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Factors Affecting the Entrepreneurial Intention of Students at Tan Trao University

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ABSTRACT

Entrepreneurship is one of the popular choices for students after graduation from higher education. The study focuses on proposing a model to identify the factors affecting the entrepreneurial intention of students at Tan Trao University by researching some typical models in the world. By quantitative research methods based on a survey of 391 students, the study has shown that there are 5 factors affecting the entrepreneurial intention of students at Tan Trao University, including opportunity, motivation, perception of behavioral control, skills and resources for entrepreneurship. Thereby, the study proposes a number of solutions for the students, the university and other related parties to promote students' entrepreneurial intentions.

Keywords: Factors; Entrepreneurial intention; Students; Tan Trao University

1. Introduction

Few could argue that entrepreneurship plays an important role in innovation, economic development and solving social problems, especially creating jobs for the workforce. This is the general trend of the world today. According to statistics from the Ministry of Planning and Investment of Vietnam, by the

end of 2020, the contribution rate of small, medium and micro enterprises to the total national budget revenue was as high as 31%, accounting for 40% of GDP^[1]. These enterprises also created more than 5.5 million jobs for society in the period of 2016-2020^[2]. Based on the report of the General Department of Population and Family Planning, since 2020, un-

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employment has increased and people's income has decreased, which is an urgent issue for the Vietnamese economy. In 2022, Vietnam's unemployment is 2.21% [3]. In fact, the process of enterprises recruitment and job finding in the country has been facing many difficulties. Besides, the supply and demand in the labor market may be seriously imbalanced between different economic sectors. When hundreds of students have no work or have a work out of their training major after graduation, entrepreneurship is one of the best solutions for those who want to find and build their careers. Moreover, in Vietnam, small and medium-sized enterprises are the majority and main type of enterprises in the economy. In 2020, SMEs is accounting for more than 97% of the total number of enterprises in the country, employing up to 36.3% of social workers [3]. Most of these enterprises are established by entrepreneurial activities.

“Entrepreneurship” is a term that researchers have defined in different ways at different times. Schumpeter (1934) defined entrepreneurship as the realization of new combinations of businesses—new products, new services, new sources of raw materials, new production methods, new markets, and new forms of organization [4]. Cole (1959) defined entrepreneurship as a purposeful activity to start and develop a business with the goal of making a profit. According to Gartner (1985), entrepreneurship is the creation of new businesses [5]. Approaching from the perspective of social responsibility, entrepreneurship is a process of innovation and making a difference to bring wealth to individuals and create new values for society. This understanding reflects the social function of business, which is to benefit the community instead of pursuing self-interest [6]. Entrepreneurship is not only an individual entrepreneur's choice to be his own boss, to pursue his own ideas and to bring financial benefits to themselves, but it also plays an important role in economic development, in solving national and global problems.

In recent years, researching entrepreneurship has attracted the attention of many domestic and international experts and researchers. It is recognized that training and education in entrepreneurship have con-

tributed to the stability of regional economic development [7]. Thanks to the focus on education, today, an increasing number of students from universities are inclined to get into entrepreneurship. Therefore, educators and policy makers have been making efforts to encourage entrepreneurship in society.

Today, in Vietnam, there is a fact that after graduation, most students prefer stable jobs rather than exploring and challenging business and startup opportunities. The awareness of entrepreneurship and the spirit of entrepreneurship is relatively low. According to a report in the Business Forum in 2017, the result of a survey showed that up to 66.6% of Vietnamese students have not yet known about entrepreneurship. The number of students who have some information about entrepreneurship is only 33.4%, and the number of students who actually participate in startup activities initiated by VCCI is only 0.016%. 62% of students surveyed think that entrepreneurship is just a movement and not really effective. Therefore, motivating and promoting students to participate in entrepreneurship is extremely important [8].

