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Perception of Factors Affecting Entrepreneurial Intention among Students at Vietnam National University, Hanoi

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Abstract

This study researches the phenomenon of entrepreneurship, which has increased in both academics and practice in recent years. In Vietnam, the interest in studying entrepreneurs seems not to be thoroughly investigated. This research aims to evaluate the factors affecting Entrepreneurial Intention among Students at Vietnam National University, Hanoi. The research used quantitative and qualitative methods. Qualitative research aims to clarify the meaning, confirm, calibrate, and supplement observed variables to measure concepts in the theoretical research model. Quantitative research was conducted with a sample of 385 students at Vietnam National University, Hanoi, and in-depth interviews were conducted with 15 students. However, during the data collection process, there were some survey applications that did not meet the requirements, so the sample remained 236 students at Vietnam National University, Hanoi. Questionnaires have been sent to students to evaluate the measurement scale and appropriateness of the research model. The study identifies six independent variables: Start-up support, Feasibility access, Entrepreneurial educational environment, Personality traits, Financial access, and Attitude towards entrepreneurial behavior. The results of multiple regression analysis just show that only two independent variables have an effect on Entrepreneurial Intention, descending order as follows: Start-up support, Entrepreneurship education environment. Our group's study applied SPSS 20.0 to test the Reliability of Cronbach's Alpha Scale, Explorational Factor Analysis, Pearson Correlation, and Linear Regression. Furthermore, the study shows the difference in Entrepreneurial Intention among Students at Vietnam National University, Hanoi by Genders, Education level and School/Faculty using an independent T-test and ANOVA analysis. From this research, our group makes some recommendations to enhance Entrepreneurial Intention among students at Vietnam National University, Hanoi. In addition, some limitations of the research and suggested research directions for the future are also mentioned.

Keywords: *Entrepreneurial Intention, Start-up, Students, Vietnam National University Hanoi.*

1. Introduction

Vietnam's start-up environment is still quite young compared to the world's, the spirit of entrepreneurship is being aroused strongly because this developing country is still in the late period of golden population, there are about 20,000 newly established and re-operated enterprises per month (Military Newspaper, 3/2022) and hundreds of universities and research centers are operating all over the country. The concepts of entrepreneurship are discussed and searched regularly on forums, websites showing the interest of many different audiences about entrepreneurship. There are many concepts that have been discussed. According to Nguyen Thi Thu Thuy (2023), entrepreneurship is an individual (alone or with others) taking advantage of new business opportunities, or a working attitude that promotes independence, autonomy, and creativity; according to Krueger and Brazeal (1994), entrepreneurship is about taking risks and taking necessary actions when signals of business opportunities are perceived. Entrepreneurship means creating a new business in the future (Krueger, 1993). Entrepreneurial person always innovates and takes risks to create new value in existing businesses (Bird, 1988); Although many different concepts have been introduced, there is a common understanding about entrepreneurship that is the individual's willingness to grasp new business opportunities.

Entrepreneurship plays a huge role in the socio-economic development, and the enterprises' increase in quantity and quality leads to the prosperity of the country. Therefore, almost governments have policies to support the development of businesses, especially to encourage and promote the entrepreneurial spirit of young people.



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In Vietnam, in recent years, the Government and organizations also have many policies and programs to support startup activities such as: Lighting up young entrepreneurial talent, Starting a business with Kawai of Foreign Trade University, Business Challenges of Vietnam National University, Hanoi. Through these programs and policies, students can satisfy their creativity and talent and apply the theoretical knowledge to practice in business.

However, in order to have effective support for the students' entrepreneurship, the awareness of factors affecting Entrepreneurial Intention among Students becomes very critical and meaningful, to the authorities, the educational institutions and enterprises. According to the literature review, there is currently no contemporary research on the factors affecting the Entrepreneurial Intention among Students at Vietnam National University, Hanoi, a prestigious university with a great influence on the educational environment in Vietnam, such as lacking knowledge of financing in entrepreneurial (Binh & Hung, 2018). Therefore, exploring and measuring these factors would therefore lay a foundation for planning policies to support startup environments, proposing solution to foster startup spirits among students of Vietnam National University, Hanoi today. Therefore, the study on factors affecting Entrepreneurial Intention among Students at Vietnam National University, Hanoi is essential to gain insights into entrepreneurship for the young generation in general and Vietnamese students in particular in the current context. The study conducted a survey with students of Vietnam National University, Hanoi, over a period of time from November 2022 to February 2023.

