



The Solutions to Promote Entrepreneurial Intentions Among Economics Students at Dai Nam University

Thang, Vu Ngoc

Department of Business Administration, Dai Nam University, No. 1 Xom Street, Phu Lam Ward - Ha Dong District, Hanoi 100000, Vietnam

ABSTRACT

Entrepreneurship is a significant trend in the current phase of economic development. It plays a crucial role in fostering economic growth, generating employment, and advancing the digital economy. Entrepreneurship activities serve as a driving force for national economic development, maximizing the utilization of resources in each country's development, particularly in the era of globalization, international integration, and the Fourth Industrial Revolution.

At Dai Nam University, with the development orientation in the new phase as an entrepreneurial and innovative university, numerous activities have been implemented to foster entrepreneurial thinking and spirit among students. This is particularly evident in the economics sector, which is one of the four main sectors of the university, encompassing diverse disciplines such as business administration, international business, marketing, finance and banking, e-commerce, logistics and supply chain management, accounting, and economic law.

This study aims to identify and analyze the factors influencing the entrepreneurial intentions of students. It assesses the impact of these factors on the entrepreneurial intentions of economics students at Dai Nam University. The study seeks to address questions regarding why entrepreneurial ideas among students are still limited, why they have not been developed into projects, and why there are not many opportunities for practical application. Furthermore, it discusses and proposes several solutions to promote the entrepreneurial intentions of economics students.

Keywords: Entrepreneurship; University; intention; Student, Educational Environment, Centers, and Relevant Associations

1. Introduction

Entrepreneurship has become a prevailing trend in the current era of economic development. It plays a crucial role in stimulating economic growth, creating employment opportunities, and advancing digital economy. Entrepreneurial activities serve as a driving force for national economic development, maximizing resource utilization in each country, particularly amidst the era of globalization, international integration, and the fourth industrial revolution.

At Dai Nam University, there is a strategic focus on fostering entrepreneurship and innovation in this new phase of development. Numerous initiatives aimed at cultivating entrepreneurial mindset among students have been implemented. This is particularly evident within the field of economics, one of the university's four core faculties, offering a diverse range of programs including business administration, international business, marketing, finance and banking, e-commerce, logistics and supply chain management, accounting, and economic law.

Therefore, this study provides fundamental and practical data regarding the entrepreneurial intentions of economics students at Dai Nam University. The research aims to propose solutions that enhance students' entrepreneurial intentions. It also aims to support mentors, faculty members, departments, and functional units in developing plans for teaching and scientific research activities, thereby guiding students in general and economics students in particular toward learning, research, and entrepreneurial endeavors.

2. Literature review

2.1 Entrepreneurial Intentions

Entrepreneurial intentions refer to an individual's inclination and readiness to engage in entrepreneurial activities. This construct is influenced by various psychological, social, and environmental factors. According to Ajzen's Theory of Planned Behavior (TPB), entrepreneurial intentions are shaped by three main factors: attitudes toward entrepreneurship, subjective norms (social pressures and expectations related to entrepreneurship), and perceived behavioral control (an individual's perception of their ability to perform entrepreneurial tasks).

Literature suggests that personal traits such as risk-taking propensity, innovativeness, and proactiveness significantly influence entrepreneurial intentions. Additionally, educational experiences, exposure to role models, and previous entrepreneurial exposure play crucial roles in shaping these intentions. Cultural factors also impact entrepreneurial intentions, as societal values and norms regarding entrepreneurship vary across different cultures and contexts.

2.2 Self-Readiness

Self-readiness in entrepreneurship refers to an individual's preparedness and capability to undertake entrepreneurial activities successfully. It encompasses both psychological readiness (such as self-efficacy, resilience, and perseverance) and practical readiness (including knowledge, skills, and experience relevant to entrepreneurship).

Psychological theories, such as Bandura's self-efficacy theory, suggest that individuals with high self-efficacy are more likely to perceive themselves as capable of overcoming entrepreneurial challenges and achieving success. Moreover, readiness is fostered through entrepreneurial education and training programs that enhance both technical skills (like business planning and financial management) and non-technical skills (such as leadership and negotiation).

Entrepreneurial self-readiness is also influenced by personal motivations and goals, as well as the ability to recognize and seize entrepreneurial opportunities in dynamic business environments.

