

# Research on factors affecting students' entrepreneurial intention in the context of the impact of the Covid pandemic

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**Abstract:** This research assesses the influence of Country Support for Entrepreneurship, Educational Support for Developing Entrepreneurship, Conceptual Support for Developing Entrepreneurship, Perceiving feasibility, Attitudes towards entrepreneurial behavior on the entrepreneurial intention of students. A total of 305 students in Vietnam participated in an online survey. Three questions were focused on demographic information, and twenty-nine questions evaluated the entrepreneurial intention of students. The research was carried out by direct personal interview technique through distributing survey questionnaires and indirect interviewing through online questionnaires. By distributing the student survey questionnaire, the author will collect primary data. After that, the author of the study conducted data cleaning, data coding with the analysis tool of SPSS 25.0 software to conduct quantitative data analysis from descriptive statistics, to check the reliability of the data. scale using Cronbach's alpha coefficient, exploratory factor analysis (EFA), multiple regression, analysis of variance (ANOVA). The result of data analysis is the independent variable "Attitudes towards entrepreneurial behavior" rejected. The model explained 71.9% of the entrepreneurial intention of students. This study showed the impacts of Country Support for Entrepreneurship, Educational Support for Developing Entrepreneurship, Conceptual Support for Developing Entrepreneurship, Perceiving feasibility on the entrepreneur's ability to carry out entrepreneurship were positive. This information can help universities develop strategic plans to achieve ecological ventures and ensure students have the necessary skills to do so on campus. The research findings also may be helpful for the governments in establishing new norms to promote entrepreneurship.

**Keywords:** Entrepreneurial intention; model, influencing factors; students, Vietnam.

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## I. INTRODUCTION

The negative impact of COVID-19 at the collective level was reported in companies and finally in the global economy, and it has spawned alternative forms of labor survival such as entrepreneurship. However, it has been proposed to promote entrepreneurship activities to help address and combat the COVID-19 crisis. According to the survey results of Techinasia, there are currently about 1,500 Vietnamese startups operating, while every year there are about 400,000 graduates, but up to 225,500 students cannot find jobs. Especially in the period when Vietnam is heavily affected by the Covid pandemic, this will also challenge and affect business activities for most large and small businesses, which will also affect their determination to start a business of students after graduation. Recognizing the urgency of the problem, our team would like to propose a study on the topic "Research on factors affecting students' intention to start a business in the context of the impact of the Covid pandemic", with the desire to find out the factors affecting the students' intention to start a business at the university in order to partly explain the student's situation of just like to work, don't like to be the owner. can propose a number of recommendations to stakeholders in order to provide appropriate support, organize effective training activities, and arouse students' entrepreneurial intentions. Since many universities need to develop specific programs to promote entrepreneurship, it is necessary to know and understand the factors that explain students' intentions regarding green entrepreneurship and have detailed knowledge of if and how the university promotes entrepreneurship on campus through campus and virtual events. It is also essential to determine whether the university generates connections between start-ups and students to create awareness and stimulate learning of practical knowledge so students have the tools to create companies. Countries usually generate support for entrepreneurship, and it is essential to know the perception of the support that students have. The various factors are evaluated to understand the aspects that influence their intentions regarding environmental or ecological work from student perspectives. This study aims to measure some critical variables. The rest of the paper is structured as follows: Section 2 presents relevant background, including different

concepts about students' entrepreneurship intention and its factors. The methodology, with a description of the instrument, sample, and data process, is provided in Section 3. Section 4 gives the outcomes according to the questionnaire applied. Section 5 presents a discussion of the findings. Conclusions with theoretical, practical, and societal implications and recommendations, including potential future research, are provided in Section 6.

## **II. LITERATURE REVIEW**

Research is based on three main theories, namely Theory of Planned Behavior (TPB) of Ajzen (1991), Theory of "The Entrepreneurial Event" (SEE) of Shapero and Sokol (1982), and Bandura's Theory of Social Cognitive.

