more motivations for SE training and rank the relative importance of such motivations.

To deal with urgency and fill the aforesaid gaps, this study offers the Theory of Planned Behaviour (TPB) and the Analytic Hierarchy Process (AHP) to answer the following questions:

- (1) What are the motivations for SE training?
- (2) What is the motivations' relative importance?

2. THEORETICAL BACKGROUND

2.1 Sustainable entrepreneurship and the role of training

According to Terán-Yépez et al. (2020), there are two methods for characterizing SE: the entrepreneurship process and sustainable management. The entrepreneurship process perspective proposes that SE creates and exploits opportunities to create future goods and services to achieve sustainable development goals (Pacheco et al., 2010). It is identified as the exploitation of opportunities to create future products that will contribute to maintaining the natural environment and community (Patzelt & Shepherd, 2011). Belz & Binder (2017) propose that SE occurs when individuals identify, refine, and seize opportunities to generate future products and offerings, addressing financial, societal, and ecological priorities. On the other hand, the sustainable management perspective suggests that SE is a way to create competitive advantages based on sustainability, considering that sustainability means emerging market opportunities, hence providing novel and environmentally responsible goods, procedures, or production methods (Lans et al., 2014). According to Urbaniec (2018), SE is a business strategy that offers fresh ways to address the social and biological problems that businesses face.

The above indicates that SE is about balancing the needs of the economy, society, and environment. Sustainability leaders initiate and integrate their business activities to support nature's conservation and the community, exploiting economic opportunities for profits based on sustainable orientation (Thompson et al., 2015). As such, SE is more complex than traditional forms of entrepreneurship. Additionally, SE opportunities are characterised by uncertainty, high risk, and high challenge because they require strategies that balance the well-being of society and the entrepreneur (Lans et al., 2014).

Education and training are important to a sustainable business because they represent essential investments in human capital (Kummitha & Kummitha, 2021). It follows that universities around the world have been developing studies and development programs in SE (Benito Olalla & Merino, 2019). Primarily, higher education establishments incorporate their business curriculum with entrepreneurship subjects to build SE training modules (Gast et al., 2017). Being SE-trained means individuals with a passion for the business have the necessary capacities and skills to start sustainable ventures or work for sustainable firms (Warwick et al., 2017). Vuorio et al. (2018) suggest that people's attitudes toward environmental responsibility and their business aspirations lead to business intentions and behaviors oriented toward sustainability. Germak & Robinson (2014) show that participating in an SE training program is the initial practice of sustainable business. SE training develops graduates' thoughts, knowledge, and skills, and helps build relations that will support the individuals in their subsequent sustainability careers (Chandra, 2017). Through training programs, extracurricular activities, entrepreneurship contests, and business networks, students can connect to related parties and benefit from such connections (Hesselbarth & Schaltegger, 2014; Chandra, 2017).

2.2 Drivers for sustainable entrepreneurship training

Although SE training is crucial, current literature suggests that there need to be more discussions about the factors motivating it. Previous studies provide some understanding. For instance, Vuorio et al. (2018), and Long et al. (2019) observe one critical motivating factor, the desire to make favourable conditions for students to start ventures. The process of creating ventures, connecting to related parties, and practising sustainable business helps students approach severe social issues, raising altruism (Vuorio et al., 2018), compassion (Miller et al., 2012), and enthusiasm (Cincera et al., 2018). Olalla & Merino (2019) demonstrate one key motivator in providing labour to deal with social and environmental issues. Chandra (2016) reveals another driver, making infrastructure available to support entrepreneurship projects in universities. Nonetheless, these authors do not focus on SE training or the motivations for SE training as their study objectives.

To date, Kummitha & Kummitha (2021) indicates initiative in the context of SE training. Kummitha & Kummitha (2021) identified four driving forces behind Indian business schools' provision of SE training through the qualitative approach of interviews: social concerns, talent shortage, youth encouragement, and establishing a connection with practitioners. Kummitha (2016) suggests that a key factor motivating universities to provide SE training is the desire to deal with social issues in India. Current literature needs to expand into studies utilising behavioural theories and experimental approaches to explore the topic further.

2.3 The Theory of Planned Behaviour

The Theory of Planned Behaviour (TPB) by Ajzen (1991) represents the relationship between one's beliefs and behaviour. Ajzen (1991) opines that a person's intention of action depends on three factors: attitude toward behaviour, perceived behavioural control, and subjective norms.