Intention for entrepreneurship is the early stage of the entrepreneurial process, in which it is easily affected by several factors. According to Armitage (2011), intention predicts about 50% of actual behavior [9]. Therefore, analyzing the factors affecting entrepreneurial intention is considered an effective measure to improve the quantity and quality of students' entrepreneurial spirit. Detecting and measuring factors affecting students' entrepreneurial intentions will provide a scientific basis for proposing effective policies in creating an entrepreneurial environment that promotes their entrepreneurial intention at Tan Trao University.

2. Literature review

Research on entrepreneurship has been carried out by many researchers around the world on different views.

The study “Entrepreneurship as a Career Choice: An Analysis of Entrepreneurial Self-Efficacy and Intention of University Students” by Akmaliah (2009), was conducted to determine the perception of en-

entrepreneurial effectiveness and the entrepreneurial intention of university students. The study used a descriptive study design with 1,554 undergraduate students participating in the survey. Each set of study constructs has a range of confidence values between 0.74 and 0.96. The results indicated that the students had average scores across all constructs related to entrepreneurial intention and entrepreneurial performance in management, finance and marketing aspects. Furthermore, students with positive entrepreneurial aspirations scored higher on entrepreneurial intentions and self-efficacy, significantly different from students without positive aspirations. The students also scored average on attitudes to business careers and cognitive behavioral control. The findings also showed that those who were aware of the need for entrepreneurship to go to college had significantly higher average scores on attitudes toward entrepreneurship as well as perceived behavioral control ^[10].

“Exploring entrepreneurial readiness of youth and startup success components: Entrepreneurship training as a moderator” by Seun Azeez Olugbola (2016) has pointed out the positive effects of identifying opportunities, motivations and resources on entrepreneurship. The research emphasized the central role of entrepreneurship training in all factors, including entrepreneurial possibility. This study analyzed youth’s entrepreneurship readiness in terms of identifying opportunities, motivational factors, resources and entrepreneurial ability. The study also examined the impact of entrepreneurship training on young people’s readiness to start a business and the components behind successful entrepreneurship. SEM model was applied to a sample of 490 students from the University of Sains Islam in Malaysia ^[11].

Chang Hui-Chen and his colleagues (2014) studied the entrepreneurial process of a person by integrating the theory of planned behavior (TPB) with the theory of motivation-opportunity-ability (MOA). The model assumes that motivation, opportunity, and ability influence entrepreneurial intention through individual attitudes, subjective norms, and perceived behavioral control. The authors collected a sample of 258 valid questionnaires from participants in a

start-up training course in Taiwan. Firstly, personal attitude and perceived behavioral control have a direct influence on entrepreneurial intention. Secondly, both subjective norms and motivation indirectly influence entrepreneurial intention through individual attitudes and cognitive behavioral control. Thirdly, the ability has a direct positive association with entrepreneurship intention and an indirect influence on entrepreneurship intention through cognitive behavioral control ^[12].

Izaias Martins et al. developed and examined an aspect of the impact of entrepreneurship education programs on individual entrepreneurial orientation (IEOs) and the role of IEOs as precursors of attitude and entrepreneurial intention (EI) through aspects of the Theory of Planned Behavior (TPB). This study used pre-test analysis with data by looking at 1,723 university students in Colombia and Ecuador. Wilcoxon’s signature test and rating test confirmed the impact of entrepreneurship education programs on IEOs. Furthermore, structural equation modeling was used to confirm the theoretical model and test hypotheses between IEO, TPB and EI ^[13].

Currently in Vietnam, entrepreneurship is also a path that many students choose after graduating from universities. Therefore, many researchers have paid great attention to entrepreneurship.

“Intentions, motivations and desire to participate in entrepreneurship of youth today”, by Nguyen Tuan Anh (2019) conducted a survey on 1,500 young people currently living, studying and working in 7 provinces/cities across the country to give an overview of their entrepreneurial intentions, motivations and desires. The survey results showed that the majority of young people surveyed had or are planning to implement an entrepreneurial activity with the greatest motivation to develop their own careers. They hope to be supported in terms of capital, knowledge, technology, market... in order to well implement their entrepreneurial projects ^[14].