### **1.1. Theory of Social Cognitive**

Bandura's social cognitive theory explains that health behavior is based on the mutual interaction between the triad of personal, environmental, and behavioral factors. In which individual factors include cognitive, emotional, biological and environmental factors include physical environment (natural environment) and social environment. These three factors are closely related to each other.

The correlation between individual factors and behavior is reflected as the interaction between thoughts, feelings and actions. Expectations, beliefs, self-perceptions, goals and intentions will directly affect people's behavior. In other words, what people think, believe and feel will be expressed through their behavior. Each person's natural or conditioned responses determine their thinking patterns and how they express their emotions. Personal factors also include biological characteristics of organizations. Physical structure, sensory and nervous systems influence behavior and strongly influence human abilities. Sensory and brain systems can be modified through behavioral experiences.

The relationship between behavior and environment in the triad system is reciprocal in two directions. In daily life, when people change their behavior, it will create changes in the characteristics of the environment. While the environment is always fluctuating and changing, it will affect behavior whether we like it or not. Therefore, humans are both creators and products of the environment around them. The relationship between environmental factors and individuals is considered as the mutual interaction between individual characteristics and environmental influences. People's desires, beliefs, emotional dispositions, and cognitive capacities are developed and regulated by social influences. Each person has different reactions to their environment and it manifests itself in what they say and do, because each person has unique physical characteristics such as age, gender, race, height, weight, physical attraction and also different roles and positions in society.

Self-belief is the core concept of the theory, Bandura has defined self-belief as people's confidence in their ability to perform a particular task in a given situation. there.

### **1.2. Entrepreneurial event model (Shapero & Sokol, 1982)**

Shapero and Sokol (1982) [20] argue that the establishment of a new business is an event affected by changes in people's lives. According to this study, an individual's decision when choosing to start a new business depends on important changes in the individual's life and his or her attitude towards starting a business (expressed by two aspects of the individual's perception of feasibility; the individual's perception of the desire to start a business).

Research results show that the intention to start a business occurs when an individual discovers an opportunity that they find feasible and wants to take it. For the intention to turn into the act of opening a business, there needs to be a catalyst, which is changes in people's lives. The difference can be in a negative form such as job loss, or dissatisfaction with the current job... or a positive form such as finding a good partner or financial support...

However, whether such changes lead to starting a business depends on the individual's sense of desire to start a business and sense of feasibility.

Perceived desire to start a business represents an individual's thoughts on the attractiveness of starting a business. This is a feeling formed by culture, family, colleagues, friends, and relatives.

Perception about the feasibility of starting a business represents an individual's thoughts on the possibility of performing the corresponding behaviors. Financial support, the influence of business idols, partners, and the consulting support of institutions in the process of establishment and operation can increase an individual's perception of feasibility.

### **1.3. Theory of Planned Behavior (Ajzen, 1991)**

The theory of planned behavior holds that people's behavior is the result of their intention to perform the behavior and their ability to control it. This TPB theory has been widely applied in the research of information systems and marketing before being applied by researchers in the field of entrepreneurship.

According to Ajzen (1991), entrepreneurship is a type of planned behavior. Although individuals start

a business to exploit and take advantage of a market opportunity, before deciding to establish a business, an individual must think, enjoy and intend to start a business. business, from which they look for opportunities, finance, and partners. In essence, starting a business or choosing a career is the result of human perception. The act of starting a business takes place if an individual has a positive attitude, thoughts, and plans about that action. A strong intention will always lead to an effort to start a new business, although starting a business may be quick or slow due to environmental conditions. Therefore, entrepreneurial intentions can accurately predict future entrepreneurial behaviors. The study of entrepreneurial intentions can reflect entrepreneurial behavior. [6]

According to this study, the intention to perform a behavior is affected by 3 factors:

*Perceived attitude:* shows how negative or positive an individual has about starting a business. It's not simply a personal feeling, but it involves weighing the value of starting a business (it has the potential to be profitable, and has more advantages).

*Social norm:* measures the social pressure that an individual feels about conducting or not carrying out entrepreneurial behaviors. Specifically, it is an individual's feelings about whether the people around him support his decision to start a business or not.