Attitude toward behaviour is "the degree to which a person may have a favourable or unfavourable evaluation or appraisal of the specific behaviour" (Ajzen, 1991). Ajzen (1991) suggests that attitude is a person's desire for a specific action or the subjectively perceived appeal of a particular behavior. Unlike traditional entrepreneurship, it is essential to consider the lecturer's views and anticipations when conducting a more complex yet emerging branch of entrepreneurship like SE. Kummitha & Kummitha (2021)'s qualitative study on the motivations for SE training in Indian business schools mentions a lecturer's sense of responsibility toward emerging social issues, the expectations among different student age groups, youths' desire to join social enterprises, the shortage of workforce in sustainable development, among others. These factors relate to the attitude toward the behaviour of providing SE training.

Perceived behaviour control reflects how easy or hard a given behavior is perceived to be performed, depending on the opportunities and resources needed to carry out that behavior. Ajzen (1991) believes that perceived behaviour control has an immediate impact on the trend to perform the behaviour; if an individual has an accurate perception of his control, he can also anticipate his behaviour. In this case, the perceived behaviour control of a lecturer conducting SE training is the perception of the lecturer of his capacity and possession of resources to perform successful SE training and stimulate those intentions. It follows that SE is riskier, more complicated and more complex than traditional entrepreneurship (Lans et al., 2014; Arru, 2020); hence, the perception of ease in conducting SE training will be less than in traditional entrepreneurship. Similarly, entrepreneurs who want to perform SE are likely to be more anxious about failure (Arru, 2020).

Subjective norms are "the perceived social pressures to perform or not to perform the behaviour" (Ajzen, 2011). It follows that an individual's perception is influenced by the opinions of those who matter to him (such as parents, spouse, friends, and colleagues) when choosing to perform a behaviour. In this case, the subjective norms reflect the opinions of persons related to the lecturer when conducting SE training. Accordingly, the attitude of these persons can influence the lecturer's intention to conduct SE training. If they feel that SE training is impractical or unnecessary, the lecturer will likely feel less motivated to conduct the training. On the contrary, if they are encouraged by or appreciative of SE training, the lecturer will likely exhibit greater motivation in his training behaviour.

Notably, this study applies the TPB for two reasons. First, SE training is indicative of the intended and planned behaviour. The external forces impacting a lecturer (for instance, the tasks assigned by the university and the encouragement by significant persons) and his preparation for the training (such as learning and studying SE literature, connecting to entrepreneurs involved in SE and content development) are likely to influence his training behaviour. Second, the TPB can explain the motivation in performing a task. In entrepreneurship studies, the TPB explains a business intention (Forster & Grichnik, 2013; Vuorio et al., 2018; Romero-Colmenares & Reyes-Rodríguez, 2022).

3. METHODOLOGY

3.1. Information collection

A preliminary survey was developed based on the TPB's three factors - attitude toward behaviour, perceived behavioural control, and subjective norms. Contributing to a pilot test were three professionals with over three years of experience in entrepreneurship training. The final survey came with two sections. The first section collected the experts' demographic characteristics. The second section involved 15 elements of SE training, divided into three groups based on the TPB - attitude toward behaviour, perceived behavioural control, and subjective norms – which required the experts to make factor and sub-factor comparisons pairwise.

The survey was conducted offline from August to September 2021. Fifteen experts from seven universities across Vietnam, with at least five years of experience in entrepreneurship training, participated in the survey. Twelve experts provided their feedback; out of these, one was rejected because the questionnaire was not filled in completely. Microsoft Excel was used to process the data.

This study applied the AHP method - a multi-criteria decision-making model widely utilised across numerous fields, including business administration. According to Lee (2014, p.368), “the opinions of a small group of key informants are generally sufficient to generate reliable and useful results, albeit only providing rough estimates”. Khorramshahgol & Moustakis (1988) recommend that the number of experts in AHP technique should not be too much, and in general, 5–15 persons are best suited. Therefore, the opinions of the 11 participating experts were sufficient for the valid application of the AHP method. Table 1 exhibits the characteristics of the participants.

