

Research On Factors Affecting Entrepreneurial Intention Of University Students: Evidence In Vietnam

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Abstract

This study was conducted to assess the influence of factors on the startup intentions of university students in Vietnam. At the same time, the study also examined the differences in students' perceptions between the two economic and technical disciplines about students' intention to start a business. Data were collected from questionnaires sent to 1640 third and final year students from 27 universities, resulting in 738 valid votes. By quantitative research method, the results indicate that there are 5 main factors that positively influence the startup intention of students in descending order, including: "Attitude to entrepreneurship"; "Behavior control awareness"; "Business education"; "Self-competence" and "Subjective standards". Based on the results of the study, a number of recommendations are made to stakeholders to improve the entrepreneurship of Vietnamese students.

Keywords: Start-up, entrepreneurial intentions, students, Vietnam.

I. Introduction

Entrepreneurship is understood as the process of identifying, evaluating, exploiting business opportunities (Shane & Venkataraman, 2000) and this is the type of planned behavior (Ajzen, 1991; Krueger et al., 2000). This term is translated in many different ways such as: entrepreneurship, entrepreneurship, entrepreneurship... and there is no unity. This complexity is due to access from different directions of research.

Entrepreneurship is seen as an important key to a country's socio-economic development because it reduces unemployment, inequality and poverty, especially by reducing the unemployment rate for new graduates (Alain et al., 2006) in developing countries. In addition, according to gem (2016) the appropriate age to start a business is 18 - 36 years old, because at this age there is a desire to get rich, less risk averse, more sensitive to business opportunities, riskier and more intent to start a business and higher startup behavior.

Recognizing the importance of start-up issues among students, on October 30, 2017, the Government of Vietnam issued Decision 1665/QĐ-TTg on "Supporting students to start up until 2025" and Decision 1230/QĐ-BGDĐT of the Ministry of Education and Training dated

March 30, 2018 on the plan to implement the above scheme to promote the start-up spirit of students and equip students with start-up knowledge and skills during their study at schools. Create a favorable environment to support students to form and realize start-up ideas and projects, contributing to creating jobs for students after graduation. At the same time, in response to the National Startup Program, activities to encourage and encourage entrepreneurship were strongly rekindled in colleges and universities. In addition to extracurricular activities, playgrounds, start-up competitions... many schools have actively connected with start-up support organizations so that students' ideas and projects can go into practice after graduation. However, according to the survey of many studies, the business startup rate among students is still low, most students after graduating from college and university tend to apply for recruitment into active enterprises, only a few want to start by self-employment (VCCI, 2015) and the percentage of adults in Vietnam who intend to start a business is only 25% in 2017, still lower than the average of 30.3% in resource-based developed countries (VCCI, 2018).

Some questions were asked to find out, such as: what hindered the student's intention to start a business or how to help students after

graduation to start a business? Many studies have been conducted in developed countries and countries in the region to answer the above questions, such as: Choi et al., (2012), Solesvik (2013), Abdul Aziz & Norhlilmatus Naem (2013), Castiglione et al., (2013), Ooi & Nasiru (2015), Yousaf et al., (2015), Urbano et al., (2016), Khan et al., (2016), Adekiya & Ibrahim (2016). In Vietnam, the research on this topic is still limited and mainly focused on the entrepreneur's intention to start a business, who have had a certain experience and success in the work, such as: research of Le Quan (2007, 2010). The subject of the above studies cannot represent young people currently attending universities because of differences in social experience as well as work experience and financial background. Some other studies have been conducted on the sample size of students of a university or a certain geographical area, such as: the study of Do Thi Y Nhi et al., (2017), Nguyen Ngoc Thi Kim Loan (2019), Huynh Nhut Nghia et al., (2020), Truong Hoang Diep Huong et al., (2022) has helped to provide information on related issues, but these studies have limited research subjects as students of the economic sector, so they lack representativeness for the whole. Hynes (1996), meanwhile, argues that scientific research as well as start-up theories should be carried out at all levels of students and should not focus solely on economic students. Accordingly, if conducting joint assessment studies for both economics students and engineering students, there may be similarities and differences between those two groups in the entrepreneurship potential of each group. Thus, when researching the entrepreneurial intentions of students, it is necessary to study based on multidisciplinary students, multi schools and based on different qualifications. Moreover, in the current changing economic context, the deepening international economic integration, especially the start-up national program and the necessary initiatives to improve the startup ecosystem in Vietnam since 2020, may have affected the framework of issues of awareness, attitudes and conceptions based on subjective standards for the startup intentions of young people.