*Perceived behavior control* is defined as an individual's perception of how difficult or easy it is to complete the behavior of starting a business. This concept is very close to the concept of perceived feasibility (confidence) in the SEE model of Shapero and Sokol because both refer to an individual's ability to complete entrepreneurial behaviors. business. However, the perception of behavioral control differs from the perceived concept of entrepreneurial confidence in that the perception of behavioral control is not merely a premonition of being able to do it. behavior but also a sense of having control over the behavior.

#### **1.4. Related researchs**

For many years, the field of entrepreneurship has been and is interesting to many researchers around the world, especially in studying the factors affecting the intention to start a business student. Among them, some prominent studies can be mentioned such as Research by Aldo Alvarez-Risco et al (2021): "Factors Affecting Green Entrepreneurship Intentions in Business University Students in COVID-19 Pandemic Times" - Case of Ecuador. The objective of the present study was to evaluate the effects of educational support on entrepreneurship development, support for entrepreneurship development, and national support for entrepreneurship through effectiveness. Self-employment results in green business intentions among business students in Ecuador. Research by Haris et al (2016). "Study on the factors affecting the intention to start a business of information technology students. The study conducted a survey of 81 IT students at the Information Technology Academy and the University of Kuala Lumpur, Malaysia. Research results show that there are 5 factors affecting entrepreneurial intention, including Access to finance, career opportunities, perception of feasibility, advice from family and friends, and educational environment entrepreneurship spirit. Perera K. H (2011) in the study "Determining factors affecting business intentions of Sri Lankan university students" has shown that: social factors, psychological factors, factors Economic factors, and political and legal factors are prominent factors leading to the path to becoming an entrepreneur. At the same time, this study also shows that students pay less attention to starting a business while paying more attention to other jobs because they do not want to incur many risks and financial problems.

Currently, in Vietnam, in recent years, there have been many studies on the issue of starting a business - starting a business in many subjects, mainly students. Some studies in recent years can be mentioned such as Research by Nguyen Thi Bich Lien (2020), on factors affecting students' entrepreneurial intention: A case study of students in the locality Ho Chi Minh City. The research results show that there are 5 factors affecting the entrepreneurial intention of students in Ho Chi Minh city, including Personality traits; Subjective standards; Feasibility perception; Capital; and Entrepreneurship Education. Research by Ngo Thi My Chau on factors affecting the entrepreneurial intention of students majoring in Information Technology in Ho Chi Minh City shows that factors such as perceived desire, market conditions, and financial resources. The main effect, the feeling of feasibility, and the higher education environment have an impact on the intention to start business students

### **III. APPROACH**

#### **1.5. Development of Hypothesis**

##### **3.1.1. Country Support for Entrepreneurship**

This variable is understood as initiatives developed in a country to collaborate on business projects [82]. The variable allows to describe what students think about the program to promote and support activities for environmental and ecological projects. Another factor that measures if students feel that the country offers options for developing business ventures, can be assessed as perceived ease of obtaining bank loans for implementation. present business projects. It is necessary to measure if national support affects its own

effectiveness for the development of eco-startups. According to the research results of Aldo Alvarez-Risco et al (2021), it has been shown that “State support for startups” has an impact on students' green entrepreneurial intentions. Therefore, the following hypothesis is formed:

**Hypothesis 1 (H1):** State support for entrepreneurship has a positive effect on students' intention to start a business.

### *3.1.2. Educational Support for Developing Entrepreneurship*

This variable is understood as training activities of universities to develop joint venture projects. Educational support focused on providing required coursework that describes how to develop venture projects, including practical projects to learn about the development of venture projects; In addition, it focuses on providing pre-professional practice in entrepreneurship-focused companies. This structure is also measured in relation to whether conferences and academic seminars are organized to develop competencies and gain better knowledge of business ventures, including student engagement. members with successful entrepreneurs. It is essential to measure if educational development support affects its own effect on the development of the business environment. According to the research results of Aldo Alvarez-Risco et al (2021), it has been shown that “Educational program” has an impact on students' intention to start a green business. So, the following hypothesis is formed:

**Hypothesis 2 (H2):** Educational program has a positive effect on students' intention to start a business.

### *3.1.3. Conceptual Support for Developing Entrepreneurship*

This variable is understood as the university's effort to provide knowledge about entrepreneurship and in this way contributes to the awareness of entrepreneurship among students who are able to develop entrepreneurial activities. successful business, motivating students to create new ventures. Also included in this structure are generating new business ideas, both in the environmental and social fields, and considering a business approach. It is useful to measure whether supporting concept development affects its own effectiveness for eco-startup development. According to the research results of Aldo Alvarez-Risco et al (2021), it has been shown that “Supporting the concept of entrepreneurship” has an impact on the green entrepreneurial intention of students. So, the following hypothesis is formed:

**Hypothesis 3 (H3):** Supporting the concept of entrepreneurship has a positive effect on students' intention to start a business.

### *3.1.4. Perceiving feasibility*

Perceived feasibility is the degree to which an individual perceives how easy or difficult it is; controlled, restricted or not when performing a behavior, is an individual's level of confidence in their ability to perform the behavior (Ajzen, 2006). In this study, it was an individual's perception of the possibility of starting a business. The intention to start a business will decrease when it is perceived as not feasible. Feasibility gives hope to ideas, determination to turn ideas into reality. According to the research results of Luthje and Franke (2004), Haris et al. (2016), Bui Huynh Tan Duy et al (2021), have shown that Perception of feasibility has an influence on the intention of starting a business. student. From that, we have the following hypothesis H4:

**Hypothesis 4 (H4):** Perceived feasibility has a positive effect on students' intention to start a business.

### *3.1.5. Attitude scale towards entrepreneurial behavior*

Attitude reflects how people feel about an object or phenomenon. Attitude shows serious thinking, interest, not afraid to take risks before a certain problem or event. According to Yurtkoru et al (2014), attitude towards entrepreneurship and control assessment related to behavior have a positive impact on intention to start a business. From that, we have the following hypothesis H5:

**Hypothesis 5 (H5):** Attitudes towards entrepreneurial behavior has a positive effect on students' intention to start a business.

3.2. Research Model

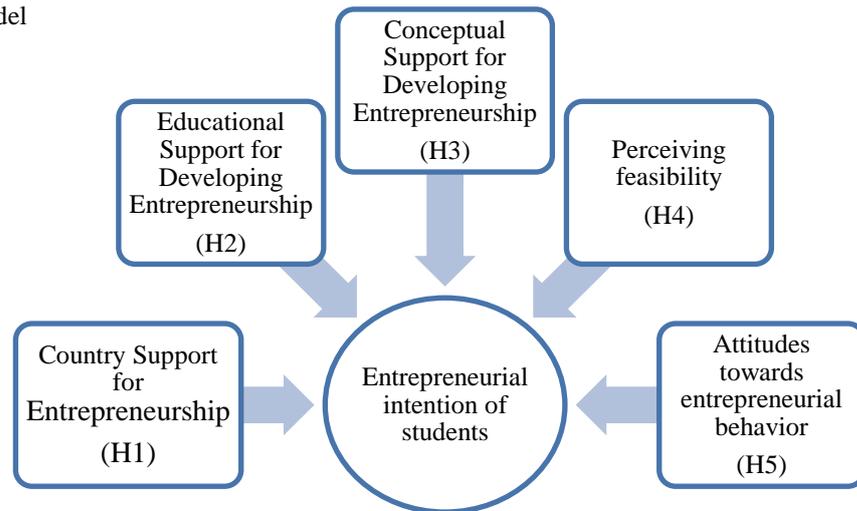


Figure 1. Research model

IV. METHODOLOGY

The methodology used in the current study includes an observational study with both descriptive and inferential design. The aim is to identify and describe the factors that can explain the intention of green entrepreneurship.

4.1. Sample

The study involved business university students from Ecuador. As inclusion criteria, business students from universities in Vietnam and 18 years and older were considered. As exclusion criteria. The sample consists of 305 participants, 144 men (47.2%) and 161 women (52.8%).