Table 1. Characteristics of participants

Characteristics	Frequency	%
Gender		
Male	3	27.3%
Female	8	72.7%
Academic rank		
PhD	7	63.6%
MA	4	36.4%
Age		
22-30	1	9.1%
31-40	7	63.6%
41-50	3	27.3%

3.2 Analytic Hierarchy Process

SE training is a scheduled activity that needs ongoing planning, and its results will probably have an effect on the caliber of the personnel in the long-term sustainable growth of the company. While preparing for and during the training, various factors will likely impact the lecturer's motivations. However, each factor will impact differently. Prioritising the motivations based on their impact involves the AHP, a multi-criteria decision-making process.

The AHP has several advantages. According to Chen (2006), the AHP simplifies “a multiple criteria problem by decomposing it into a multilevel hierarchical structure”. The findings from applying the AHP are meaningful due to the consistency checks on expert feedback (Lee, 2014). This method has been widely applied in management (for example, Nguyen et al., 2022; Tran et al., 2020).

In this study, four steps make the AHP (Saaty (1990).

Step 1: Building the AHP tree

Three tiers make up the AHP tree. The SE training is level one, the motives reflecting the three TPB aspects are level two, and the sub-factors of level two are level three. Figure 1 illustrates the AHP tree.

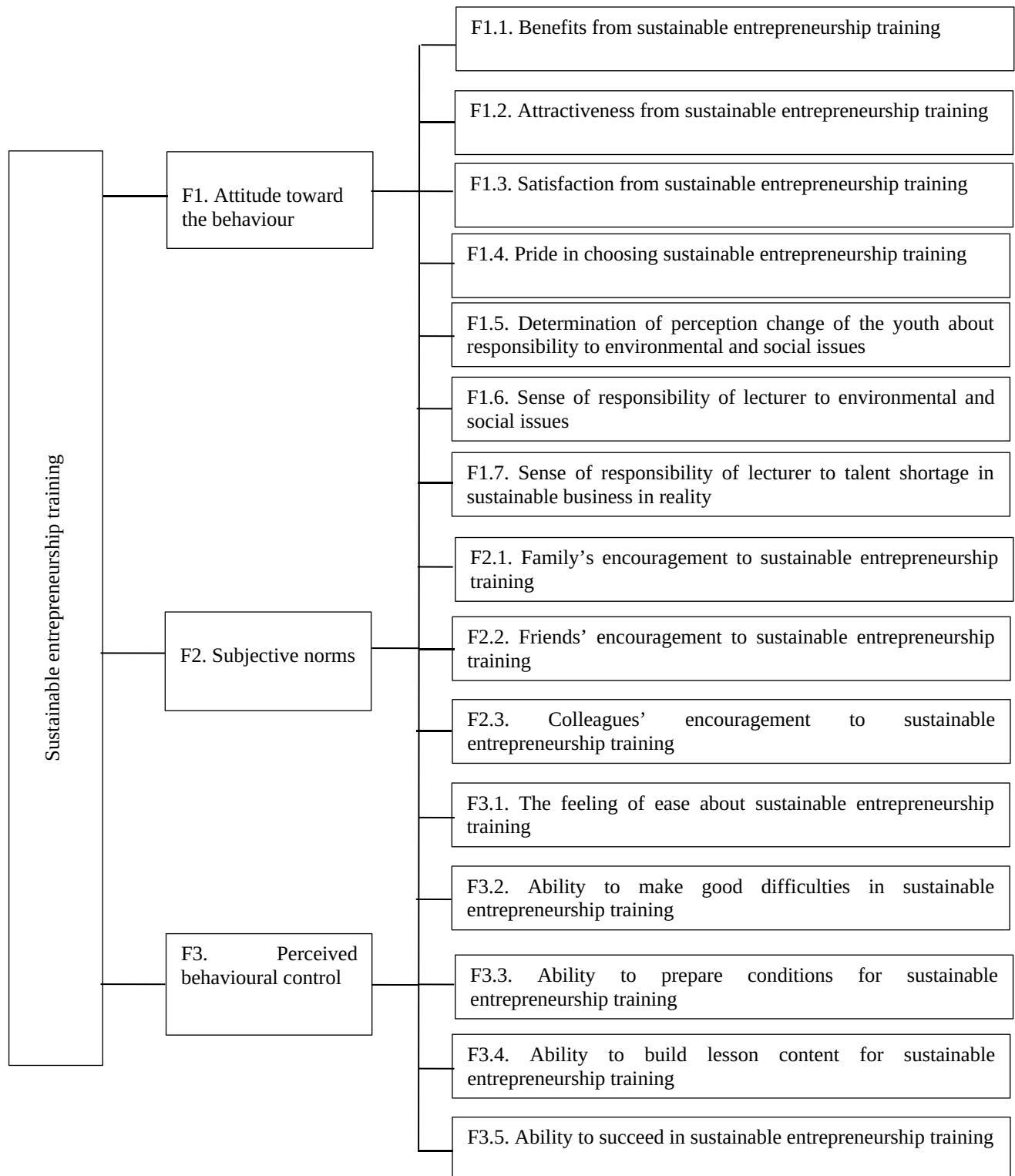
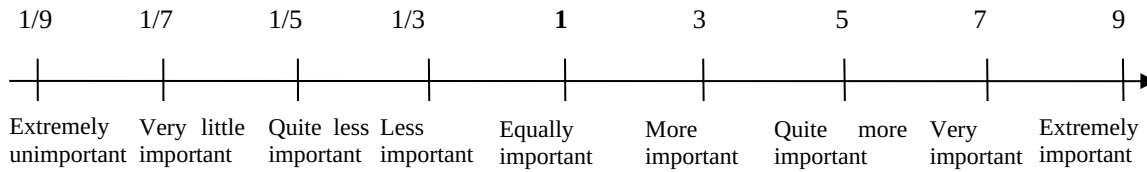