Therefore, this study was carried out to answer the following two questions:

(i) Determining the factors and quantifying the influence of factors on the startup intentions of university students (economic sector and technical sector) in Vietnam?

(ii) Is there a difference of intent to start a business between students in the two economic and technical disciplines?

At the same time, the research results are the basis for the author to propose some recommendations to stakeholders to promote start-up activities of Vietnamese students.

2. Theoretical background and literature review

2.1. Theoretical basis

2.1.1. Start-up

Entrepreneurship is a multi-dimensional, relatively complex concept and so far there is no agreement among researchers. Research by Bird (1988) and Baron (1998) suggests that entrepreneurship is a process, which is the result of a series of events, actions with a certain sequence and influenced by many factors. According to Shane & Venkataraman (2000), entrepreneurship is the process of identifying, evaluating and exploiting business opportunities. This is a process definition, confirming that innovation is the expression of the startup, emphasizing the implementer, the method of implementing the innovation and the effects of the innovation.

Another view comes from Bandura's social cognitive theory (1986), Ajzen's TPB planned behavior theory (1991): before implementing behavior, people must have plans and intentions about it. In the behavioral psychology approach, intent is an important indicator of influencing behaviors when those behaviors are rare, difficult to observe, and occur in unanticipated times. Meanwhile, the intention to start a business is the first step in the process of exploring, creating, exploiting opportunities to start and start a new business (Gartner, 2010). According to Austin et al., (2006), entrepreneurship is taking advantage of business opportunities to get rich by initiating innovative modes of operation under conditions of limited resources. Thus, if understood broadly, entrepreneurship is whether an individual starts their own business (Begley & Tan, 2001), or whether an individual takes risks to start a new business by investing business capital, or opening a business outlet (MacMillan & Katz, 1992). If understood in a narrow sense, entrepreneurship is a working attitude that emphasizes autonomy, creativity, innovation and risk taking to create new values for customers (Bird, 1988).

Based on the above analysis, it can be understood that student entrepreneurship is the

use of market opportunities, morale and capacity to create a new, highly innovative business to create value for students and society.

2.1.2. Intent to start a business

Intent is a state of mind that emphasizes the personal interest and experience to undertake the creation of new businesses (Bird, 1988). Entrepreneurial intent can also be the search for information and other resources to start a business (Katz & Gartner, 1988) or entrepreneurial intent is the engagement to implement entrepreneurial behavior (Krueger et al., 2000). Entrepreneurial intent is the first step in the process of discovering, creating, exploiting opportunities to start and start new businesses (Gartner et al., 1994). Intent is the starting point for controlling intentional action (Gollwitzer, 1993). In his study, Souitaris et al., (2007) suggested that the intention to start a business can be defined as the relevance of an individual's intention to start a business. It is a process that guides the planning and implementation of a new business creation plan (Gupta & Bhawe, 2007). In addition, Bird (1988); Shane & Venkataraman (2000) support the view that the two main goals that characterize startup intent are to establish new independent companies and create new value in existing goals. According to Thompson (2009), entrepreneurial intent is the individual's assertion of intention to own a new business and to develop an action plan at a given time in the future. Meanwhile, DeGeorge & Fayolle (2013) argued that the intention to start a business is the motivation to set up an action plan to create a new business.

An individual's intention to start a business stems from their recognition of the opportunity, leveraging available resources, and the support of the environment to create their own business (Kuckertz & Wagner, 2010). In studies on student entrepreneurship, Schwarz et al., (2009) found that student entrepreneurship comes from students' ideas and is properly oriented from education programs and trainers (China & Taiwan, 2020). From the above concepts, the author believes that the student's intention to start a business is the ideas and intentions of students in creating a business for themselves in the future.