“Factors affecting students’ entrepreneurial intention” by Truong Duc Thao, Nguyen Trung Thuy Linh (2019) is based on the synthesis of domestic and foreign research on entrepreneurial intentions

of students and factors affecting their entrepreneurial intention. The authors have argued and pointed out the relationship of 6 factors affecting students' entrepreneurial intention including self-expectation, Attitudes towards entrepreneurship; Self-perceived capacity; Belief standards; Knowledge capital; Financial capital^[15].

The research paper named "Factors affecting the entrepreneurial intention of students at Thai Nguyen University of Economics and Business Administration" by Vu Quynh Nam (2020) is conducted through a survey of 250 university students in Thai Nguyen Economics and Business Administration (TUEBA). To analyze the factors affecting students' entrepreneurial intention, the study used exploratory factor analysis (EFA) and regression analysis methods. Research results have confirmed that 66.8% of TUEBA students' entrepreneurial intention is influenced by the following factors: Their own expectations; Attitudes towards entrepreneurship; Self-perceived capacity; Belief standards; Knowledge capital; and Financial capital^[16].

Dang Kim Thoa et al. researched the topic "Quality of entrepreneurial training in universities". The study showed that training quality plays an important role in creating successful entrepreneurial intention for students; thereby pointing out measures to improve the quality of training in universities in order to create successful entrepreneurs^[17].

Vo Van Hien et al. conducted "Research on factors affecting entrepreneurial intention of students of Tien Giang University" to identify the factors affecting entrepreneurial intention of students of Tien Giang University based on Ajzen's theory of intended behavior. After combining it with related studies, the authors built a proposed research model including seven factors affecting entrepreneurial intention. Research results show that there are five factors affecting students' entrepreneurial intention, arranged in descending order of influence: (1) personality characteristics, (2) education of entrepreneurship, (3) experience, (4) perceived behavioral control, and (5) subjective norms. Based on the research results, some managerial implications related to the 5 influ-

encing factors are also given in order to improve the entrepreneurial intention of university students, and at the same time suggest research directions for the future^[18].

3. Methodology of the research

According to the literature review above and previous models of entrepreneurial intention, including:

(1) The research model proposed by Seun Azeez Olugbola: It refers to the factors affecting the entrepreneurial readiness, including motivation, opportunities, resources, abilities and entrepreneurial training, in which, the entrepreneurial training factor dominates the impact of motivational factors, opportunities, and resources on the entrepreneurial intention^[11].

(2) The research model proposed in the study of Chang Hui-Chen et al.: It was developed by integrating the theory of planned behavior with the theory of motivation-opportunity-ability^[12].

In order to build a suitable model for this study, on the basis of an overview of the theories related to entrepreneurship and students' entrepreneurship, the authors propose a model for analysis of the influencing factors on entrepreneurial intention of students at Tan Trao University. **Figure 1** below shows the model of 7 factors, including:

- (1) Motivation;
- (2) Opportunity;
- (3) Ability and skills;
- (4) Resources;
- (5) Perception of the usefulness of the field of entrepreneurial intention;
- (6) Perceived behavioral control;
- (7) Training program in the university.

Hypotheses of the study

H1: Motivation has a positive influence on students' entrepreneurial intention.

H2: Opportunities affect positively students' entrepreneurial intention.

H3: Entrepreneurial skills have a positive effect on students' entrepreneurial intentions.

H4: Resources influence positively students' entrepreneurial intention.

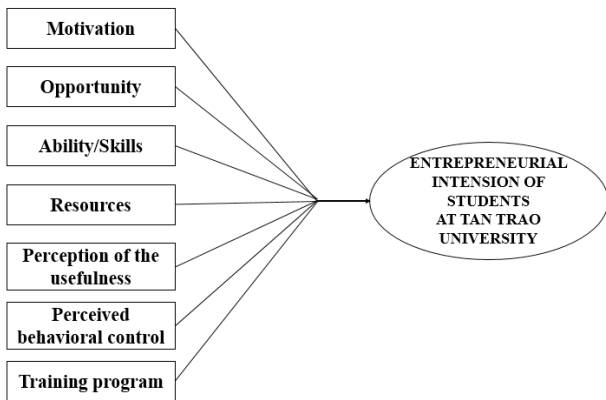


Figure 1. Proposed research model of the study.