2.3 Support and Influence from Surroundings

Support and influence from surroundings play a pivotal role in shaping entrepreneurial intentions and actions. Surroundings encompass various factors such as family support, peer influence, mentorship, institutional support, and socio-cultural norms.

Family support, particularly parental encouragement and financial backing, positively impacts an individual's decision to pursue entrepreneurship. Peer influence and social networks provide access to resources, information, and opportunities crucial for entrepreneurial ventures. Mentors and advisors offer guidance, feedback, and networking opportunities that facilitate entrepreneurial development.

Institutional support from government policies, incubators, accelerators, and entrepreneurial ecosystems also fosters an enabling environment for aspiring entrepreneurs. These entities provide funding, infrastructure, legal assistance, and networking platforms that reduce barriers to entry and enhance entrepreneurial success.

2.4 Environment

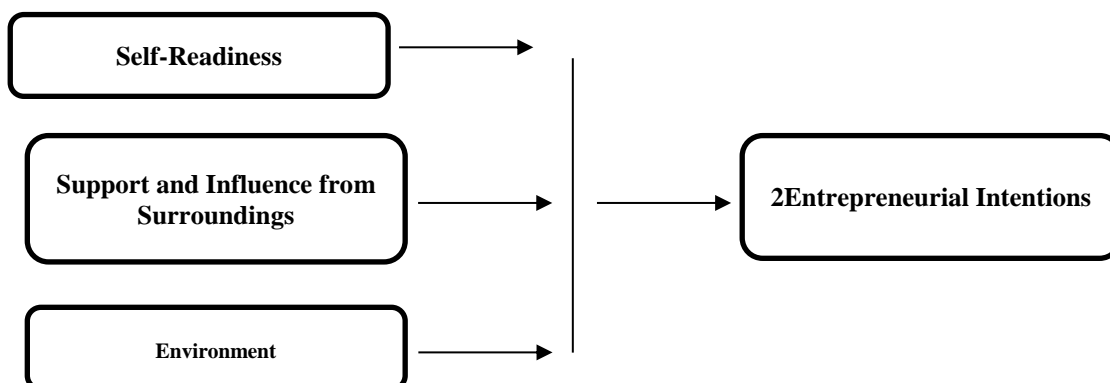
The entrepreneurial environment encompasses external factors that influence entrepreneurial activities, including economic conditions, regulatory frameworks, market dynamics, technological advancements, and socio-cultural factors.

Economic conditions, such as access to capital, interest rates, and market demand, significantly impact entrepreneurial opportunities and viability. Regulatory frameworks and government policies related to taxation, intellectual property rights, and business registration affect the ease of starting and operating businesses.

Technological advancements and digitalization have transformed entrepreneurship by lowering entry barriers, enabling global reach, and creating new business models. Socio-cultural factors, including attitudes toward risk-taking, failure, and innovation, vary across cultures and influence entrepreneurial behavior and success rates.

Overall, understanding these environmental factors is crucial for entrepreneurs to navigate challenges, capitalize on opportunities, and sustain competitive advantages in an increasingly dynamic business landscape.

Based on the literature review, the conceptual framework was developed as followed.



3. Methodology

To understand the current state of entrepreneurial intentions, specifically from the formation of entrepreneurial ideas among economics students at Dai Nam University, the author utilized a survey questionnaire with four observed variables

1. Just formed entrepreneurial idea
2. Idea implemented while still a student
3. No entrepreneurial intentions yet
4. No intention to start a business

The survey results from a sample of 286 students indicate that 16 students (equivalent to 5.6%) have entrepreneurial ideas that have been realized or have taken their startup projects to compete in entrepreneurship contests. Upon further inquiry, most of these students reported that their entrepreneurial activities are based on a solid family foundation with a tradition of business, and they plan to continue the family business after completing their studies.

Furthermore, 103 students (36%) have developed entrepreneurial ideas while still in school. This is a very positive sign, indicating that economics students at Dai Nam University have a mindset and awareness of self-development through business and entrepreneurship activities. Whether these ideas materialize into successful projects or not, it demonstrates that a portion of the students have creativity and initiative during their studies, showing readiness to take ownership and apply the knowledge and skills they have learned in real life. When asked in more detail about the reasons behind their entrepreneurial intentions, most attributed it to the inspiration and encouragement from their instructors. The engaging teaching methods in relevant courses have helped students generate many entrepreneurial ideas, and if given the opportunity and resources, they would implement these ideas. However, there are still 140 students (49%) who have not considered entrepreneurial ideas and currently do not intend to pursue entrepreneurship. Additionally, 26 students (9.1%) stated they have never thought about entrepreneurship, indicating a lack of specific future orientation or an acceptance of employment as a career path. The main reasons cited include (1) lack of resources and capability, and (2) an aversion to risk, preferring safety and stability.