2. Objectives

The objectives of the study should be specified explicitly. It can be categorized in:

- 1) Identify the key factors affecting the Entrepreneurial Intention among Students at Vietnam National University, Hanoi.
- 2) Evaluate the influence of factors on the Entrepreneurial Intention among Students at Vietnam National University, Hanoi.
- 3) Propose the main implication to promote Entrepreneurial Intention among Students at Vietnam National University, Hanoi.

3. Materials and Methods

In the past decades, a lot of research on entrepreneurship has been carried out in the world and in Vietnam. The study of Vo Van Hien, Le Hoang Van Trang (2020) has conducted based on the theory of planned behavior of Ajzen (1991) combined with the related studies to build a proposed research model including seven factors affecting Entrepreneurial Intention. But the research results show that there are five factors affecting Entrepreneurial Intention among Students: personality traits, entrepreneurship education, experience, perceived behavioral control and subjective norm. From the findings, several appropriate solutions are proposed.

Research by Phan Anh Tu, Tran Quoc Huy (2017) on factors affecting the intention to start a business of students at Can Tho University of Technology and Technology that focuses on discussing the factors affecting the intention to start a business with the sample of 166 students surveyed. The study identifies 7 main factors including personality traits, personal attitudes, perceptions and attitudes, entrepreneurship education, cognitive behavioral control, norms and attitudes, subjective standards, while the controlling variables includes gender, age, family business and prior work experience. In the research of Zhang, Wang, & Owen (2015), the authors assess the overall factors affecting the Entrepreneurial Intention among Students at different universities. In the study, the authors use qualitative and quantitative methods combined with SEM techniques to test hypotheses and show the influence of 5 factors (short-term risks, attitudes, social norms, perceived behavioral control and psychological well-being) on Entrepreneurial Intention among Students. From that, the researcher concluded that individuals with short-term risk-taking ability and those with good health mentality often intend to start a business. Simultaneously, through survey-testing modeling with 275 responses from students at a Southern University in the United States, it was found that social norms, behavioral control, and short-term risk-taking is positively related to Entrepreneurial Intention. However, attitude did not have a significant impact on Entrepreneurial Intention. According to The Theory of Planned Behavior, attitude is not only an important determinant but also



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one of three determinants in predicting the intention of any behavior (Ajzen 1991). The difference between the survey results and the theory shows that university students lack business experience and have difficulty in accurately assessing the expected value of starting a business. Research by Urve Venesaar, Ene Kolbre, Toomas Piliste (2006) "Student's Attitudes and Intentions towards Entrepreneurship at Tallin University of Technology" analyzed students' attitudes and intentions towards entrepreneurship, personal characteristics, their future plans related to the startup. The Likert scale is used to measure students' attitudes based on their own opinions on motivation to start a business, characteristics, habits, and behaviors related to entrepreneurship. Research shows that a significant percentage of respondents about entrepreneurship do not want to start immediately after graduation and delay to a further future. Besides that, the authors further discuss about the obstacles before starting a business such as: lack of start-up ideas, fear of risks, not enough knowledge to start a business. From that, the role of universities in providing entrepreneurship knowledge and other related skills to students becomes very essential.

There are also many studies focusing on startups of specific specialties such as Information Technology, Economics, the startup ecosystem, startup behavior of individuals and organizations in countries or regions. However, according to Krueger and Brazeal (1994), the intention for entrepreneurship is the prerequisite for entrepreneurial behavior, so it is very important. Furthermore, conducting research on Entrepreneurial Intention among Students in different regions due to different cultures will give different research results (Sabah, 2016), so this research is necessary. The study was conducted on survey students, from the first-year to the fourth-year, of all majors being trained at Vietnam National University, Hanoi. The research model is built based on the theory of Ajzen (1991) and added elements from previous studies accordingly.