2.2. Literature review

On the basis of domestic and foreign research works, a theoretical framework has been provided to explain the attributes of students' entrepreneurial intentions, such as: Attitudes to entrepreneurship, subjective standards, behavioral control awareness, business education and self-efficacy, as follows:

2.2.1. Attitudes towards entrepreneurship

According to Ajzen et al., (1991) attitude towards entrepreneurship is the subjective probability of a person who will perform some of those behaviors. People with positive attitudes and passion in business will have a positive impact on the intention to start a business. Research by Rasli et al., (2013), empirical evaluation of the relationship of business intent and its premises, research conducted on graduates of UTM University, Malaysia. Research results show that, work experience, indirect experience, attitude towards entrepreneurship, image of entrepreneurial spirit and other demographic variables are tested based on business beliefs and business intentions. This study supports the view that attitudes towards entrepreneurship have a significant influence on entrepreneurship as do male students whose work experience is thought to be more entrepreneurial than female students. According to the research results of Ferreira et al., (2012), attitude has the most important effect on the intention to start a business. Yousaf et al., (2015) showed that students with serious and correct entrepreneurial start-up attitude will have higher entrepreneurial intentions. This is in line with TPB theory as well as Morrison's (2000) findings when it was assumed that the intention to start a business was positively triggered by the attitude. This has also been confirmed in predecessor studies, such as: Shook et al., (2003), Autio et al., (2001), Krueger et al., (2000), Kolvereid & Isaksen (2006), Liñán & Chen (2009). From the above insights, the first hypothesis is set, as follows:

H1: Startup attitude has a positive influence on students' intention to start a business.

2.2.2. Subjective standards

Subjective standards refer to the perceived social pressure to perform or not perform a certain behavior. The subjective standard consists of two components: Standard beliefs and motivation to adhere to these beliefs (Fishbein, 1980). Standard beliefs relate to the perceived probability that significant reference individuals or groups will accept or reject a given behavior. The second component, motivation to comply, reflects a person's willingness to conform to these standards, that is, to behave according to the expectations of critical references. Depending on the social environment, these pressures can become an incentive, or a barrier to the development of a business career. In particular, motivation to comply may imply the perception that the 'reference person' will or will

not accept the decision to become an entrepreneur (Ajzen, 2001).

Ajzen's TPB model (1991) indicates that subjective standards have a direct and positive influence on the intention to start a business. Research by Kolvereid (1996), Solesvik (2012) has also concluded that subjective standards are positively related to entrepreneurial intentions. The study by Zain et al., (2010) examines the entrepreneurial intentions of economic students in Malaysia, using a student survey questionnaire at a public Malaysian university. This study examines whether economic students intend to pursue entrepreneurial spirit. The author also examines whether personality traits and environmental factors affect students becoming entrepreneurs. The results indicate that more than half of the respondents intend to become entrepreneurs and their decisions are due to the influence of family members, friends and participation in courses on entrepreneurship. Therefore, the second hypothesis is set as follows:

H2: Subjective standards have a positive influence on students' intention to start a business.

2.2.3. Behaviour control awareness

Behavioral control awareness is defined as the perception of the ease or difficulty of starting a business. It refers to the sense of competence associated with performing solid creative behaviors and includes not only the feeling of being able, but also the perception of the ability to control behavior. In his study, Kolvereid (1996) and Tkachev & Kolvereid (1999) both argue that behavior control awareness significantly increases students' ability to form a startup intention. Similar results were also confirmed in the studies of Autio et al., (2001), Yurtkoru et al., (2014), Liñán et al., (2011), Krueger et al., (2000). From the above analysis, the author proposes a third hypothesis, as follows:

H3: Awareness of behavior control has a positive influence on students' intention to start a business.

2.2.4. Business education

There is a dialectical relationship between education and training and business intentions. Education and training will influence the level of innovation through the motivation, knowledge and skills needed for successful business start-up, as well as growth in the development process (Ooi & Nasiru, 2015). According to Arenius & Minniti (2005), highly educated individuals are more likely to pursue business opportunities. Binks et al., (2006) argue

that universities have an important role to play in promoting entrepreneurship. The learning process should not be limited to classroom discussions but interacting with dynamic business environments in today's realities is important because business skills are only developed and refined if they are practiced (Dilts & Fowler, 1999).

Business education is curriculum-related content, extracurricular lectures, or courses that provide students with the knowledge, skills, and attitudes to pursue a business career (Ambad & Damit, 2016). According to the study by Liñán et al., (2011); Ambad & Damit (2016) verified, business education has a positive relationship to business intentions; business education is an effective means of inspiring students to start a business. In addition, Wang & Wong's (2004) study examines the extent and determinants of interest in the entrepreneurial spirit of university students in Singapore based on a large sample survey conducted in 1998. Research results show that attitudes towards entrepreneurship, business education and risk perception are thought to significantly hinder the intention to start a business. Based on the above analysis, the fourth hypothesis is set out as follows:

H4: Business education has a positive influence on students' intention to start a business.