4. Data analysis and results

4.1. Factors Influencing Entrepreneurial Intentions Among Economics Students at Dai Nam University

Table 1. Descriptive Statistics of each Factors Related to Entrepreneurial Intentions Among Economics Students at Dai Nam University

Variables	Name of Variables	N	Mean	Std. Deviation
SS1	Are you an innovative and creative person?	286	3,34	,773
SS2	Do you have knowledge about entrepreneurship and business?	286	3,41	,793
SS3	Are you interested in entrepreneurship?	286	3,58	,739
SS4	If you had the resources, would you be willing to start a business?	286	3,68	,799
UHVTD1	Does your family and relatives influence your intention to start a business?	286	3,59	,832
UHVTD2	Do your friends influence your intention to start a business?	286	3,57	,768
UHVTD3	Do your teachers guide and support students in entrepreneurship?	286	3,74	,780
MT1	Does your university provide sufficient knowledge about entrepreneurship?	286	3,66	,791
MT2	Does your university always develop clubs related to entrepreneurship?	286	3,65	,856
MT3	Does your university regularly hold talk shows related to entrepreneurship?	286	3,52	,869
MT4	Does your university or businesses organize annual entrepreneurship competitions for students?	286	3,66	,778
MT5	In class, do your teachers always encourage students to work in groups and discuss entrepreneurship ideas?	286	3,74	,819

MT6	Do centers/associations/units related to entrepreneurship facilitate or frequently organize entrepreneurship competitions?	286	3,72	,829
MT7	Does the Ministry of Education and Training regularly promote and organize entrepreneurship competitions?	286	3,87	,795

Source: Created by authors (2024)

4.2. Reliability Testing of the Measurement Scale

The results of the reliability testing for the scales measuring factors influencing the entrepreneurial intentions of economics students at Dai Nam University are summarized in the table below:

Table 2. Analysis of Item-Total Correlation and Cronbach's Alpha Coefficients

No.	ID	Item-Total Correlation	Cronbach's Alpha if Item Deleted
I. Self-Readiness ($\alpha = 0,667$)			
1	SS1	0,383	0,642
2	SS2	0,466	0,587
3	SS3	0,506	0,563
4	SS4	0,440	0,605
II. Support and Influence from Surroundings ($\alpha = 0,647$)			
5	UHVTD1	0,440	0,574
6	UHVTD2	0,453	0,554
7	UHVTD3	0,478	0,520
III. Educational Environment, Centers, and Associations Related to Entrepreneurship ($\alpha = 0,848$)			
8	MT1	0,617	0,825
9	MT2	0,610	0,826
10	MT3	0,432	0,854
11	MT4	0,606	0,827
12	MT5	0,665	0,818
13	MT6	0,672	0,817
IV. Entrepreneurial Intentions ($\alpha = 0,850$)			
15	YD1	0,689	0,811
16	YD2	0,759	0,781
17	YD3	0,606	0,843
18	YD4	0,711	0,801

The scale for the factor "Self-Readiness of Students" has a Cronbach's Alpha coefficient of $0,667 > 0,6$, showing that the study of this factor's impact on the entrepreneurial intentions of students at Dai Nam University is reliable and acceptable. The observed variables for this factor have item-total correlation coefficients greater than 0,3, and the Cronbach's Alpha if item deleted values are all less than 0,667. This indicates that no variables were eliminated in this study, and this scale is reliable, with all observed variables meaningfully explaining the total variable and having a strong correlation.

The scale for the factor "Educational Environment and Related Associations" has a Cronbach's Alpha coefficient of $0,848 > 0,7$. This is a strong scale, with the observed variables having a high correlation with each other. The item-total correlation coefficients for the observed variables of this factor are all greater than 0,3, and the Cronbach's Alpha if item deleted values are all less than 0,848. Therefore, no variables were eliminated in this official study, and this is a very good scale.