Figure 1. The AHP Tree

Step 2: Building pairwise comparison matrix

According to Satty (1990), the next step of the AHP requires the experts to compare pairwise (factors and sub-factors) by evaluating and selecting 1-3-5-7-9 or 2-4-6-8. If criteria A and B are equally important, the experts may choose number 1. They can select from options 2 to 9 if A is more significant than B, and vice versa. If B is more important than A, they may choose from 1/2 to 1/9 (see Table 2).

Table 2. The relative importance scale



A matrix with n rows and n columns of criteria is then created. In comparison to column j , element a_{ij} illustrates how important the row i condition is.

$$A = (a_{ij})_{n \times n} = \begin{bmatrix} 1 & a_{12} & \dots & a_{1n} \\ a_{21} & 1 & \dots & a_{2n} \\ \vdots & \vdots & \ddots & \vdots \\ a_{n1} & a_{n2} & \dots & 1 \end{bmatrix} \quad (1)$$

Ratio k (k from 1 to 9) determines how important the i criterion is in relation to the j criterion; $1/k$ is the opposite for the j criterion against the i criterion. Hence, $a_{ij} > 0$, $a_{ij} = 1/a_{ji}$, $a_{ii} = 1$.

Step 3: Determining weight and checking consistency

Various methods can calculate the weight of criteria. This study applies the Lambda Max (λ_{max}), as Saaty (1990) suggested, because of its simplicity and ease of use.

According to Saaty (1990), CR can be used to compare consistency with objectivity (random) in data. If $CR < 0.1$, it is acceptable. CR is calculated in the following formula:

$$CR = \frac{CI}{RI} \quad \begin{array}{l} \text{CI: Consistency Index} \\ \text{RI: Random Index} \end{array} \quad (2)$$

$$CI = \frac{\lambda_{max} - n}{n - 1} \quad n: \text{Number of criteria} \quad (3)$$

For each level n comparison matrix, Saaty (1990) tested to create random matrices and get index RI (random index) corresponding to levels of matrices, as shown in the table below.

Table 3. Table of random index by Saaty (1990)

n	1	2	3	4	5	6	7	8	9	10
R	0	0	0.52	0.90	1.12	1.24	1.32	1.41	1.45	1.49

Step 4: Summarising results

As recommended by Saaty (1990), the formula below summarizes the values to determine the proper index of each technique after determining the weight of the criteria and specifying the method for each criterion:

$$W_i^s = \sum_{j=1}^m w_{ij}^s * w_j^a, \quad i=1, \dots, n \quad (4)$$

w_{ij}^s : Weight of option i corresponds to the criterion j

w_j^a : Weight of criteria j

n : Number of options; m : number of criteria

The integration of each factor's and subfactors' relative relevance comes last. The relative relevance of each sub-factor to its component will be shown by the local weights, which will indicate how important each element is for SE training. The relative significance of each sub-factor for SE training is displayed by the global weights.

4. RESULTS

The relative significance and ranking of the reasons for SE training are displayed in Table 4. The result is acceptable as CR = 0.088 and less than 0.1 (Saaty, 1990). The most important motivating factor is attitude toward behaviour, followed by perceived behavioural control, and subjective norms.