The article partially fills in the current research gap on entrepreneurship by pointing out the factors affecting the intention to start a business among students, aiming to point out possible solutions to support the entrepreneurship spirit among young people, especially students who are undergraduated. To assess the Entrepreneurial Intention and the factors affecting the Entrepreneurial Intention among Students at Vietnam National University, Hanoi, the authors used in-depth interview and survey methods.

The authors conducted in-depth interviews with students of Vietnam National University, Hanoi who have been implementing startup projects, lecturers, and experts on entrepreneurship inside and outside the university about the factors affecting the Entrepreneurial Intention among Students at Vietnam National University, Hanoi in order to: (i) Zoning of factors affecting the Entrepreneurial Intention among Students at Vietnam National University, Hanoi, (ii) Supplementing or subtracting the scale of variables that depend on startup intent and independent variables in the research model: Startup Support, Feasibility Awareness, Entrepreneurship education environment, Personality traits, Financial access, Attitudes towards entrepreneurship behavior. The purpose of the qualitative research is to consider whether the scales used in the study are suitable for the study of Entrepreneurial Intention among Students at Vietnam National University, Hanoi and to evaluate the use of terms in the questionnaire. Ask and clarify the meaning of each question before formal research. The research team conducted the discussion with 15 participants who are students studying at the School/Faculty of Vietnam National University, Hanoi. The purpose of this study is to explore ideas, collect more information, supplement and adjust the questionnaire, and build an official questionnaire to conduct a quantitative survey.

The research used a Likert scale with 5 levels (1 = Totally disagree, 2 = Disagree, 3 = Normal, 4 = Agree, 5 = Totally agree) to assess the perception of students of Vietnam National University, Hanoi about the factors affecting the Entrepreneurial Intention among Students at Vietnam National University, Hanoi. Factors affecting Entrepreneurial Intention among Students were built based on the scale Mat et al. (2015), Haris et al. (2016), Phan Anh Tu and Tran Quoc Huy (2017) and then controlled, adjusted to suit the study of Entrepreneurial Intention among Students at Vietnam National University, Hanoi through qualitative research using group discussion method. After adjustments, the construct measurement was presented in Tables 1.

Table 1. Construct measurement

	Observed variable	Sources	Cronbach's Alpha
	Start-up Support		
SS1	Your family will support your decision to startup	Haris et al (2016)	0.858
SS2	Your friends will support your decision to startup		
SS3	People who care about you will support your decision to startup		
SS4	The authority has policies to encourage student entrepreneurship		
	Feasible Awareness		
FEA1	You do believe in success if you startup	Haris et al (2016)	0.872
FEA2	Startup is easy for Mr./Ms.		
FEA3	Startup is the best way to take advantage of knowledge by Mr./Ms.		
FEA4	Mr./Ms. know how to develop business projects		
FEA5	Mr./Ms. have enough ability to become a successful businessman		
	Entrepreneurship Education Environment		
EEE1	The school provides necessary knowledge about entrepreneurship	Haris et al (2016)	0.933
EEE2	The main lessons at school equips you with enough capacity to startup		
EEE3	Your school organizes startup-oriented activities for students (startup workshops, and competitions)		
EEE4	School develops start-up skills of Mr./Ms.		
	Personality Traits		
PT1	You tend to choose careers require for discovery and creativity	Mat et al (2015)	0.841
PT2	You consider business is interesting, because of your abilities		
PT3	You dare to confront barriers in business		
PT4	Mr./Ms. accepts to take risks in business		
PT5	You have enough capacity to manage a business		
	Financial Access		
FA1	You can borrow money from friends and relatives to startup		0.859