H5: The university’s training program has the same effect and is in the direction of promoting students’ entrepreneurial intentions.

H6: Students’ perception of the usefulness of the field in that they intend to start entrepreneurship has a positive influence on their entrepreneurial intention.

H7: Perception of behavioral control affects positively students’ entrepreneurial intention.

Samples of the survey

The determination of sample size will be divided into two cases: Population unknown and population known^[19]. According to the statistics reported by the Department of Student Management, as of February 2023, the number of students at Tan Trao University is 1,834 students. To determine the sample size, use the formula:

$$n = \frac{N}{1 + N * e^2}$$

in which:

- n: Sample size to be determined.
- N: Overall size.
- e: Allowable error. Usually, the three commonly used error rates are ± 01 (1%), ± 0.05 (5%), ± 0.1 (10%), of which the most common is ± 0.05.

Thus, the minimum required sample size of the study if the error $e = \pm 0.05$ will be 328 students. To reach this size, the authors submitted an online survey through google forms. The invitation was sent to respondents via Zalo and email. As a result, the research has obtained 397 responses, with 391 samples that are eligible for quantitative analysis.

The category of 6 samples did not meet the standard because the respondents did not have an objective assessment of the problem (answers were rated at the same level for all questions).

Designing the questionnaire

After reviewing domestic and foreign documents on the influence of factors on students’ entrepreneurial intention, the study proposed 7 hypotheses. To test these hypotheses, a questionnaire was constructed to collect information and test hypotheses. The research uses the Likert scale in the questionnaire, because it is a commonly used scale^[20].

The questionnaire consists of 2 parts: (1) Introduction and contact information of the authors; (2) Collecting personal information of the respondents and implementation, a survey of factors affecting students’ entrepreneurial intention through 8 groups of questions. The questions are rated on a 5-point Likert scale (1 = “Strongly disagree”, 2 = “Disagree”, 3 = “Normal”, 4 = “Agree”, 5 = “Strongly agree”) to measure factors. The groups of questions are included to use for quantitative analysis in the research.

Data processing methods

Using quantitative research methods to analyze data collected from the survey and evaluate the influence of factors on the entrepreneurial intention of students at Tan Trao University. Specifically, the study uses statistical analysis software SPSS. The reliability of variable groups was tested by Cronbach’s Alpha. Then, exploratory factor analysis (EFA) was applied to determine the factors affecting the entrepreneurial intention of students at Tan Trao University. The research also filtered and rearranged the variables into groups of factors based on the result of the rotation factor matrix table. After that, the study implemented a regression of the importance of groups of variables to the model. Regression results serve as a basis for proposing recommendations to students to promote entrepreneurial spirit and intention. Moreover, some solutions were proposed for Tan Trao University to equip students with entrepreneurial

knowledge and skills in the training programs.

4. Results and discussion

As mentioned above, the survey sample of the study was implemented through an online survey and collected 391 eligible responses. **Table 1** below shows the summary of the sample.

Table 1. Summary of the survey sample.

Criteria		Number	Percentage (%)
Gender	Male	130	33.25
	Female	258	65.98
	Others	3	0.77
Year	Freshman	89	22.76
	2nd-year	164	41.94
	3rd-year	81	20.72
	final year	53	13.55
	Others	4	1.03
Major	Economics	44	11.25
	Accounting	69	17.76
	Pedagogy	86	22.00
	Information Technology	46	11.76
	Culture-Tourism	28	7.16
	Agriculture-Forestry-Fishery	17	4.35
	Medicine-Pharmacy	88	22.51
	Others	8	2.04

The research model of the study includes a dependent variable, which is Tan Trao University student’s entrepreneurial intention and 7 independent variables as in **Table 2** below.