Table 4. Ranking of the SE training's drivers

Factors	Weights	Ranking
Attitude toward behaviour	0.449	1
Subjective norms	0.200	3
Perceived behavioural control	0.351	2
Consistency Ratio	0.088	

Table 5 displays the ranking and relative importance of the sub-factors. Their CR range from 0.057 to 0.088, reflecting that feedback are consistent, the factors and sub-factors are acceptable.

The results show that the five most important motivating sub-factors for SE training are F1.5, F1.6, F2.3, F3.5, and F1.7. The five least important sub-factors are F1.1, F2.1, F1.2, F1.3, and F1.4.

Table 5. Final item rankings and weights

Factor	Local weight	CR	Item	Local weight	Global weight	Ranking
Attitude toward behaviour (F1)	0.449	0.088	F1.1.	0.089	0.040	15
			F1.2.	0.118	0.053	13
			F1.3.	0.121	0.054	12
			F1.4.	0.126	0.056	11
			F1.5.	0.186	0.084	1
			F1.6	0.185	0.083	2
			F1.7.	0.174	0.078	5
Subjective norms (F2)	0.200	0.085	F2.1	0.231	0.046	14
			F2.2	0.358	0.072	7
			F2.3	0.411	0.082	3
Perceived behavioural control (F3)	0.351	0.057	F3.1	0.192	0.067	9
			F3.2	0.193	0.068	8
			F3.3	0.172	0.061	10
			F3.4	0.213	0.075	6
			F3.5	0.230	0.081	4

Figure 2 is a visual representation of the global weights of sub-factors affecting the motivations of universities for SE training.