The scale for the factor "Entrepreneurial Intentions" has a Cronbach's Alpha coefficient of $0.850 > 0.7$. This is a strong scale, with the observed variables having a high correlation with each other. The item-total correlation coefficients for the observed variables of this factor are all greater than 0.3, and the Cronbach's Alpha if item deleted values are all less than 0.850. Therefore, no variables were eliminated in this official study, and this is a very good scale.

The results of the scale analysis for the factors summarized in the above table show that the Cronbach's Alpha coefficients for all the concepts and research scales are greater than 0.6. Therefore, these are all good and reliable scales, with the item-total correlation coefficients meeting the requirement of being greater than 0.3. Thus, no variables were eliminated, and the scales are appropriate.

4.3 Results of Exploratory Factor Analysis (EFA)

Exploratory Factor Analysis (EFA) for the independent variables was conducted using the Principal Component Analysis extraction method with Varimax rotation. The stopping criterion for extracting factors was an Eigenvalue of 1. Specifically, we conducted factor analysis with 12 observed variables representing 3 factors that influence the entrepreneurial intentions of economics students at Dai Nam University.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,886
	Approx. Chi-Square	988,07
Bartlett's Test of Sphericity		0
	df	66
	Sig.	,000

The table shows that the KMO coefficient is 0.886 (satisfying the condition $0.5 < \text{KMO} < 1$) and the Sig value is 0.000 (satisfying the condition ≤ 0.05 , with a reliability of 95%). Therefore, the factors are suitable for the survey data, the observed variables have a linear correlation with the representative factors, and this dataset can be used for EFA analysis. The table below summarizes the total variance values and is explained in detail as follows:

Table 3 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squares			Rotation Sums of Squares		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4,55	37,991	37,991	4,559	37,991	37,991	2,919	24,324	24,324
2	1,188	9,900	47,891	1,188	9,900	47,891	2,106	17,549	41,873
3	1,115	9,290	57,181	1,115	9,290	57,181	1,837	15,308	57,181
4	,845	7,041	64,222						
5	,694	5,782	70,004						
6	,648	5,398	75,402						
7	,626	5,220	80,622						
8	,553	4,612	85,234						
9	,527	4,390	89,624						
10	,453	3,774	93,399						
11	,439	3,661	97,059						
12	,353	2,941	100,000						

Based on the summary table of variance extracted, 14 observed variables converge into 3 factors at the factor stopping point with Eigenvalues = 1.115 (meeting the condition > 1) and a cumulative variance extracted of 57.181% (meeting the condition $> 50\%$). This indicates that these 12 observed variables explain 57.181% of the variation in these 3 factors, which are grouped into 3 main factors and are consistent with the theoretical model. The results of the factor rotation matrix for the 3 independent variables in the research model are presented in the following table:

Table 4 Rotated Component Matrix^a

	Component		
	1	2	3
MT6	,829		
MT7	,772		
MT4	,700		
MT5	,691		
MT2	,639		
SS3		,747	
SS1		,666	
SS4		,639	
SS2		,599	
UHVT			,778
UHVT			,714
UHVT			,677

The results of the rotated factor matrix reveal the largest loading value of the factor loading for each observed variable. All characteristic variables exhibit factor loadings greater than 0.5 and are grouped into 03 representative factors representing the factors influencing the entrepreneurial intention of economics students at Dai Nam University. However, in the rotated matrix, there are still some dichotomous observed variables, but their factor loadings still carry significant weight in explaining the representative factor, so the research group did not exclude these observed variables from the model. Based on the rotated factor matrix, observed variables with factor loadings greater than 0.5 are divided into 3 factor groups, which are then grouped and named as follows:

Factor 1: Comprising SS1, SS2, SS3, SS4 and named "Self-Readiness" (SS)

Factor 2: Including UHVTD1, UHVTD2, UHVTD3 and named "Support and Impact of Surrounding People" (UH)

Factor 3: Consisting of MT2, MT4, MT5, MT6 and named "Educational Environment, Centers, and Related Associations" (MT)

Through Exploratory Factor Analysis (EFA), we identified 3 factors influencing the entrepreneurial intention of economics students at Dai Nam University: Self-Readiness, Support and Impact of Surrounding People, and Environment. The results of Cronbach's Alpha test after conducting the Exploratory Factor Analysis (EFA) indicate that the measurement scales meet the standard with a Cronbach's Alpha coefficient > 0.6 and a total variable correlation > 0.3 . Therefore, we conclude that the EFA results of the independent variables above are acceptable.