	Observed variable	Sources	Cronbach's Alpha
FA2	You have the ability to accumulate capital (thanks to saving expenses, working part-time...)	Haris et al (2016)	
FA3	You can mobilize capital from other capital sources (banks, credit...)		
Attitude Towards Entrepreneurial Behavior			
ATEB1	Being an entrepreneur has more advantages than disadvantages	Phan and Tran (2017)	0.892
ATEB2	You consider that the career of an entrepreneur is attractive		
ATEB3	You will become a businessman when you have the opportunity		
ATEB4	Being an entrepreneur will allow you to satisfy your own needs		
ATEB5	Being a businessman will have many contributions to society		
Entrepreneurial Intention			
EI1	You always determined to establish a company in the future	Haris et al (2016)	0.944
EI2	You will try to have your company established soon		
EI3	You have thought seriously about establishing your own company		
EI4	After graduating from this school, you will do your own business		

The proposed research model for this topic is as follows:

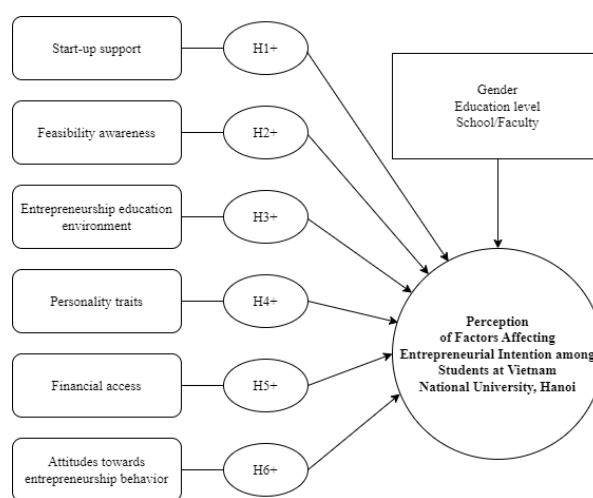


Figure 1 Research model of factors affecting entrepreneurship intention of students at Vietnam National University, Hanoi



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In which six hypotheses for six factors that have a positive influence on the dependent variable are presented. Entrepreneurial Intentions are: (1) Start-up support, (2) Feasibility awareness, (3) Entrepreneurship education environment, (4) Personality traits, (5) Financial access, and (6) Attitudes towards entrepreneurship behavior.

4. Results and Discussion

After conducting group discussions, the authors obtained the following results: With the discussion outline given, most participating students agreed that the discussion content was easy to understand and clear. The suggestions given for measuring the scales are almost complete. However, 15/15 members participating in the discussion all agreed to add one factor that is considered to have a significant influence on the Entrepreneurial Intention among Students at Vietnam National University, Hanoi, which is "Attitude towards entrepreneurial behavior" to our research. Based on comments, a survey questionnaire was developed. After testing to check the adjustment of language presentation, the formal questionnaire was used for subsequent quantitative research.

Official quantitative pharmaceutical research was conducted by surveying 358 students at Vietnam National University, Hanoi. When the results are available, the authors will conduct statistical synthesis based on the information obtained from the survey. Process data, check the reliability of each scale component through Cronbach's Alpha coefficient, exploratory factor analysis (EFA), and test research hypotheses using regression models with SPSS 20.0 software. The sample size depends on the estimation method used in the study, the number of parameters, and the normal distribution of the responses. In this thesis, EFA exploratory factor analysis is used. In EFA, sample size is often determined based on (1) the minimum size and (2) the number of measured variables based on analysis. Hair et al. (2006) said that to use EFA, the minimum sample size must be 50, preferably 100, and the ratio of observations to measured variables (items) is 5:1, meaning that one measured variable needs at least 5 observations, preferably 10:1 or more (According to Tho, 2011). In the initial survey table, there were 30 observed variables, so at least a sample of $n = 30 * 5 = 150$ was needed.

The study was conducted with a sample of 385 students from Vietnam National University, Hanoi. However, after eliminating unsatisfactory answer sheets, 236 answer sheets were collected from students at Vietnam National University, Hanoi. Our group's research has drafted a good survey, but the survey respondents are not reasonable when our group's research asks for to fill out the questions. However, the survey's respondents just go through the survey's questions, choosing just enough to complete. Therefore, 149 responses were excluded.