4.2. Data Collection and Instrument

The data collection used a questionnaire in Google Forms, which was run online 10 to 15 September 2022. The data collection using the online questionnaire was distributed to business university students by email and personal chats. For ethical purposes, the questionnaire was applied to students who agreed to participate after reading the statement, “your participation is voluntary; therefore, the information obtained will be confidential and will only be used for research purposes”. The questionnaire used has two sections. The first collects sociodemographic data from the business university students. The second section includes original questions and questions based on other instruments in the following areas: Country Support for Entrepreneurship, Educational Support for Developing Entrepreneurship, Conceptual Support for Developing Entrepreneurship, Perceiving feasibility, Attitudes towards entrepreneurial behavior. The variables (table 1) are measured using a 5-point Likert-type scale (where 1 = completely disagree, to 5 = completely agree). The first version of the online questionnaire was checked by sustainability and entrepreneurship experts. The final version of the questionnaire was uploaded in Google Forms. The students completed the online form anonymously. At the beginning of the questionnaire, students were informed of the aim of the research, and informed consent was obtained.

Table 1. Components of the scale

Constructs	No. items	Items	Sources
The entrepreneurial intention of students	YĐKN1	I am always determined to start a company in the future	Haris et al. (2016)
	YĐKN2	I seriously thought about starting my own company	
	YĐKN3	After graduating from university, I will start my own business	
	YĐKN4	I want to be self-employed	Souitariset al. (2006)
	YĐKN5	My career goal is to be an entrepreneur	
Country Support for Entrepreneurship	HTNN1	State institutions and policies to encourage start-ups after the Covid-19 pandemic	Aldo Alvarez-Risco et al. (2021)
	HTNN2	The country's economy offers many opportunities for startups	
	HTNN3	The law is also a barrier to the management of a company	
	HTNN4	I can raise capital from other sources (banks, credit funds, etc.)	Fatoki et al. (2010)
Educational Support for Developing Entrepreneurship	CTGD1	My university connects students with entrepreneurs	Aldo Alvarez-Risco et al. (2021)
	CTGD2	My university offers project work focused on entrepreneurship	
	CTGD3	The subjects at the university developed my skills and entrepreneurial abilities	
	CTGD4	My university organize conferences/workshops on entrepreneurship	

	CTGD5	I have been able to participate in competitions organized by the Faculty/school related to business.	
Conceptual Support for Developing Entrepreneurship	HTYN1	My university creates awareness of entrepreneurship as a possible career choice	Aldo Alvarez-Risco et al. (2021)
	HTYN 2	My university motivates students to start a new venture	
	HTYN 3	My university provides students with ideas to start a new venture	
	HTYN 4	My university provides students with the knowledge needed to start a new venture	
Perceiving feasibility	NTKT1	I believe in success if I start a business	Haris et al. (2016)
	NTKT2	Starting a business is easy for me	
	NTKT3	Starting a business is the best way to take advantage of my intellectual advantage	
	NTKT4	I know how to develop a business project	Ngo Thi My Chau (2018)
	NTKT5	I can afford to be a successful businessman	
	NTKT6	I believe there will be many opportunities to start a business when the country's economy recovers from Covid	
Attitudes towards entrepreneurial behavior	TD1	I will start a business if there are enough resources and opportunities	Kolvereid and Isaksen (2006)
	TD2	I don't mind taking risks in business	
	TD3	I am interested in starting a business	
	TD4	My goal is to start my own business	
	TD5	I'm seriously thinking about starting a business in the future	

### 4.3. Data Analysis

The observed variables in the survey questionnaire are coded. After collected data, the author has cleaned, entered and processed using SPSS 25.0 for Windows software. Some of the data analysis methods used in this study include:

**Descriptive statistics method:** This method is used to describe the collected sample according to the object's attributes such as gender, course, major, classification result.

**Method to evaluate the reliability of the scale by Cronbach's alpha coefficient**

This method allows the researcher to eliminate inappropriate observed variables, limit junk variables in the research process and evaluate the reliability of the scale through Cronbach Alpha coefficient. The observed variables with the total correlation coefficient (Corrected Item - Total Correlation) less than 0.3 (Nunnally and Burnstein, 1994) will be removed and the criterion for choosing the scale is its Cronbach Alpha coefficient of at least 0.6 (Nunnally and Burnstein, 1994).