2.2.5. Self-competence

Research by Liñán & Chen (2009) suggests that self-efficacy is the perception of the ability to perform a certain action through the ability to establish, maintain, control opportunities. In addition, Yaghmaei & Ghasemi (2015) argue that personal experience is the factor that most positively affects students' intention to start a business. Tiwari et al., (2017) found that the intention to start a business was significantly influenced by emotional intelligence, creativity and ethical obligations. This has also been confirmed in predecessor studies, such as: Krueger et al., (2000), Autio et al., (2001). From the above insights, the fifth hypothesis is set out, as follows:

H5: Self-competence has a positive influence on students' intention to start a business.

3. Research Method

3.1. Research models and hypotheses

Based on the theoretical basis and the research overview, on the basis of succession of

predecessor research models, the theoretical model is proposed as follows:

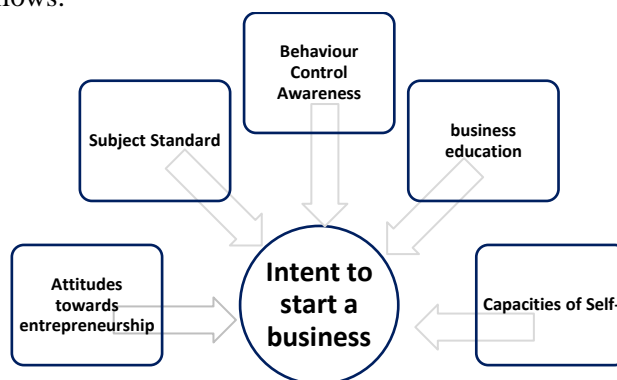


Figure 1. Research model on the influence of factors on students' intention to start a business (Source: Author's suggestions)

With multiple regression model as follows:

$$Y_{\text{ĐKN}} = \beta_0 + \beta_1 * T\text{Đ} + \beta_2 * \text{CCQ} + \beta_3 * \text{KSHV} + \beta_4 * \text{GDKD} + \beta_5 * \text{NL} + \varepsilon$$

In which:

β_1, β_2, \dots is the regression coefficient, β_0 is the blocking coefficient, ε is the residual

Y_{ĐKN}: Student's intention to start a business

TĐ: Student's attitude towards entrepreneurship

CCQ: Subjective benchmarking

KSHV: Behavior Control Awareness

GDKD: Business education

NL: Student self-capacity

3.2. Data collection and processing

The author collects data through the questionnaire to collect the opinions of the students of the third year and final year, from 27 universities in Vietnam, including 14 schools in the economic sector and 13 technical sector on the influence of factors on the startup intentions of Vietnamese students.

Through the review of previous studies, to assess the intention to start a business (dependent variable), the author uses the Likert scale of 5 levels of agreement, from: (1) Strongly disagree to (5) Strongly agree. Evaluating independent variable factors, the author uses the Likert scale with 5 levels of influence, from: (1) Very low to (5) Very high. The number of scales for measuring variables is presented in **Appendix 1**.

The questionnaire is checked and calibrated by sending to 03 people (01 director of the enterprise; 02 people are final year students in economics and engineering) to assess the relevance to the research objectives. In addition, to ensure the study sample size, based on the

minimum sample size requirements for EFA analysis and regression, according to Bolle (1989), the sample size is calculated according to the formula $n = 5 * i$ (i is the number of variables observed in the model), for this study, the sample size will be $5 * 24$ variables = 120. In addition, according to Tabachnick & Fidell (1991) for regression analysis to achieve the best results, the sample size must satisfy the formula $n \geq 8k + 50$. Where, n is the sample size, k is the number of independent variables of the model, whereby the sample size of the study will be $50 + 8 * 5 = 90$. To improve the reliability of survey information, the study selects the largest sampling for the model according to one of the above principles.

The author used a convenient sampling method, the survey was sent to 1640 third-year students and final-year students from 27 universities (including 14 schools in the economic sector and 13 schools in the technical sector) through sending and receiving questionnaires via Google forms and email, the implementation time from October 2021 to March 2022, the result was 738 valid votes. Based on the collected data, the author uses quantitative techniques such as testing the reliability of the scale, exploratory factor analysis, testing the difference in startup intentions of students in two economic and technical groups, with the use of SPSS software.²² to summarize and present the basic results of the study.

4. Results and discussion

Of the 738 valid responses, 342 came from students who were attending the third year, accounting for 46.34%, and 396 from students who were attending the final year of the university, accounting for 53.66%. In terms of the number of responses obtained from students of 14 schools in the economic sector, 384 votes, accounting for 52.03% and the number of

responses obtained from students of 13 schools in the technical sector, accounting for 354 votes, accounting for 47.97%.