The Cronbach's Alpha result of the Startup Support scale is $0.858 > 0.6$; the Cronbach's Alpha result of the Feasibility Awareness scale is $0.872 > 0.6$; the Cronbach's Alpha result of the Entrepreneurship Education Environment scale is $0.933 > 0.6$; the result of Cronbach's Alpha of the Personality Traits scale is $0.841 > 0.6$; the result of Cronbach's Alpha of the Financial Access scale is $0.859 > 0.6$; the Cronbach's Alpha result of the Attitude towards entrepreneurial behavior scale is $0.892 > 0.6$; Besides, the result of Cronbach's Alpha of Entrepreneurial Intention among Students at Vietnam National University, Hanoi is $0.944 > 0.6$. The total correlation coefficients of the observed variables in the scale are all greater than 0.3, and there is no case of eliminating observed variables that can make the Cronbach's Alpha of this scale larger. Therefore, all observed variables are accepted and will be used in the next factor analysis.

After analyzing the Cronbach's Alpha reliability coefficient, the scales were next evaluated using the EFA exploratory factor analysis method. Cronbach's Alpha results show that 26 of the 6 components measuring the Entrepreneurial Intention among Students at Vietnam National University, Hanoi meet reliability requirements. Therefore, the 30 observed variables on this scale are continuing to be evaluated using EFA. Use the Principal Component Analysis factor extraction method with Varimax rotation when analyzing factors for 26 observed variables.

Table 2. A summary of EFA analysis

KMO and Bartlett's Test				
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.				.886
	Approx. Chi-Square			2684.594
Bartlett's Test of Sphericity	df			136
	Sig.			.000

Rotated Component Matrix^a				
	Component			
	1	2	3	4
ATEB2	.818			
ATEB3	.813			
ATEB1	.798			
ATEB5	.791			
ATEB4	.749			
EEE4		.902		
EEE1		.884		
EEE3		.867		
EEE2		.817		
FEA3			.787	
FEA2			.780	
FEA5			.769	
FEA1			.765	
FEA4			.709	
SS1				.871
SS2				.863
SS3				.827

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

The value of KMO = 0.886 > 0.5, sig Bartlett's Test = 0.000 < 0.05. KMO and Bartlett's result test in factor analysis show that the observed variables in the population are correlated with each other, and EFA factor analysis is very appropriate. At Eigenvalues values greater than 1 and with the principal components extraction method and varimax rotation, factor analysis has extracted 4 factors from 26 observed variables, with an extracted variance of 74.469% (greater than 50%). The authors want to select quality observed variables, so they will use a loading factor threshold of 0.5 instead of choosing the corresponding loading factor according to sample size. The results of the rotated matrix show that the 26 observed variables are classified into 4 factors; all observed variables have Factor Loading coefficients greater than 0.5, and there are no longer negative variables. Thus, EFA exploratory factor analysis for independent variables was performed four times. For the first time, 26 observed variables were included in the analysis. There were 2 observed variables that did not meet the conditions, SS4 and FA2, which were removed to re-analyze. In the second analysis, 24 observed variables continued to be included; there was 1 observed variable that did not meet the conditions, PT3. The third time, 23 observed variables continued to be included in the analysis; there were 6 observed variables that did not meet the conditions: PT1, PT2, PT4, PT5, and FA1, FA3. The fourth time (last time), 17 observed variables converged and were differentiated into four factors. The regression model will have four independent variables.

Table 3 Independent variables of the regression model

No.	Variable name	Symbol
1	Start-up support	SS
2	Feasibility awareness	FEA
3	Entrepreneurship education environment	EEE
4	Attitude towards entrepreneurial behavior	ATEB

Regarding the dependent variable, the value of KMO and Bartlett's Test, Total Variance Explained, Component Matrix^a, and Total-Item Statistics, this result shows that the observed independent variables "Entrepreneurial Intention" in the population are correlated with each other, and factor analysis (EFA) is appropriate. EFA analysis results show that, with the Principal Component Analysis factor extraction method, one factor with 4 observed variables was extracted, and the accumulated variance extracted was 85.912% (> 50%). The Eigenvalues value is 3.436 > 1, and the factor loading coefficients of the observed variables are all greater than 0.5. The scale meets the requirements. The variables measuring the Entrepreneurial Intention component among Students at Vietnam National University, Hanoi are used in subsequent analyses. The dependent variable will receive the average value of the corresponding observed variables to use for subsequent analysis (EI).