**Exploratory factor analysis (EFA)**

After evaluating the reliability of the scale by Cronbach Alpha coefficient and excluding variables that do not ensure reliability. Exploratory factor analysis (EFA) is used mainly to reduce and summarize data, making it possible to reduce many variables. When analyzing exploratory factors, researchers are often interested in the following criteria:

First, the KMO value  $\geq 0.5$  and the significance level of the Bartlett test is based on the Sig value.  $\leq 0.05$ .

**Bartlett's test of sphericity:** The Bartlett quantity is a statistical quantity used to examine the hypothesis that variables are not correlated in the population. A necessary condition for applying factor analysis is that the variables must be correlated with each other (measured variables reflect different aspects of the same common factor). Therefore, if the test shows no statistical significance, then factor analysis should not be applied to the variables under consideration. **KMO coefficient (Kaiser - Meyer - Olkin):** KMO is an index used to consider the appropriateness of factor analysis. A large value of KMO (between 0.5 and 1) is a sufficient condition for factor analysis to be appropriate, but if this value is less than 0.5, factor analysis is likely not suitable for other factors. data.

The second is **Eigenvalue:** Only those factors with Eigenvalue greater than 1 are kept in the analytical model. The Eigenvalue represents the amount of variation explained by the factor, Factors with an Eigenvalue less than one will not summarize the information better than an original variable, because after normalizing each original variable has variance. is 1.

The third is **factor loadings** Factor loadings: are single correlation coefficients between variables and factors. Variables with factor loading coefficients less than 0.5 will be eliminated, stopping when the Eigenvalue (representing the variation explained by each factor) is greater than 1 and the total variance extracted is greater than 50% (Gerbing) & Anderson, 1988).

The fourth is the **Principal Component extraction with Varimax rotation** that will be used in factor analysis to measure the independent components.

After passing the factor analysis phase, the selected factors will be put into model testing. The factor value is the average of the observed variables belonging to that factor. Pearson correlation analysis was used to consider the fit when the components were included in the regression model.

Multilinear regression method

Multiple linear regression analysis will be used to quantify the relationship between components in the research model. First, we will detect necessary assumption violations such as the assumption of linear relationship, the assumption of constant error variance, the assumption of the normal distribution of the residuals, the assumption of error independence. and the assumption of no correlation between the independent variables is made (multicollinearity). If the assumptions are not violated, a multiple linear regression model is built. From there, evaluate and test the fit of the model as well as know the intensity of the influence of the independent variables on the dependent variable, i.e. determine the importance of the variables in the model, and choose the variable. in the model.

**V. RESULTS**

**5.1. Reliability**

The reliability of scales obtained by analysis of internal consistency is listed in Table 2. The variables' scales showed reliability coefficients (Cronbach's Alpha) higher than the expected minimum of 0.6 in the exploratory analysis (see Table 2).

**Table 2.**Reliability of scales by analysis of internal consistency

Code	Scales	Numberof items	Cronbach's Alpha	Range of Items Scores
HTNN	Country support for entrepreneurship	4	0.768	0.679-0.726
CTGD	Educational support for developing entrepreneurship	5	0.884	0.839-0.871
HTYN	Conceptual support for developing entrepreneurship	4	0.888	0.834-0.878
NTKT	Perceiving feasibility	5	0.880	0.834-0.879
TD	Attitude scale towards entrepreneurial behavior	5	0.845	0.807-0.821
YDKS	Entrepreneurial intention of students	4	0.878	0.818-0.867

Sample: 305 students.

**5.2. Exploratory factor analysis (EFA)**

After analyzing the Cronbach's Alpha reliability coefficient, the scales were next evaluated by the exploratory factor analysis method EFA. The remaining 27 observed variables in the research model were further evaluated by EFA (Appendix). Using the method of factor extraction Principal Component Analysis with Varimax rotation when analyzing factors for 27 observed variables.