The sample surveyed belongs to many universities, which have a fairly uniform size and distribution. Thus, it is possible to ensure that the answers are reliable and of quality.

Statistical results describing the scale showed that most of the variables observed had mean values around the expected mean (3.0) and there was no significant difference between the

variables observed in the same group. This shows that the surveyed subjects have similar opinions and all agree with the scale of variables.

4.1. Results of testing the quality of the scale

Cronbach's Alpha test results for the student's startup intent scale (6 scales with 24 observation variables) are shown in Table 1.

Table 1. Results of testing the reliability of the scale of factors in the model

No.	Factor	Number of observed variables	Cronbach's Alpha
1	Attitudes towards entrepreneurship	4	0.736
2	Subject Standard	4	0.744
3	Behaviour Control Awareness	4	0.801
4	business education	4	0.804
5	Capacities of Self	4	0.735
6	Intent to start a business	4	0.692

(Source: Analysis results from SPSS 22.0)

Thus, the model retains 6 factors to ensure good quality, with the characteristic variable (Cronbach's Alpha coefficient) of the whole greater than 0.6; The coefficient of correlation variable - sum of the observed variables is greater than 0.3.

The EFA exploratory factor analysis was performed separately for 02 groups of independent variables and dependent variables by the full-angle rotation method (Varimax). The results obtained are as follows:

EFA analysis results for the independent variable:

4.2. Explore factor analysis EFA

Table 2. KMO and Bartlett test results for independent variable

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.801	
Bartlett's Test of Sphericity	Approx. Chi-Square	123.477
	df	192
	Sig.	0.000

(Source: Results of data analysis on SPSS 22)

The results after analyzing the exploratory factors in Table 2 show that KMO coefficient = 0.801 > 0.5 and Bartlett's test has a value of 123.477 with a significance level Sig = 0.000 < 0.05, showing that the observed variables belonging to the same factor are closely correlated.

At the same time, the total variance of 63.406 > 50% shows that these five factors

explain 63.406 the variability of the data set and the value of Eigenvalue = 1.381 > 1 qualified factor analysis.

The post-rotation factor matrix table will be reviewed to see which of these 5 factor groups comprise the observed variables, and whether the order of the observed variables is disturbed compared to the initially constructed scale.

Table 3: Rotation matrix of factors (2nd time)

Rotated ComponentMatrix^a

Factor	Component				
	1	2	3	4	5
TD4	0.734				
TD1	0.701				
TD2	0.693				
TD3	0.652				
CCQ4		0.839			
CCQ3		0.809			
CCQ1		0.778			
CCQ2		0.731			
KSHV1			0.808		
KSHV4			0.795		
KSHV3			0.776		
KSHV2			0.751		
GDKD1				0.826	
GDKD2				0.809	
GDKD3				0.791	
GDKD4				0.721	
NL1					0.797
NL4					0.744
NL3					0.737
NL2					0.702

(Source: Results of data analysis on SPSS 22)

The analysis results show that the observation variables have been assembled into 05 groups of variables, the observation variables are grouped together with the factor load factors located in the same column in the same scale as the original proposed scale, with the order of the observation variables is kept as compared to the independent variables that were constructed initially (reached convergence values). At the same time, no observation variables with factor load factor appear in the two columns, so the observation variables reach the distinguishing value. In addition, the other observation variables only appear a factor load factor and are greater than 0.5, demonstrating that the observation variables are of practical significance and can be used to build regression models to test initial hypotheses.

EFA analysis results for dependent variables:

- KMO coefficient = 0.648 > 0.5 and Barlett's test with Sig. = .000 < .05) showed that EFA analysis is appropriate.
- The quantity Sig. = 0.000 satisfies the condition Sig. ≤ 0.05 so this test is statistically significant

and the observed variables are correlated with each other in the whole, proving that the data used in the analysis is suitable.

- The analysis of the total variance extracted for the dependent variable shows that the percentage of variance of the whole percentage of variance = 60.363% > 50%, the value of Eigenvalue = 1.971 > 1, so the model qualifies for exploratory factor analysis and the load factor of the observation variables is greater than 0.5 so the observation variables have practical significance. So the dependent variable can be kept intact according to the original independent variable and has 5 observed variables.