The analysis results show that all scales meet the requirements of Cronbach’s Alpha reliability coefficient. Specifically, in order from high to low, the Cronbach’s Alpha reliability coefficient of the observed variables is as follows:

Firstly, the highest Cronbach’s Alpha coefficient is 0.882 for the variable “motivation”. Secondly, the Cronbach’s Alpha reliability coefficient of the entre-

preneurial intention variable is 0.865. Thirdly, the Cronbach’s Alpha reliability coefficient of the variable “skills” is 0.842. Fourthly, the Cronbach’s Alpha reliability coefficient of the variable “opportunity” is 0.822. Fifthly, the Cronbach’s Alpha reliability coefficient of the resources is 0.756. Sixthly, the Cronbach’s Alpha reliability coefficient of the training program is 0.73. Seventhly, the Cronbach’s Alpha reliability coefficient of the variable “perception of usefulness” is 0.653. Finally, the Cronbach’s Alpha reliability coefficient of the variable “perception of behavioral control” is the lowest reaching 0.649.

Table 2. Description of the variables.

Independent Variables	
DC1, DC2, DC3, DC4	Motivation influences students’ entrepreneurial intention
CH1, CH2, CH3, CH4, CH5, CH6	Entrepreneurial opportunities affect on students’ entrepreneurial intention
KN1, KN2, KN3, KN4, KN5, KN6	Entrepreneurial skills influence students’ entrepreneurial intention
NL1, NL2, NL3, NL4	Resources influence students’ entrepreneurial intention
HI1, HI2, HI3	Perception of the usefulness affects on students’ entrepreneurial intention
HV1, HV2, HV3, HV4	Perception of behavioral control has effect on students’ entrepreneurial intention
CT1, CT2, CT3, CT4	Training program influences students’ entrepreneurial intention
Dependent Variable	
YD1, YD2, YD3, YD4, YD5	Entrepreneurial intention of Tan Trao university students

EFA factor analysis of the independent variables

Table 3 shows that KMO coefficient = 0.803 required duration $0.5 < KMO < 1$ and Bartlett’s test has $Sig. = 0.000 < 0.05$ shows that the EFA exploratory factor analysis is consistent with the actual data collected.

At Eigenvalues = 1, $130 \geq 1$ satisfactory, the extracted variance is 66.606%, which means that there is a 66.606% change in the entrepreneurial intention of Tan Trao University students explained by the observed variables.

Table 3. KMO and Bartlett’s Test of the independent variables.

KMO and Bartlett’s Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.803
	Approx. Chi-Square	2015.778
Bartlett’s Test of Sphericity	df	325
	Sig.	0.000

EFA factor analysis of the dependent variable

In **Table 4**, the coefficient KMO = 0.836 satisfies the requirements of $0.5 < KMO < 1$ and the Bartlett test has Sig. = 0.000 (< 0.05) showing that the EFA exploratory factor analysis is appropriate with the actual data obtained.

At Eigenvalues = 3,312 ≥ 1 , the quoted variance is 66.241% $> 50\%$, and the citation factor is 1, satisfying the requirements of the model.

With the data in **Table 5** below, we can see that the adjusted R-squared is 0.698, that is, 69.8% of the change in the entrepreneurial intention is explained by the variation of the independent variables in the model. The level of contribution and importance of the independent variables to the model will also be discussed and given solutions in the following section.

The variance exaggeration factors VIF of the groups of factors are all less than 2,000. Therefore, the independent variables are not correlated with each other, there is no multicollinearity between the independent variables. In order for the groups of factors to meet the conditions, it is necessary to have a Sig. coefficient, < 0.05 , so after running the regression analysis, the research team found that the variables HI and CT need to be eliminated because of Sig. > 0.05 . Of course, the 5 remaining variables all have Sig. < 0.05 , so the model still has practical statistical significance.

Hypothesis H1: Factors of motivation have a positive influence on students’ entrepreneurial intention.

Normalized regression coefficient $\beta = 0.149$, Sig. = 0.034 < 0.05 . Hypothesis H1 supports the study up to 99%. The motivation for entrepreneurship is the fourth strongest factor affecting the entrepreneurial intention. This study supported previous researches that students who were more motivated were more likely to be entrepreneurial. Students with higher motivation had stronger intentions to start a business. This result is similar to some previous studies ^[11,14].