EFA Analysis for Dependent Variables

The results of the factor analysis show that 3 observed variables are grouped into 1 factor. Further analysis will be conducted for the dependent variable.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,782
Bartlett's Test of Sphericity	Approx. Chi-Square	509,85
	df	4
	Sig.	,000

The results of the EFA analysis show that the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is 0.782, which meets the condition of $0.5 < \text{KMO} < 1$, indicating acceptable sampling adequacy. Additionally, the Sig value is 0.000, which satisfies the condition of ≤ 0.05 , indicating a confidence level of 95%. The table below summarizes the total variance explained specifically as follows:

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,769	69,214	69,214	2,769	69,214	69,214
2	,586	14,648	83,862			
3	,373	9,330	93,192			
4	,272	6,808	100,000			

Extraction Method: Principal Component Analysis.

Based on the eigenvalues extracted from the variance explained table, the Eigenvalue is 2.769, which satisfies the condition of being greater than 1, indicating significant variance in the data. Additionally, the variance explained by this Eigenvalue is 62.214%, meeting the condition of being greater than 50%, suggesting a substantial amount of variance captured by this factor.

Component Matrix^a

	Component
	1
YD2	,875
YD4	,846
YD1	,834
YD3	,769

From the unrotated factor matrix table, we observe that the observed variables converge to one factor with the potential to summarize information, as each observed variable has a factor loading greater than 0.5. The scale ensures unidirectionality, and the observed variables of the dependent variable converge quite well.

After running the EFA, the research team redefines the factors:

Factor definition table

Component	Observed variables	Observed variables	
1	SS	SS1, SS2, SS3, SS4 (4)	Independent
2	UHVTD	UHVTD1, UHVTD2, UHVTD3 (3)	Independent
3	MT	MT2, MT4, MT5, M6 (4)	Independent
4	YD	YD1, YD2, YD3, YD4 (4)	Dependent
Total number of independent observed variables: 12			
Total number of observed dependent variables: 4			

Linear Regression Analysis

Next, the independent variables and the dependent variable are introduced and analyzed through linear regression. According to this method, the values of the dependent and independent variables in the model are calculated based on the mean values of the observations. The analysis results are presented as follows:

Model Summary ^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin- Watson
1	.850 ^a	.723	.720	.34748	1.497

- a. Predictors: (Constant), MT, UHVTD, SS
- b. Dependent Variable: YD

The results of the regression analysis show that the coefficient R = 0.850a (> 50%), indicating a relatively strong relationship among the variables in this model. The R-squared value (R²) = 0.722, indicating that the model's goodness of fit is 72.2%. The adjusted R-squared value is 0.719 (or 71.9%). This reflects that 71.9% of the variation in the dependent variable "Entrepreneurial Intention" depends on the three independent variables: "Self-Readiness," "Educational Environment, Centers, and Entrepreneurial Associations," and "Support and Impact from Surrounding People," while the remaining 28.1% depends on other external factors and random errors. The Durbin-Watson coefficient = 1.497, falling within the range from 1.5 to 2.5, indicating no first-order autocorrelation issue (Yahua Qiao, 2011).

ANOVA ^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	88,870	3	29,623	245,34	.000 ^b
	Residual	34,050	282	.121	0	
	Total	122,920	285			

- a. Dependent Variable: YD
- b. Predictors: (Constant), MT, UHVTD, SS

To assess the overall adequacy of the regression model, we examine the F-statistic in the ANOVA table. In this case, the F-value is 244.377 with a significance level of Sig = 0.000 < 0.5. This indicates that the dataset is suitable for linear regression analysis, and the model is statistically significant.

To evaluate whether the regression model violates the multicollinearity assumption, we examine the Variance Inflation Factor (VIF). In this study, the VIF values for all factors are less than 2. Therefore, we can conclude that the regression model does not violate the multicollinearity assumption, meaning that the independent variables are not highly correlated with each other.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.117	.157		.742	.459		
SS	.074	.045	.062	1.634	.103	.691	1.448
UHVTD	.108	.040	.100	2.727	.007	.725	1.379
MT	.792	.041	.762	19.448	.000	.640	1.562

- a. Dependent Variable: YD

The results reveal that most coefficients of the regression function are positive, and the independent variables representing influencing factors are significant in the model (Sig. < 0.05), indicating that 02 factors impact students' "Entrepreneurial Intentions," with the positive effects being "Support and Influence" and "Environment." Moreover, these 02 independent variables have a statistically significant impact on the dependent variable at >95% confidence level. The variable "Readiness" with a Sig. coefficient > 0.05 does not affect "Entrepreneurial Intentions."