The regression equation of this study:

$$EI = B_0 + B_1*SS + B_2*FEA + B_3*EEE + B_4 ATEB + \varepsilon$$

The summary of regression analysis is presented in Table 4.

Table 4 Statistical analysis of regression coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
(Constant)	-.034	.238		-.144	.885						
1	SS	.614	.053	.526	11.524	.000	.734	.604	.442	.707	1.415
	FEA	.001	.072	.000	.009	.993	.259	.001	.000	.629	1.590
	EEE	.473	.053	.419	8.945	.000	.680	.507	.343	.670	1.493
	ATEB	-.092	.066	-.066	-1.408	.160	.170	-.092	-.054	.666	1.501

a. Dependent Variable: EI

According to Table 4, the variables FEA (Feasibility awareness) and ATEB (Attitude towards entrepreneurial behavior) have sig t-test values of 0.993 and 0.160 > 0.05, respectively, so these two variables are not significant in the regression model. As a rule, these two variables have no impact on the dependent variable EI. The remaining variables, including the SS (Startup support) and the EEE (Entrepreneurship education environment) all have sig t-tests less than 0.05. These variables are all statistically significant and all have an impact on the dependent variable EI. The regression equation:

$$EI = -0.034 + 0.614*SS + 0.473*EEE + \varepsilon$$



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The Entrepreneurial Intention among Students at Vietnam National University, Hanoi is above average: Regarding the results of exploratory factors EFA four times: $KMO = 0.886 > 0.5$, sig. Bartlett's Test = $0.000 < 0.05$, and EFA exploratory factor analysis is appropriate. Including 4 factors extracted with an eigenvalue of > 1 , with a total cumulative variance of 74.469%. The authors' factor analysis extracted 4 factors from 26 observed variables, and the extracted variance, greater than 50%, met the requirements. For the scale of intent to start a business, the accumulated variance is 85.912% ($> 50\%$). Regarding the Entrepreneurial Intention among Students at Vietnam National University, Hanoi today, this study has shown that the Entrepreneurial Intention among Students at Vietnam National University, Hanoi is at a relative level above the average level (value mean = 3.436) (satisfying Eigenvalues > 1), and the factor loading coefficients of the observed variables are all greater than 0.5.

Looking at the correlation matrix shows that the significance level of the coefficients is very small (sig = 0.005), so the correlation coefficients are statistically significant and are eligible for inclusion in regression analysis.

The result of the regression analysis with adjusted R^2 is 0.654, that is, 65.4% of the variation in Entrepreneurial Intention among Students at Vietnam National University, Hanoi is explained by the variation of four independent variables. Start-up support, Feasibility awareness, Entrepreneurial education environment, Attitude towards entrepreneurial behavior. And the F-value is significant with Sig. = 0.000 (0.05), which means that the given linear regression model is suitable in accordance with the actual data obtained and the variables included are statistically significant at the 5% level of significance.

The Influence and Level of Influence of Each Factor: Analysis of Table 2 shows that four independent variables (the concept of knowledge systems, SS, FEA, EEE, and ATEB) have a positive impact on the dependent variable EI because the standardized regression coefficients of these variables are all positive and statistically significant. Sig 0.05). Compare the level of impact of these four variables on the dependent variable Entrepreneurial Intention among Students at Vietnam National University, Hanoi (EI) in this descending order with the dependent variable Entrepreneurial Intention among Students at Vietnam National University, Hanoi (EI) in order decreasing as follows: we see that the variable SS_{tb} has the strongest impact (0.526), followed by the variable EEE_{tb} (0.419), the variable FEA_{tb} (0.000), and the variable ATEB_{tb} has the lowest impact (-0.066).

Differences in Entrepreneurial Intention among Students at Vietnam National University, Hanoi by Gender, Education level, and School/Faculty: To test the differences and Entrepreneurial Intention among Students at Vietnam National University, Hanoi, the authors performed one-way ANOVA test analysis and independent samples T-test with Gender, Education level and School/Faculty to check the hypotheses:

H1.1: Is there a difference or no difference in Entrepreneurial Intention among Students' Gender at Vietnam National University, Hanoi at the 95% confidence level?