Hypothesis H2: Opportunities affect positively students’ entrepreneurial intention. Standardized regression coefficient $\beta = 0.314$, Sig. = 0.001 < 0.05 . Hypothesis H2 supports the study up to 99%. The factor “opportunity” has the strongest impact on the entrepreneurial intention of students at Tan Trao University. This shows that the students understand that recognizing, taking advantage of and seizing opportunities around them plays an important role in forming entrepreneurial intentions and ideas. This result is similar to some previous studies ^[11].

Hypothesis H3: Entrepreneurial skills have a positive effect on students’ entrepreneurial intention. Standardized regression coefficient $\beta = 0.183$, Sig. = 0.008 < 0.05 . Hypothesis H3 supports the study up to 99%. The factor of entrepreneurship skills is statistically significant in the regression model and has the third strongest impact on the entrepreneurial intention of students at Tan Trao University. This suggests that students’ entrepreneurial intention may be affected by their individual skills. In other words, students who are fully equipped with

Table 4. KMO và Bartlett’s Test of the dependent variable.

KMO and Bartlett’s Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.836
	Approx. Chi-Square	510.329
Bartlett’s Test of Sphericity	df	10
	Sig.	0.000

Table 5. Regression analysis of coefficients of independent factors.

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.839	0.704	0.698	0.45784	1,957

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	155.210	7	22.173	105,777	0.001b
	Residual	65.191	311	0.210		
	Total	220.401	318			

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0.268	0.126		2.134	0.034		
	DC	0.151	0.060	0.149	2.513	0.012	0.796	1.257
	CH	0.326	0.080	0.314	4.090	0.001	0.632	1.582
	KN	0.178	0.067	0.183	2.569	0.008	0.701	1.427
	NL	0.137	0.068	0.115	2.162	0.032	0.754	1.327
	HI	-0.011	0.063	-0.011	-0.174	0.862	0.734	1.363
	HV	0.278	0.063	0.271	4.429	< 0.001	0.823	1.215
	CT	0.051	0.068	0.054	0.050	0.742	0.458	1.260

knowledge and skills related to entrepreneurship will have more intentions to start a business, even though their capacity may not be too seasoned and experienced. This result is similar to some previous studies ^[11,13,15,16].

Hypothesis H4: Resources influence positively students' entrepreneurial intention. Standardized regression coefficient $\beta = 0.115$, Sig. = 0.032 < 0.05. Hypothesis H4 supports the study up to 99%. The resource is a factor with the weakest impact. Students who have better financial, material or even human resources will have better conditions to form and develop entrepreneurial intention. This result is similar to some previous studies ^[11,15].

Hypothesis H5: The university's training program has the same effect and is in the direction of promoting students' entrepreneurial intention. Standardized regression coefficient $\beta = 0.054$, Sig. = 0.742 > 0.05. Hypothesis H5 is not accepted.

The training program variable (CT) was eliminated by the Sig. coefficient over 0.05, this group of factors has no statistical significance in the regression model. It can be seen that the training program factors have not had a clear impact on the students' intention to start an entrepreneurship. In other words, the current training program of Tan Trao University has not really had much impact on students' intention and desire to participate in an entrepreneurship.

Hypothesis H6: Students' perception of the usefulness of the field that they intend to start entrepreneurship has a positive influence on their entrepreneurial intention. Standardized regression coefficient $\beta = -0.011$, Sig. = 0.862 > 0.05. Hypothesis H6 is not accepted.

Group of HI (Students' perception of the usefulness of the field that they intend to start entrepreneurship has a positive influence on their entrepreneurial intention) has a Sig. coefficient > 0.05, which has

no statistical significance or practical significance in the regression model. This indicates that students are not really aware of the usefulness of technology and have not taken advantage of the modernity of high technology to form business startup ideas.

Hypothesis H7: Perception of behavioral control affects positively students' entrepreneurial intention. Standardized regression coefficient $\beta = 0.218$, Sig. = 0.000. Hypothesis H7 supports the study up to 99%. This is the factor with the second strongest impact on the entrepreneurial intention. This means that if students' perceived behavioral control increases, their intention to start a business will also increase. This result is similar to some previous studies^[10,18].