Based on the standardized Beta values analyzed above, we can construct the regression equation as follows:

$$YI = 0.100 * \text{Support} + 0.762 * \text{Environment} + e$$

Thus, according to the regression coefficient, assuming other factors remain constant, a one-unit change in "Educational Environment, Centers, and Relevant Associations" results in a 0.762-unit change in "Entrepreneurial Intentions," indicating that the environmental factor has the greatest influence on the significance of the students.

To accurately reflect the extent of impact of independent variables on the dependent variable "Entrepreneurial Intentions," they are arranged in descending order as follows:

Firstly, the factor "Educational Environment, Centers, and Relevant Associations" with a standardized Beta coefficient up to 0.762. This is because the environment encompasses training programs and infrastructure that provide students with the knowledge and skills for entrepreneurship, along with supportive activities to foster entrepreneurial spirit and creative thinking.

Secondly, the factor "Support and Influence from Surrounding People" with a standardized Beta coefficient = 0.100. For this factor, students perceive that no matter what they do, they always have the support of family and friends, along with mentors guiding them in the right direction to prepare themselves with the necessary knowledge for entrepreneurial readiness.

It can be observed that entrepreneurship is a journey full of potential, demanding innovation and stimulating creative thinking, yet also fraught with challenges, requiring students to possess the requisite knowledge, skills, and the courage to confront

5. Discussion, recommendation and implications

5.1. Discussion

The factor "Environment" has the highest impact and significance with a standardized coefficient (β) of 0.762 and a Sig value of 0.000, respectively. This is reasonable because in the educational environment, students are exposed to entrepreneurship-related courses, attend talk shows, or participate in clubs that stimulate entrepreneurial creativity.

The factor "Support and Influence from Surrounding People" comes next with a β coefficient of 0.1 and a Sig coefficient of 0.07. Support from family, friends, and guiding teachers plays a crucial role in providing a solid support system, fostering confidence, and encouraging pursuit of entrepreneurial endeavors.

The factor "Readiness" exhibits the lowest impact with a Sig coefficient of 0.103, failing to meet the condition of $\text{Sig} < 0.05$. This is unexpected, as readiness is presumed to significantly influence entrepreneurial intentions. However, it appears that the readiness factor does not strongly affect the entrepreneurial intentions of economics students. To understand why, the authors directly interviewed students and professors, yielding the following insights:

- (1) According to student Man Thi Tuoi (Business Administration, class 15-05), the readiness factor in the survey questionnaire was not clearly defined, while factors related to the environment and influence from surrounding people were more explicit. Hence, respondents might have understood and answered the questions according to their opinions.
- (2) Professor Nguyen Manh Duc (Faculty of Business Administration) suggests that the survey sample mainly consists of students majoring in accounting and finance-banking. In these fields, students tend to focus more on their professional knowledge and safety rather than contemplating entrepreneurial intentions, viewing entrepreneurship as a risky path.
- (3) Professor Duong Minh Tú's perspective is that respondents may not have deeply contemplated or recognized their readiness for entrepreneurship. They may be influenced heavily by external factors, resulting in a survey outcome where readiness does not significantly impact entrepreneurial intentions.

5.2. Implications

Adhering closely to the development direction of Dai Nam University and the economic fields, and based on an analysis of the current situation, influencing factors, and existing limitations, the group of authors proposes several solution groups to promote entrepreneurial intentions among economics students.

Solution Group for Factors within the Learning Environment and Institution

Firstly, towards Dai Nam University, the Career and Entrepreneurship Center, along with departments and faculties, should regularly organize entrepreneurship idea competitions to ignite entrepreneurial spirit and cultivate a culture of creative thinking among economics students. Facilitating participation in larger-scale competitions and providing opportunities for students to implement entrepreneurial projects in real-life scenarios.

Secondly, regarding entrepreneurship training programs, the university, departments, and relevant faculties should enhance entrepreneurship-related courses by supplementing fundamental entrepreneurship modules either as compulsory or elective subjects depending on the institution's context. Establishing dedicated information channels offering entrepreneurship and innovation-related materials.