Sig value. $0.384 > 0.05$ in the F test allows us to accept the hypothesis that the variances of the two samples are equal. The test results were found to have Sig. = $0.494 > 0.05$, showing no difference between the average of the two crowds. Leading to rejection of hypothesis *H1.1: There is not a difference in Entrepreneurial Intention among Students' Gender at Vietnam National University, Hanoi, at the 95% confidence level.*

H1.2: Is there a difference or no difference in Entrepreneurial Intention among Students' Education level at Vietnam National University, Hanoi at the 95% confidence level?

The description table gives our group numerical descriptions of information about the learning problems of Students at Vietnam National University. The average value of the educational levels of 1st and 2nd year students at Vietnam National University, Hanoi is in the section (neutral opinion), even though 1st and 2nd year students have different education levels, they all have the intention to start a business. The average value of the educational groups of 3rd and 4th year students at Vietnam National University, Hanoi is in the section (architectural idea), meaning that even though 3rd and 4th year students have different education levels, they all have the intention to

start a business, but the average value tends to fluctuate, meaning that 1st and 2nd year students have a higher intention to start a business than 3rd and 4th year students at Vietnam National University, Hanoi.

Value mark. = 0.820 > 0.05, in the Levene statistical test, it can be said that the variance of Entrepreneurial Intention of 1st, 2nd, 3rd 4th year students at Vietnam National University, Hanoi different university education levels is not different. The sig value in the ANOVA table = 0.839 > 0.05, concluding that: There is no statistically significant difference in the intention to start a business among 1st, 2nd, 3rd and 4th year students at Vietnam National University, Hanoi. Welch's Sig test = 0.840 > 0.05, does not accept hypothesis *H1.2: There is a difference in Entrepreneurial Intention among Students' Education level at Vietnam National University, Hanoi according to education level*, at the 95% confidence level, there is no difference in mean EI_{tb} between the different education levels of 1st, 2nd, 3rd, 4th year students at Vietnam National University.

H1.3: Is there a difference or no difference in Entrepreneurial Intention of Students from schools/faculty at Vietnam National University, Hanoi at the 95% confidence level?

The description table gives us numerical descriptions of information about the learning problems of Students at Vietnam National University, Hanoi. The average value of the School/Faculty of Vietnam National University, Hanoi is in the range 2.0 - 3.0 (neutral opinion), meaning that students of the School/Faculty at Vietnam National University, Hanoi are different. On that side, it can be seen that the average value tends to fluctuate greatly and many times, students of different Schools/Faculty at Vietnam National University, Hanoi have different startup ideas. Levene test sig is equal to 0.000 < 0.05, there is a difference in variance in Entrepreneurial Intention between School/Faculty ta Vietnam National University, Hanoi, Value sig. = 0.000 < 0.05 (ANOVA table of error analysis), so accept the null hypothesis *H1.3: There is a statistically significant difference in the Entrepreneurial Intention among Students at Vietnam National University, Hanoi, according to School/Faculty*, at the 95% confidence level.

Research results show that students between schools have differences in their intention to startup. Currently, the education sector in Vietnam in general and universities in particular, the majority of training programs in Vietnam in general and universities in particular, the majority of training programs do not only focus on theory but still applied in practice. Students not only focus on professional learning but also receive training in entrepreneurship. Students of the School/Faculty of Vietnam National University, Hanoi proactively update and adapt to startup trends and students of other university systems also have access to activities, events, and seminars on entrepreneurship. So, entrepreneurship intention among students of most School/Faculty is quite high. Therefore, differences by School/Faculty can be seen in this study.

The study analyzes the difference in Entrepreneurial Intention among Students at Vietnam National University, Hanoi by Gender, Education level, And School/Faculty. However, through descriptive statistics, it is not found that there is a big difference in the Entrepreneurial Intention among Students at Vietnam National University, Hanoi by Gender, Education level, while the School/Faculty shows a clear difference significantly at the 95% confidence level.