4.3. Results of regression analysis

Pearson Correlation Analysis:

Correlation analysis is performed before regression analysis through Pearson correlation coefficient (symbol is: r) to check the correlation between independent variable and dependent variable, because the conditions for regression must first be correlated, when independent variables not correlated with dependent variable will be excluded from the model (if Sig. > 0.05).

Table 4. Pearson Correlation Analysis Results

Correlations						
	TD	CCQ	KSHV	GDKD	NL	YĐKN
Pearson Correlation	1					

TĐ	Sig(2-tailed)						
	N	738					
CCQ	Pearson Correlation	0.055	1				
	Sig(2-tailed)	0.440					
KSHV	N	738	738				
	Pearson Correlation	0.504**	0.081	1			
	Sig(2-tailed)	0.000	0.252				
GDKD	N	738	738	738			
	Pearson Correlation	0.391**	0.045	0.336**	1		
	Sig(2-tailed)	0.000	0.530	0.000			
NL	N	738	738	738	738		
	Pearson Correlation	0.278**	0.057	0.202**	0.201**	1	
	Sig(2-tailed)	0.000	0.428	0.005	0.005		
YĐKN	N	738	738	738	738	738	
	Pearson Correlation	0.580**	0.219**	0.538**	0.469**	0.344**	1
	Sig(2-tailed)	0.000	0.000	0.000	0.000	0.005	
	N	738	738	738	738	738	738

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

(Source: Results of data analysis on SPSS 22)

Pearson correlation analysis results in Table 4 show that there is a close correlation between dependent and independent variables in the model. At the same time, the dependent variable "YĐKN" has the strongest correlation with the variable "TĐ" and the weakest correlation with the variable "CCQ" .

Regression analysis:

Based on the results of EFA analysis, conduct regression analysis between the dependent variable "YĐKN" and the independent variables: TĐ; CCQ; KSHV; GDKD; NL. The following tables show the regression results, in particular:

Table 5. Linear regression results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	Constant	-0.426	0.289		-1.477	0.143		
	TĐ	0.288	0.062	0.280	4.684	0.000	0.655	1.529
	CCQ	0.129	0.041	0.137	2.671	0.008	0.903	1.110
	KSHV	0.223	0.056	0.233	4.030	0.000	0.702	1.428
	GDKD	0.179	0.053	0.187	3.416	0.001	0.783	1.279
	NL	0.141	0.053	0.158	3.243	0.001	0.992	1.010

a. Dependent Variable: YĐKN

(Source: Results of data analysis on SPSS 22)

Table 6. Summary table of model^b

Model	R	R Square	Adjusted R Square	Durbin-Watson
1	0.734 ^a	0.568	0.554	1.860

a. Predictors: (Constant), TĐ, CCQ, KSHV, GDKD, NL.

b. Dependent Variable: YĐKN

(Source: Results of data analysis on SPSS 22)

Table 7 ANOVA^a Model Analysis Sheet

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	21.234	5	4.246	38.529	0.000 ^b

	Residual	18.279	200	0.091		
	Total	39.513	205			

a. Dependent Variable: YĐKN

b. Predictors: (Constant), TĐ, CCQ, KSHV, GDKD, NL .

(Source: Results of data analysis on SPSS 22)

Test the relevance of the model:

Multicollinearity test: The error magnification factor (VIF) of all independent variables is less than 10, so the multicollinearity in the model is assessed as not serious.

The Durbin - Watson coefficient used to test the correlation of the residuals shows that the model does not violate when using multiple regression, since the Durbin - Watson value obtained is 1.860 (range from 1 to 3). In other words, the model has no correlation of the residuals.

The assessment of model suitability is based on the Analysis of Variance (ANOVA) table. The results of ANOVA test with the significance level Sig. = 0.000 show that the linear regression model has been constructed in accordance with the data set and used, or in other words, this model has meaning to deduce for the whole.

Evaluate the level of interpretation by the independent variables in the model:

The coefficient of R^2 correction = 0.554 > 0.5 means that the independent variable explains 55.4% of the change of the dependent variable "YĐKN", while 44.6% is due to random error or other factors outside the model.