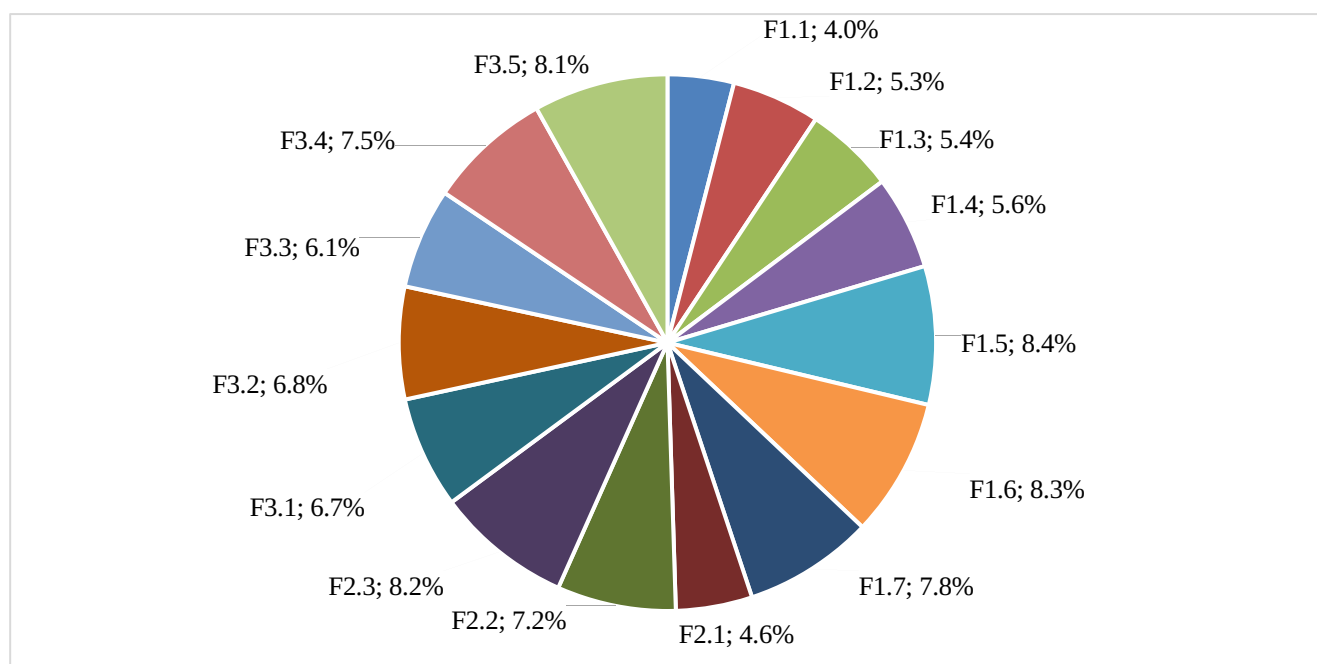


Figure 2. The relative importance of motivations for SE training

5. DISCUSSIONS AND IMPLICATIONS

5.1 Discussions

This study makes for some meaningful contributions. First, it is likely the first study to use the TPB to identify the motivations of lecturers for SE training. TPB is a reliable theory and is widely used in a lot of studies in various sectors. Even in the study of entrepreneurship, for clarifying the intention of entrepreneurship, researchers mainly base on TPB to understand sustainable entrepreneurial intentions (Barba-Sánchez et al., 2022; Volkmann et al., 2021; Vuorio et al., 2018). Nevertheless, it is surprising that TPB seems not to be considered in study models of SE training yet. As there are almost no similar previous studies, experts appraised the study's criteria, and a pilot test was done. Data consistency was closely examined in the final survey. This study prioritises the motivators as attitude toward behaviour, perceived behavioural control, and subjective norms. Additionally, the motivators provide a foundation to conduct subsequent quantitative and qualitative studies. Therefore, this study offers a significant theoretical contribution to the field of sustainable entrepreneurship.

Secondly, this study is perhaps the first to use the AHP to rate the reasons for SE training. Five factors are ranked the most important - F1.5, F1.6, F2.3, F3.5, and F1.7. The rest moderately reflect motivation for SE training.

Two factors having the most significant effect are F1.5 - Determination of perception change of the youth about responsibility to environmental and social issues, and F1.6 - Sense of responsibility of lecturer to environmental and social issues. This finding can be supported by Kummitha & Kummitha (2021)'s qualitative work on SE training by Indian business schools, although Kummitha & Kummitha did not rank the factors. Notably, this study emphasises the need to raise the awareness of universities and lecturers from emerging countries of their environmental and social responsibilities. They can organise SE training or add SE to the existing curriculum. In light of the increasing environmental challenges on a global scale (Shi et al., 2022), emerging countries like Vietnam are making an effort to confront environmental pollution and climate change (Pham & Bui, 2022). According to the Vietnam Ministry of Industry and Trade, the Government, and the people are deeply interested in sustainable development. For instance, in 2022, the Vietnam Ministry of Industry and Trade developed the National Environmental Protection Strategy effective until 2030, with a 2050 vision. Before that, in 2019, the Government approved a 119-criteria strategy to achieve its Sustainable Development Goals (SDGs). These measures should raise awareness of their universities to encourage and educate the younger generations to understand sustainable development and to be responsible citizens of today.

The third and fourth-ranked factors are F2.3 - Colleagues' encouragement to sustainable entrepreneurship training, and F3.5 - Ability to succeed in sustainable entrepreneurship training. There is little literature on the correlation between these two factors and SE training. This study suggests that a lecturer's motivation to conduct SE training will likely strengthen when colleagues advocate and appreciate the motives behind SE training. The TPB proposes that the attitude of those who matter to an individual can limit or encourage the intention of the individual to perform a behaviour, fanning confidence in the individual's ability to succeed in such behaviour. A lecturer's occupation is highly connective, they cooperate and collaborate with others in work projects (Abramo, 2017; Hwang, 2016). They can leverage their occupation to promote

sustainable entrepreneurship to students, colleagues, academic networks, the Government, and society. Furthermore, while environmental and social issues are emerging in Vietnam today, lecturers can understand their responsibility of occupation and desire to encourage others to join together in raising the awareness of young generations about sustainable business. They can also believe in their further ability to succeed in SE training if they get a great deal of support from the Government, society, and their colleagues.

The fifth-ranked factor is F1.7 - Sense of responsibility of lecturer to talent shortage for sustainable business in reality. This finding can be supported by Kummitha & Kummitha (2021). Through the interviews with lecturers, Kummitha & Kummitha (2021) prove that the perception of responsibility for the talent shortage is a motivational factor for SE training. In reality, this can be understood because sustainable enterprises are facing a challenge to seek talent nowadays (Gast et al., 2017; Lans et al., 2014). Some sustainable business projects are unable to recruit managers (Thompson & Eijkemans, 2018). Meanwhile, talent is now considered a key to creating competitive advantages for SE implementation (Kucharčíková et al., 2018). According to Global Entrepreneurship Monitor (2016), average percentages of adults who are working for starting (3.6%) and established (3.7%) enterprises with environmental and social goals (exclusive of profit goal) are relatively low, insignificantly increased against 2009. In Vietnam, the challenge to the talent shortage is now taking place in many sectors (Duong, 2022), including the labor-force for sustainable development. Together with the interest of the Government and the community, perhaps the sense of responsibility of lecturers to the talent shortage for sustainable development is increased with every passing day.