Recommendations: Based on the results obtained, this article proposes some recommendations to increase Entrepreneurial Intention and encourage entrepreneurship among students as follows:

The research results have confirmed that start-up support factors and the start-up education environment have a great impact on start-up behavior. This factor suggests that in order to strengthen their entrepreneurial capacity, students should gain experience and persevere in investing in their startup ideas through university training activities.

For students, before starting a business, students need to form a motivation through perceiving the attractiveness of startup opportunities and assessing entrepreneurial capacity, thereby forming ideas and intentions to start a business together. with passion to realize those Entrepreneurial Intention. Successful entrepreneurs, in addition to having motivation, aspiration, and will, need to persevere in developing business ideas despite facing many difficult obstacles and failures. This study shows that the ability to start a business is a very important factor, while many people trying to start a business still lack the basic knowledge, skills, and competencies. This is one



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of the reasons that many startups struggle at the very beginning or close after just a few months of starting a business.

To be able to start a business, every student needs to be equipped with a lot of relevant entrepreneurship knowledge bases such as knowledge of product or service markets, sales and marketing, competitors, technology, resources, etc., human resources, laws, especially finance. If students have ideas, persevere, find a market for their products/services, but lack of capital, all of them are still just ideas on paper. Therefore, if there is no or little capital to start a business, students can participate in startup competitions to present their ideas and projects to seek outside funding.

For universities, it is necessary to be more active in including the subject of entrepreneurship in the curriculum, organize many seminars and big competitions for students to have the opportunity to study and develop their abilities. Besides, it is necessary to bring businesses back to school because only practice can help students have experience, so focus on training methods and skills to help students discover products and services that meet their needs. market demand. Currently, students are often trained in business rules, economic theories, and financial methods and develop a fairly theoretical business plan, while a startup has to run a real business. Universities in Vietnam generally do not have activities to create an environment for students to exchange ideas and learn from others. It is difficult to find suitable support people. Most students work on their own. independence. Therefore, universities should create an environment for students to discuss their ideas with successful entrepreneurs, thereby turning the idea into reality and starting a business. Starting a business is about action, not on paper.

In addition to teaching finance, economics, and management, students must be taught psychology to be able to deal with failures and take risks. It is necessary to educate students to understand that starting a business is very interesting and that, through entrepreneurship, students can accumulate a lot of other important knowledge related to: human resource management, accounting, marketing. Although the research has achieved the research objectives, we propose some solutions on the basis of research results to increase the intention to start a business and promote the spirit of entrepreneurship in students.

5. Conclusions

This research aims to evaluate the factors affecting Entrepreneurial Intention among Students at Vietnam National University, Hanoi. The research used quantitative and qualitative methods. The qualitative research method is employed to identify the conceptual model and quantitative research is conducted from a sample of 236 students of Vietnam National University, Hanoi. Questionnaires have been sent to students to evaluate the measurement scale and appropriateness of the research model. With the results obtained, this research has made positive contributions to management practice, specifically as follows: This study has shown that the Entrepreneurial Intention among Students at Vietnam National University is at a relative level, above average. Therefore, administrators need to have solutions to increase the Entrepreneurial Intention among Students at Vietnam National University, Hanoi even more in the future. Moreover, the research results show that the entire scale used in the study is reliable and can be used for other studies.

Although the research has completed the proposed research objectives and a number of timely and thorough solutions, there are certain limitations and difficulties as follows: *Firstly*, this study is a temporary study, the proposed solution can be considered and applied until 2022 – 2023. *Secondly*, this study can only explain the variation in Entrepreneurial Intention among Students at Vietnam National University, Hanoi by the variation of six independent variables. The research results show that 65.4% of the variation in Entrepreneurial Intention among Students at Vietnam National University, Hanoi is explained by the variation of two independent variables: Start-up support, Education entrepreneurship environment... *Thirdly*, there are a number of other factors affecting the Entrepreneurial Intention among Students at Vietnam National University, Hanoi that research has not found. The next topic needs to be researched and supplemented with other factors to make the research more complete.



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