The results of determining the regression coefficient are shown in Table 5 showing that the independent variables "TĐ"; "CCQ"; "KSHV"; "GDKD", "NL" were included in the model having a linear relationship with the dependent variable "YĐKN", Sig. in t test are less than 0.05. So the regression model is statistically significant. The independent variables "TĐ"; "CCQ"; "KSHV"; "GDKD" and "NL" with β coefficient >0 prove to have a reversible

influence on the dependent variable "YĐKN". Therefore, accepting the initial hypothesis (H1; H2, H3, H4, H5), are independent variables that are linearly related to the dependent variable and perfectly fit the model. From there, we have the regression equation with normalized beta coefficient as follows:

$$YĐKN = 0.280 * TĐ + 0.137 * CCQ + 0.233 * KSHV + 0.187 * GDKD + 0.158 * NL$$

From the test results of the research model, there are 5 factors that have a favorable influence on "Startup intentions of students". The results of this study are consistent, consistent with previous studies, specifically: "Attitudes towards entrepreneurship", such as: Rasli et al., (2013); Krueger et al., (2000). "Subjective standards", such as: Kolvereid (1996); Zain et al., (2010). "Behavioral control perception", such as: Autio et al., (2001); Yurtkoru et al., (2014); Liñán et al., (2011); Krueger et al., (2000). "Business education", such as: Wang & Wong (2004); Binks et al., (2006); Dilts & Fowler (1999); Ambad & Damit (2016). "Self-efficacy", such as: Krueger et al., (2000); Autio et al., (2001); Liñán & Chen (2009).

Examine the differences in the start-up intentions of students in economics and engineering:

To answer the question whether or not there are differences in the perception of economics and engineering students about the intention to start a business. The author uses Levene test technique and T-test independent sample averaging to find the difference. The results obtained are shown in Table 8 below:

Table 8: Results of testing the difference in the perception of student's intention to start a business between two economic and technical disciplines

Students' intention to start a business	Majors	N	Mean	Std. Deviation	Std. Error Mean
	Economics		384	3.6524	0.78026
Engineering		354	3.6626	0.81363	0.06977
Independent Samples Test	Levene's Test for Equality of Variances		T-test for Equality of Means		
	F	Sig.	t	df	Sig(2-tailed)

Equal variances assumed	1.073	0.301	-0.097	235.000	0.923
Equal variances not assumed			-0.098	220.301	0.922

(Source: Results of data analysis on SPSS 22)

The results of Table 8 show that, in the Levene test for the variance between two groups of students in economics and students in engineering, the Sig value = 0.301 is greater than 0.05, so the variance between the two disciplines is uniform. Independent test results with homogeneous variance for Sig.(2-tailed) value is $0.923 > 0.05$ so it can be concluded that the evaluation of startup intentions among students of 02 economic and technical groups is no statistical difference. Specifically, based on the average column of Table 8, it can be seen that the average of the factors between the two disciplines of economics and engineering differs quite little and can be considered as no difference.

5. Conclusion and Recommendation

An analysis of 738 survey samples from students from 27 universities in Vietnam. The regression results show that the factors that have a positive influence on "Startup intentions of students" in descending order are: "Attitudes to entrepreneurship"; "Behavior control awareness"; "Business education"; "Self-competence" and "Subjective standards".

The findings from the experimental study are the basis for the author to make a number of recommendations to stakeholders, specifically as follows:

The results of the study show that the attitude towards the intention to start a business plays an important role and has the strongest positive impact on the intention to start a business. Therefore, to promote student entrepreneurship, it is necessary to focus on this factor. Education and training should not only value knowledge but should first focus on changing students' attitudes, because the impacts on these attitudes may be more significant to the startup process, thereby helping students overcome cognitive barriers to drive their intention to start a business. In order to improve the positive attitude towards entrepreneurship, the school can carry out activities to stimulate students' interest in entrepreneurship and become entrepreneurs in the future. In addition to seminars and start-up programs, the school can strengthen communication programs to inform students about the benefits of entrepreneurship,

build stories of students, successful alumni, successful alumni... In addition, the school can organize extracurricular hours at the school so that teachers can learn more about the interests and aspirations of students, know the career goals of students after graduation. From there, it is possible to support students who do not have or are planning to start a business, which will lead to a more positive attitude towards entrepreneurship.

Research shows that cognitive behavior control, which is the second most important and positive influence on students' intention to start a business. In order for students to have sufficient quality, knowledge and experience to be able to control their behavior in terms of viability, business development, business success, personal knowledge, experience or access to information to make entrepreneurship possible. In this respect, the school should support more knowledge, more start-up information and more soft skills to help them be more active, confident, self-conscious, able to train and discover ideas and will be competent enough to nurture their ideas into intentions and implement the start-up in the near future.