KMO and Bartlett's test in factor analysis shows that this hypothesis is rejected (sig. = 0.000 < 0.005); high KMO coefficient (by 0.906 > 0.5). This result indicates that the observed variables in the population are correlated with each other and the EFA factor analysis is very appropriate. At Eigenvalues greater than 1 and with principal components extraction method and varimax rotation, factor analysis extracted 5 factors from 23 observed variables and with extracted variance of 70.9% (greater than 50%). ) qualified.

Results of the 1st EFA analysis, the observed variables were uploaded to 5 factors, of which 3 observed variables were excluded from the model, including NTKT4, NTKT1, HTNN4 due to a violation of uploading 2 different factors). The second EFA analysis results are suitable for the next analysis.

**Table 3.** Exploratory factor analysis results

Rotated Component Matrix <sup>a</sup>					
	Component				
	1	2	3	4	5
CTGD4	0.758				
CTGD3	0.731				
CTGD2	0.713				
CTGD5	0.651				
CTGD1	0.618				
HTYN3		0.823			
HTYN2		0.774			
HTYN4		0.724			
HTYN1		0.721			
TD3			0.779		
TD5			0.751		
TD4			0.719		
TD1			0.628		
TD2			0.578		

NTKT2				0.776	
NTKT3				0.756	
NTKT5				0.559	
HTNN3					0.848
HTNN2					0.723
HTNN1					0.627

### 5.3. Correlation analysis

Pearson correlation coefficient test is used to test the linear relationship between independent and dependent variables. If the variables are closely correlated, the problem of multicollinearity must be taken into account when doing regression analysis. According to the correlation matrix, the variables are all correlated and significant at the 0.01 level. The dependent variable correlation coefficient is the field image with the independent variables in relative. Therefore, we can conclude that these independent variables can be included in the model to explain the students' intention to start a business.

**Table 4.**Correlation matrix between variables

		Correlations					
		YDKN	HTNN	CTGD	HTYN	NTKT	TD
YDKS	Pearson Correlation	1	0.508**	0.803**	0.630**	0.716**	0.624**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.000
	N	305	305	305	305	305	304
HTNN	Pearson Correlation	0.508**	1	0.472**	0.400**	0.431**	0.401**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000	0.000
	N	305	305	305	305	305	304
CTGD	Pearson Correlation	0.803**	0.472**	1	0.653**	0.678**	0.649**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000
	N	305	305	305	305	305	304
HTYN	Pearson Correlation	0.630**	0.400**	0.653**	1	0.537**	0.588**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000	0.000
	N	305	305	305	305	305	304
NTKT	Pearson Correlation	0.716**	0.431**	0.678**	0.537**	1	0.563**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000		0.000
	N	305	305	305	305	305	304
TD	Pearson Correlation	0.624**	0.401**	0.649**	0.588**	0.563**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
	N	304	304	304	304	304	304

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

### 5.4. Regression analysis

Regression analysis was performed with 5 independent variables (TD, HTNN, NTKT, HTYN, CTGD) and the dependent variable is field image.

The values of the independent variables are averaged based on the observed components of those independent variables. The value of the dependent variable is the average value of the observed variables about the students' intention to start a business. Variables are included at once to see which is acceptable.

The results show that the given regression model is relatively consistent with the significance level of 0.05 with the adjusted R2 coefficient = 0.719, which means that about 71.9% of the field image variance is explained by 5 independent variables (TD, HTNN, NTKT, HTYN, CTGD)

**Table 5.** Analysis of variance

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	143.409	5	28.682	156.212	0.000 <sup>b</sup>
	Residual	54.715	298	0.184		
	Total	198.125	303			

The F-test used in the analysis of variance table is a hypothesis test about the fit of the overall linear regression model. The idea of this test is about the linear relationship between the dependent variable and the independent variables. In the ANOVA analysis table, we see the sig value. is very small (sig. = 0.000), so the regression model fits the data set and can be used. (Table 5)

