THE INFLUENCE OF SUPPORTING FACTORS ON THE ENTREPRENEURIAL INTENTION OF UNIVERSITY STUDENTS

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Abstract: ***This paper is conducted under the purpose of identifying the constructs that could function as the predictors for entrepreneurial intention of students in Vietnam. Data of the study was collected via a closed-ended survey questionnaire of 482 students in leading universities in Vietnam. Under the adoption of regression analysis, the study's results have found 2 factors whose impacts on entrepreneurship intention are direct, namely family support and structural support. Meanwhile, the role of education support seems not to be as significant as expected. The role of education support is also rejected by one school of thought, which highlights that the entrepreneurship intention is the results of entrepreneurial self-efficacy which is an inborn characteristic of individuals and could not be improved by education. Findings from the paper suggest that the focus on family support and structural support from policymakers is critical to promote entrepreneurship actions of students.***

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1. Introduction

The development of economy depends greatly on the entrepreneurship, especially from the youth due to its significant impacts on job creation, welfare opportunities, innovation and increase in production (Aliyari, 2024). The intention to start entrepreneurship could be understood as the growth of personal aspiration to start a business or the intention to be self-employed (Tran and Duong, 2019). Entrepreneurship has become a well-known phenomenon all over the world. In fact, the reasons that an individual could be motivated to have the intention to run their own business are diverse and have attracted the attention of various prior studies in the literature.

Family Support and Entrepreneurial Intention

The role of social networks where individuals are embedded in has been proved to have strong impacts on the intention to start a business (Tentama et al, 2024). Family support is generally understood as the informational, emotional, and instrumental support from family members (Annisa et al, 2021). First of all, supportive families in entrepreneurship could come in the form of informational assistance in which family gives feedbacks, guidance, information and counseling for individuals. In other words, the support from family roots from the behaviors and attitude of family through which the members are equipped with necessary mental relief to cope with stress while receiving the assistance in terms of information, advisory ad motivation (Aliyari, 2024). Secondly, the support from family makes it easier for individuals to make decision for business start-up and build up their confidence in their capabilities which is mentioned as the emotional support. The empathy and attention to the individual also contributes to the feeling of comfort, being loved and cared for which inspires entrepreneurship among individuals. Finally, instrumental support comprises of supervision and financial support if any during the entrepreneurship process.

Accordingly, hypothesis 1 (H1) is developed as follows:

Hypothesis 1: Family support has positive impacts on the Entrepreneurship Intention

Education Support and Entrepreneurship Intention

As an environmental factor, education support is also examined as a predictor of entrepreneurship intention, especially the education in a university (Dewantara et al, 2024). Specifically, the intention to start entrepreneurship will be more favorably if individuals believe that entrepreneurship is not difficult. Sauola et al (2022) highlight that the initiative to start a new business needs a knowledge background and data, which could be supported by participating in entrepreneurial education. Before starting initiative to start-up, it is necessary for individuals to acquire relevant techniques and identify suitable opportunities through education and experience. Individuals who are equipped with appropriate skills and knowledge will be more motivated to initiate a business (Kadir et al, 2012).

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Accordingly, hypothesis 2 (H2) is developed as follows:

Hypothesis 2: Education Support has positive impacts on the Entrepreneurship Intention

Structural Support and Entrepreneurship Intention

If social support (such as family support or education support) is usually mentioned as the experience of individuals to be a part of supportive social network in which they are valued and cared for by others (Edelman et al, 2016), the structural support plays an even more important role in entrepreneurship intention. It is argued by Tran and Duong (2019) that structural support could enhance or restrain individuals' initiative of business by affecting their perception of risks and opportunities if they involve in entrepreneurship. Structural support involves the suitable environment for entrepreneurship including technological, political and economic constructs which could function as either barriers or gateways for individuals to involve in entrepreneurship activities (Akhtar et al, 2023).

Accordingly, hypothesis 3 (H3) is developed as follows:

Hypothesis 3: Structural Support has positive impacts on the Entrepreneurship Intention

2. Research methodology

2.1. Study Design

This study was developed under a positivism theory and a quantitative design. Specifically, we adopted a research approach of deduction and made attempts to generalize the research's results under the use of a quantitative closed-ended questionnaire. We spent more than 1 month contacting shortlisted participants via email or phone calls. The questionnaire was designed carefully in order that it might take the respondents around 10 minutes to complete. There were 597 copies of questionnaires to be distributed among different respondents from leading universities in Vietnam in different cities, with the purpose of ensuring the diversity of collected data. In the end, we collected 482 completed questionnaires to be taken into analysis.

2.2. Measurements

Along with other prior works to be conducts with the same topic of interests, within this paper, all constructed were measured under a Likert scale in which participants were required to rate their level of agreement following a scale from 1 (strongly disagree) to 5 (strongly agree).

2.3. Sample Characteristics

Other demographic information was also collected with the purpose of assisting the researcher in the interpretation of the analysis. The constructs used in this paper are indicated in the table below.

Table 1. Profile of Respondents

Demographic Variables	Category	Frequency	(%)
Gender	Male	108	22.5
	Female	372	77.3
Major	Business Management	27	5.6
	Marketing	1	.2
	Finance - Banking	144	29.9
	Commerce	29	6.0
	Others	280	58.2
School Year	Last year	40	8.3
	Other	441	91.7
Involvement in Start-up Program	Yes	76	15.8
	No	405	84.2
Parents' Occupation	Self-employed	164	34.1
	Others	317	65.9

The profile of respondents reveals that most of the respondents are female (account for 77.3%) and the dominant major does not belong to the business-related fields (58.2%). As indicated in Table 1, most respondents (91.7%) have not come to their last year of education, which might explain the reason why 84.2% of them have not yet participated in any start-up programs. 34.1% of respondents have self-employed parents, who might act as their role model to start entrepreneurship intention.