Research results have shown groups of factors affecting the entrepreneurial intention of students at Tan Trao University, including opportunity, motivation, skills, perception of behavioral control and resources for entrepreneurship.

5. Conclusions and recommendations

Motivation can be described as an internal force that drives human behavior. The results of the study have shown that motivation is the factor that has the strongest impact on students' intention to start a business. Therefore, in order to promote entrepreneurial intention, the authors suggest that the university and related organizations need training programs to help create and enhance students' entrepreneurial motivation. Firstly, in the training program, in addition to professional knowledge of economics and entrepreneurship, lecturers need to have encouragement and motivation to help students approach and form their own entrepreneurial mindsets and intentions. Secondly, the curriculum needs to be regularly updated, instead of just teaching in depth about theory, the university should have many combinations of teaching through experience to help students have the opportunity to interact and learn from real entrepreneurs. Thirdly, the university actively communicates examples of starting a business, which will help stimulate students' motivation to get into entrepreneurship.

In addition to the university's activities, organi-

zations and businesses interested in entrepreneurship should coordinate and support students for start-up projects. Students' entrepreneurial motivation comes from many factors, including the need for achievement, independence in work and profit. Motivation will be nurtured and maximized if there is an environment to help realize business ideas. And with the limitation of students, organizations and businesses should have policies to support and sponsor in terms of funding or expertise to help students' projects have the opportunity to be incubated and developed.

Perception of behavioral control is an individual's perception of the ease or difficulty of performing a particular behavior. From there, the authors make recommendations for students to promote entrepreneurial intentions. Firstly, students themselves need to understand and identify their desires and goals in starting and creating businesses. Secondly, awareness governs behavior, so students need to be self-disciplined, actively learn and seek knowledge, and should participate in competitions about entrepreneurship to gain practical access to self-construction and control. implement and develop a project, thereby gaining the necessary experience and skills. Furthermore, the point of valid behavioral control is belief, so students themselves must have faith in their intentions and desires, have faith in what they do, then have a specific plan to acquire knowledge, create and realize their ideas.

The results of the research also have proven that resources are one of the factors that really have an impact on students' entrepreneurial intention. From there, the authors suggest a number of solutions to help consolidate resources to promote students' entrepreneurial intentions. On the university's side, it should be encouraged and supported to establish and maintain clubs and organizations in the field of business, and organize extra-curricular activities and competitions about entrepreneurship, by which students can come up with ideas and implement small business projects. This gives students the opportunity to try and hone, strengthen their leadership and executive abilities as well as their skills. Giving students the opportunity to gain experience is for promoting

the human resource factor. On the State's side, there should be a policy to ensure the maintenance of capital to support young people in entrepreneurship. Because the early stage of a start-up is a high-risk stage and very few outside investors invest in it ^[21]. Due to that, it is necessary to establish state-owned funds to support this early stage. In addition, developing more capital mobilization channels for start-ups, especially focusing on capital mobilization through the stock market is an important solution to promote entrepreneurship. It is very necessary to develop exemption support measures, such as exempting income tax from 3-5 years from the start of entrepreneurship, then applying a low preferential tax rate than the normal tax rate for these businesses. It is these things that will become a resource to promote entrepreneurial intentions and help start-up businesses develop through incentives in terms of capital, premises, infrastructure, taxes, technology for incubators, etc.

Author Contributions

Hoang Anh Dao: Conceived and designed the analysis; Performed the analysis; Wrote the paper. Chu Thanh Mai: Implemented the survey; Processed data by quantitative analyzing software; Proposed recommendations. Phi Tra My, Phan Huyen Linh: Collected the data of literature review; Proposed the questionnaire; Implemented the survey and summarized the report of the survey's results. Le Hai Yen: Collected the data on the essentiality of the study; Proposed the questionnaire; Implemented the survey; Proposed recommendations.

Conflict of Interest

There is no conflict of interest.

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