Research also shows that business education is an important factor in students' intention to start a business. This implies that universities need to make innovative entrepreneurship a key teaching content for students, thereby providing knowledge, experience as well as practical supervision with start-up activities for students. Through compulsory start-up subjects, the university is able to provide practical knowledge and background knowledge on startups, which can help students improve their personal awareness of start-up capabilities as well as their confidence in their start-up capabilities. In particular, the content of start-up training programs should emphasize the start-up movement in a way that focuses on start-up awareness education for students, including the possible risks of starting a business. In addition, the school needs to open business start-up training courses that are aimed at students of many disciplines rather than exclusively at economic students. And these classes also need to be renewed in the direction

of increasing duration combined with improving quality and certification, instead of just short-term classes 03 - 05 days as currently. In addition, it is necessary to open clubs and strengthen the activities of start-up clubs, regularly open workshops to invite experts on start-up, market research, relationship establishment... to discuss with you to help students gain the necessary knowledge and skills to grasp the opportunities, solve the problems encountered to establish relationships so that they can fully prepare and develop a start-up project on their own.

Research also shows that self-efficacy is a significant influence on students' intention to start a business. When students intend to start a business, they become somewhat aware of their potential and qualities. The encouragement of family, friends, and surroundings will add more power to their confidence. In addition, the students themselves must constantly train, learn, improve the knowledge and skills necessary for the start-up in the future.

The subjective standard has a positive impact on the student's intention to start a business, with the consent and support of relatives, friends and important people, the student's intention to start a business becomes stronger. Therefore, the family can help students formulate business ideas by having their children participate in practical courses, vocational skills classes, or workshops organized by economic experts. In addition, the family and teachers need to regularly discuss with students, communicate to students the combined experience in the work process, form for students how to think positively, think creatively, and be self-employed. At the same time, listen to the ideas and aspirations of students to discover good ideas, thereby contributing to the right orientation for students. Good business ideas need to be encouraged, supported and supported by the family to create conditions for students to establish a career. Moreover, schools and political unions need to create propaganda activities or conduct seminars to set an example of successful entrepreneurs who will help start a business in a broader way and be understood more properly, so that everyone's support for startups will increase.

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Annex I Attribute coding of factors influencing students' intention to start a business

Factor	Encryption	Number of scales	Source
Independent variable			
	TĐ1	My career goal is to start my own business.	

Attitudes towards entrepreneurship	TĐ2	If I have the opportunity and the resources, I'm ready to start a business.	Rasli et al., (2013); Krueger & partner (2000); Liñán & Chen (2009).
	TĐ3	I think entrepreneurship brings more benefits than disadvantages.	
	TĐ4	Being an entrepreneur will bring great satisfaction to me and it always motivates me.	
Subject Standard	CQ1	If I decide to start a business, my family members will support me.	Kolvereid (1996); Zain et al., (2010).
	CQ2	If I decide to start a business, my friends will support me.	
	CQ3	The careers of my parents and family members influenced my decision to start a business.	
	CQ4	I have a role model for the person who has successfully started the business.	
Behaviour Control Awareness	KSHV1	I believe I have the resources to create and operate a startup.	Autio et al., (2001); Yurtkoru et al., (2014); Liñán et al., (2011); Krueger et al., (2000).
	KSHV2	I believe I have the financial capacity to start a business.	
	KSHV3	I have a broad relationship that can be leveraged during the start-up process and I have access to useful information for the startup.	
	KSHV4	I believe I will succeed in my business.	
Business education	GDKD1	The school has provided me with all the necessary knowledge for business.	Wang & Wong (2004); Binks et al., (2006); Dilts & Fowler (1999); Ambad & Damit (2016).
	GDKD2	The main program at the school equipped me with the ability to start a business.	
	GDKD3	My school regularly organizes startup-oriented activities for students (startup workshops, startup competitions).	
	GDKD4	The school developed my skills and my entrepreneurial abilities.	
Capacities of Self-	NL1	I felt optimism about my abilities.	Krueger et al., (2000); Autio et al., (2001); Liñán & Chen (2009).
	NL2	I find myself able to establish, maintain and control opportunities.	
	NL3	I have the ability to handle situations and nurture business ideas.	
	NL4	I found myself a modern type.	
Dependent variable			
Intent to start a business	YĐKN1	I think very seriously about starting a business.	Souitaris et al., (2007); Thompson (2009); Ambad & Damit (2016).
	YĐKN2	I have a strong intention to start a business.	
	YĐKN3	I decided to start a business in the future.	
	YĐKN4	My career goal is to become an entrepreneur	