Thirdly, there should be funds or financial support for feasible entrepreneurial projects to stimulate ideas and projects with potential for practical implementation. Encouraging students to pursue entrepreneurial projects within the university.

Fourthly, the university should organize and develop programs, business fairs, business days, and entrepreneurship competitions with attractive prizes to encourage student participation. Establishing clubs, incubators, and entrepreneurship support centers where students can seek assistance for their entrepreneurial endeavors.

Additionally, further initiatives should be implemented:

- Revitalize the role and impact of entrepreneurship clubs.
- Integrate activities across departments, especially in information technology, automotive engineering, digital marketing, tourism, etc., to strengthen not only entrepreneurship activities but also innovative entrepreneurship.
- Foster extensive collaboration with relevant units and associations such as the Vietnam Chamber of Commerce and Industry (VCCI), National Startup Association, Business Forum Newspaper, Youth Union, companies, and enterprises to cooperate, especially in translating collaborative ideas into tangible, feasible results that can be immediately implemented for students.

Solution Group for Factors of Impact and Support from Surrounding Individuals

- The university should guide lecturers in teaching, encouraging student entrepreneurship, integrating theory with practice to enhance student engagement in this area. Facilitate student connections through activities such as field trips, practical experiences, and internships in companies to absorb experiences and work skills.
- The influence of friends and previous generations significantly impacts students' mindset and aspirations for learning and success. Therefore, regular sharing sessions should be conducted with student clubs, entrepreneurial clubs, and alumni who have experience in economic fields, sharing business lessons and entrepreneurial ideas.
- Receiving support from family is crucial for students to feel more confident in their entrepreneurial intentions. However, gaining this support is not easy, especially considering many families prefer their children to have stable jobs rather than venture into entrepreneurship. Therefore, students need to earn their family's respect by continuously updating them on their entrepreneurial intentions or projects, being honest about the difficulties they face, and demonstrating their passion and determination.

Solution Group for Factors Related to Personal Readiness and Entrepreneurial Intentions of Students

Regarding students' self-readiness, they need to cultivate a creative mindset, regularly generate and jot down new ideas during their studies, share plans with friends or teachers, and be prepared to develop specific projects and implement them if given opportunities from entrepreneurship competitions or organizations.

Students need to change their mindset first, learn to set goals and plan their objectives while still in university and after graduation. Being confident in pursuing work they love and seizing opportunities to make the most of them.

Students should also prepare necessary skills: teamwork, time and task management, leadership, communication, presentation, persuasion, etc., by participating in clubs, activities, training programs, and internships organized by the university and society. The lessons learned will serve as a solid foundation for students to ignite their entrepreneurial intentions or pursue other careers, both while still in university and after graduation. Students need to cultivate perseverance and diligence to achieve success and build honesty and credibility among people.

5.3. Limitation and recommendation

Despite the achievements, there are still existing limitations in promoting entrepreneurial intentions among students majoring in economics.

In previous studies, the factor "Self-Readiness" had a significant impact on the factor "Entrepreneurial Intention." However, in the survey conducted among economics students at Dai Nam University, this factor did not have a significant impact on "Entrepreneurial Intention." This could be explained as follows:

1. Sample focus: The survey sample mainly comprised students majoring in Business Administration, followed by Finance-Banking and Accounting, accounting for 30.8%, 19.9%, and 19.2% of the total survey responses from students in economic fields. The Business Administration and Finance-Banking majors tend to focus more on specialized knowledge and less on entrepreneurial skills. Additionally, these majors prioritize safety and accuracy, facing difficulties in finding mentors and raising capital. Consequently, many individuals in these fields harbor risk aversion and are reluctant to venture into the inherently risky and volatile field of entrepreneurship.
2. Adjusted R² coefficient: The adjusted R² value of 72% indicates that the independent variables can only explain 72% of the variation in the dependent variable. Therefore, there may still be other unmentioned variables in this model that could influence the dependent variable. It cannot be ruled out that these unmentioned variables may affect the accuracy of the model.

3. Student readiness vs. resource scarcity: While students may possess positive readiness for entrepreneurial intentions, they may lack resources such as capital, knowledge, skills, and experience. Resource scarcity poses a significant barrier to the entrepreneurial journey. Moreover, the current study primarily focuses on psychological factors, while other key factors have not been addressed.

In conclusion, while the study provides valuable insights, further research is needed to explore additional factors and address the identified limitations in promoting entrepreneurial intentions among economics students effectively.

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