This study's third contribution is to its field. SE training is a "quite silent" field by its very nature (Neck & Corbett, 2018) in the past time. This work can waken related parties about the special importance of SE training, especially the importance of drivers for lecturers - inspirational persons to future generations. In the review of the literature, the authors find that researchers seem to be quite interested in the process and the output (results, or consequences) of entrepreneurship. Meanwhile, one of the very important inputs of SE, which is education with the role of creating human capital, and training the young generation who will practice SE in the future, seems to be paid less attention. Recent literature points out that while education plays an essential role in SE (Dentchev et al., 2018; Hermes & Rimanoczy, 2018; Hockerts, 2015), it can also be an agent of unsustainable behaviour and lifestyle (Akrivou & Bradbury-Huang, 2015). Terán-Yépez et al. (2020) identify themes in the literature on SE such as sustainable development, economic and environmental performance, new ventures, business development, entrepreneurial ecosystem, opportunity recognition, economic and social effects, and developing countries to be widely discussed in SE. However, there remains a need for more education about the training of SE and the motivations for it. According to Terán-Yépez et al. (2020), even related themes such as human resources, entrepreneurial universities have several documents, H-index, citations, centrality, and density that are significantly less than other SE themes.

5.2 Implications

First, this study can raise awareness of SE training among policymakers, university administrators, and lecturers. Up to the present, there is a lack of discussions of SE training from the point of view of educators, or studies of human capital for SE (Terán-Yépez et al., 2020; Neck & Corbett, 2018). Universities play a decisive role in training responsible business generations, thereby minimising the causes of environmental and social issues. Therefore, this study hopes to call upon the countries, universities at all levels, and lecturers to promptly organise SE training in universities, not entrepreneurship only in general. This training not only limits to the extent of universities in the business field and entrepreneurship subjects but also extends universities around the world and in various subjects (by combining SE contents with those subjects). This can be performed because nowadays the nature of interdisciplinary of sustainability issues is widely acknowledged (Romero-Colmenares & Reyes-Rodríguez, 2022).

Second, this study can provide countries and their ministries of education and human capital with the motivations and their manner of priority to develop a more perceptive mode of SE training. The results suggest that prioritising the three TPB elements - attitude toward behaviour, perceived behavioural control and subjective norms - is necessary for motivating SE training. Further, the results encourage prioritising the following solutions: raising a sense of responsibility of the lecturer to environmental and social issues, building the cultural environment where lecturers encourage each other in combining sustainable development contents with different subjects, showing them the necessity for and the talent shortage in sustainable development and the feasibility of SE training. Other motivators remain significant because they collectively contribute to the three TPB elements. For emerging countries where investment resources for sustainable development are limited, the results of this study can present meaningful feedback.

6. CONCLUSION

This study explores the motivations of universities for SE training, and the priority ranking of three factors and 15 sub-factors, through a TPB-AHP approach.

This study offers significant theoretical and practical contributions. It is likely the first TPB-AHP effort in the context of SE training. It calls upon researchers to have more discussions on SE training by universities – an essential but neglected theme. Countries and their universities can further the importance of SE training and provide the needed scientific

foundations for policy planning and resource prioritisation. This is meaningful for emerging countries where pollution, climate change, social inequality, and human rights violations are a constant challenge, resources are always limited, and sustainable development policies are adequately addressed.

However, this study has limitations. First, the TPB is a reliable theory, but it does not include other elements that can be potential motivations. Second, this study pioneers a set of motivations for SE training based on the TPB. However, combining this study with other qualitative methods like the Delphi or Focus Group Discussions with larger sample sizes may be better to provide a more thorough understanding of the topic. Third, this study is developed with Vietnam in mind; care must be taken when applying the results of this study in other contexts. Future studies can be developed across different countries to compare findings and discussion, bringing more meaningful contributions to the topic.

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