3. Results of analyses

Reliability Test

With the purpose of testing the validity of the measurement model, the Cronbach alpha analysis test and factor analysis test were adopted.

First of all, the researcher made attempts to test the discriminant validity of the scale by the use of Cronbach's Alpha. Findings from the analysis showed that all constructs in the scale have the Cronbach's Alpha higher than 0.6 and have the Corrected Item-Total Correlation higher than 0.3 (as indicated in Table 2).

Table 2. Cronbach's Alpha of Constructs in the Entrepreneurship Intention Measurement Scale

Independent variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Family Support: Alpha = 0.902				
FS1	21.89	26.488	.699	.889
FS2	22.10	25.488	.734	.885
FS3	22.14	25.150	.779	.880
FS4	21.95	26.215	.688	.890
FS5	22.18	25.887	.687	.890
FS6	21.81	26.382	.693	.890
FS7	21.83	25.969	.695	.889
Education Support: Alpha = 0.906				
ES1	12.09	5.393	.804	.872
ES2	12.20	5.184	.814	.868
ES3	12.26	5.278	.771	.884
ES4	12.04	5.446	.761	.887
Structural Support: Alpha = 0.906				
SS1	11.22	5.808	.763	.860
SS2	11.16	5.558	.778	.853
SS3	11.23	5.548	.748	.865
SS4	11.21	5.602	.756	.862
Entrepreneurship Intention: Alpha = 0.933				

EI1	18.44	17.960	.749	.927
EI2	18.36	17.368	.830	.917
EI3	18.30	17.587	.830	.917
EI4	18.36	17.768	.826	.917
EI5	18.30	18.023	.774	.924
EI6	18.30	17.477	.804	.920

Thus, all constructs are reliable enough to be kept in the scale and put further into the EFA test.

Table 3: EFA test

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	10.486	49.932	49.932	10.486	49.932	49.932	5.345
2	2.180	10.380	60.312	2.180	10.380	60.312	4.748
3	1.684	8.017	68.329	1.684	8.017	68.329	4.256
4	.899	4.280	72.610				
5	.657	3.128	75.738				
6	.545	2.593	78.331				
7	.479	2.282	80.613				
8	.466	2.220	82.833				
9	.402	1.915	84.748				
10	.353	1.682	86.430				
11	.343	1.633	88.063				
12	.333	1.584	89.647				
13	.303	1.440	91.088				
14	.294	1.400	92.487				
15	.266	1.267	93.755				
16	.249	1.188	94.943				
17	.248	1.183	96.126				
18	.237	1.128	97.253				
19	.206	.979	98.232				
20	.192	.914	99.146				
21	.179	.854	100.000				

Structural Model

Regression analysis was used in order to test the Structural model. The ANOVA result showed that the regression result is compatible and reliable enough due to the very small F value (124.615) and Sig. (0.000). Table 4 indicates the multiple regression result as follows:

Table 4: Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations	
		B	Std. Error	Beta			Zero-order	Partial
1	(Constant)	.808	.164		4.916	.000		
	Family Support	.435	.044	.438	9.863	.000	.623	.412
	Education Support	.077	.056	.070	1.375	.170	.487	.063
	Structural Support	.255	.057	.237	4.442	.000	.557	.199

a. Dependent Variable: Entrepreneurship Intention

The "Education Support" has the Sig. of 0.170 > 0.05; thus, this construct is not significant in the regression model. In other words, this construct does not significantly affect the Entrepreneurship Intention. Other constructs, including Family Support and Structural Support, all have the Sig. value lower than 0.05; thus, these two constructs have significant impacts on Entrepreneurship Intention.

The regression equation was obtained based on the non-standard coefficients as follows:

$$y = 0.808 + 0.435\, x_1 + 0.255\, x_2$$

where x_1 = family support and x_2 = structural support.

Conclusions

After the regression model results, we could see that one of the three independent variables was not significant enough to be the predictor for entrepreneurship intention. The results are the following:

• Family support has a Sig. of 0.000, which is lower than 0.05. Hypothesis 1, thus, is accepted with the unstandardized coefficient Beta of 0.435. Accordingly, if the family support fluctuates 1 unit, the entrepreneurship intention will also fluctuate 0.435 units.

• Structural support has the Sig. of 0.000, which is also lower than the standard of 0.05. Accordingly, hypothesis 3 is accepted with the unstandardized coefficient Beta of 0.255. The fluctuation of 1 unit in Structural support could affect 0.255 units of Social support.

The result of data analysis helps us to draw the following conclusions for the paper. Two of the three constructs, namely family support and structural supports are significant predictors for the dependent variable – Entrepreneurship Intention. Meanwhile, the role of education support seems not to be as significant as expected. The role of education support is also rejected by one school of thought, which highlights that the entrepreneurship intention is the result of entrepreneurial self-efficacy, which is an inborn characteristic of individuals and cannot be improved by education (Saoula et al, 2022). In other viewpoints, in spite of immense efforts from educational institutes, they could only motivate those who are passionate about entrepreneurship. For those individuals, education support could create the platform to improve their entrepreneurial skills (Kah et al, 2022). In contrast, for those who do not acquire entrepreneurial self-efficacy, the role of education support seems to be modest.

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