**Table 6.** Regression analysis

Model		Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-0.459	0.173		-2.650	0.008		
	HTNN	0.136	0.046	0.105	2.972	0.003	0.739	1.354
	CTGD	0.551	0.059	0.467	9.320	0.000	0.370	2.705
	HTYN	0.099	0.042	0.101	2.370	0.018	0.515	1.942
	NTKT	0.279	0.047	0.258	5.968	0.000	0.497	2.013
	TD	0.077	0.044	0.074	1.741	0.083	0.511	1.956

a. Dependent Variable: YDKS

In the above result, if sig.  $\leq 0.05$  is equivalent to 95% confidence and  $|t| > 2$  then the factor is accepted, which means it has an impact on the students' intention to start a business.. Regression results show that there are 4 factors that satisfy the condition: HTNN, CTGD, HTYN, NTKT. The variable TD was excluded due to the coefficient Sig.=0.083 $>0.05$  and  $|t| < 2$ . Regression coefficient is expressed in two forms: (1) unstandardized and (2) normalized. Since the value of the unnormalized regression coefficient (B) depends on the scale, we cannot use them to compare the impact of the independent variables on the dependent variable in the same model. The normalized regression coefficient (beta, symbol  $\beta$ ) is the coefficient we have normalized the variables. Therefore, they are used to compare the impact of dependent variables on independent variables. The more the independent variable has this weight, the stronger the influence on the dependent variable is.

Other tests of model fit, such as the VIF multicollinearity test, give results ranging from 1,354 to 2,705, researchers believe that a VIF value greater than 10 is likely to occur. multicollinearity (Hoang & Chu, 2008), so there is no multicollinearity phenomenon for the studied model.

The results of the research model are expressed through the following equation:

$$YDKS = -0.459 + 0.136 * HTNN + 0.551 * CTGD + 0.099 * HTYN + 0.279 * NTKT$$

From the above analysis, we can conclude that the theoretical model is suitable with the research data and there are 04 accepted research hypotheses: H1, H2, H3, H4.

## VI. DISCUSSION

In terms of educational program elements: In addition to core core knowledge subjects, curricula should be tailored to the specific needs of students, focusing on entrepreneurship and creating new business in the management and development of small and medium enterprises. At the same time, appropriate knowledge of intellectual property, commercialization process, and venture capital should be supplemented. Business knowledge alone is not an adequate basis for enhancing entrepreneurial behaviors, and affects young people's entrepreneurial intentions. Programs and courses should be skill-oriented, in order to promote creativity, initiative, self-confidence, willingness to accept challenges, less dependence, ability to recognize opportunities, and decision-making skills. Determine, negotiate and solve problems for students.

About the factor of perception of feasibility: Through the factor of perception of feasibility, the author proposes some managerial implications as follows, in which, the program content should be standardized in the direction of focusing on equipping knowledge and skills to apply rather than focusing into theory; Lecturers should be those who have a deep understanding of, or have practical experience with, the content of the curriculum of the subject they teach to be able to "inspire" the students.

State support for start-ups: The goal of promoting the construction of a "Start-up Nation" is defined as a cross-cutting goal in the process of developing and implementing policies to encourage entrepreneurship in Vietnam. To do this, it is necessary to proceed step by step and pay special attention to creating a favorable environment for start-ups in general and startup students in particular.

About the element of supporting the idea of starting a business: Higher education has the main task of providing basic knowledge and skills to enhance students' self-efficacy and also helps to shape students' thinking and life views to prepare for a career. Therefore, the university environment must be a place to stimulate the entrepreneurial spirit of young people. Currently, the school really pays much attention to this, but encourages and inspires students through extra-curricular activities in all subjects, especially with the subject "start-up and innovation", meetings and events. Competition on startup ideas was responded to by students. This shows that the school has been on the right track to encourage and motivate students to start a business while still in school.

## VII. CONCLUSION

Based on the theoretical review, a research model was developed for this study. This model was tested with a sample of 305 VKU students. This study only explains 71.9% of the variation of entrepreneurship intent among VKU students by the variation of 04 independent variables. With the obtained results, this study has made positive contributions to management practice.

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