

# The impact of entrepreneurship education on entrepreneurial intention University students: Survey at Academy of Policy and Development

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## **Abstract:**

This study assesses the impact of entrepreneurship education on university students' entrepreneurial intentions, with a survey conducted at three universities under the Academy of Policy and Development. Specifically, the study analyzes the role of lecturers and entrepreneurship courses in enhancing students' self-efficacy and entrepreneurial capacity. Data were collected from 210 students and analyzed using exploratory factor analysis, confirmatory factor analysis, and structural equation modeling to test the research hypotheses. The results show that lecturers play an important role in entrepreneurship education, helping students enhance their self-efficacy and develop their entrepreneurial capacity. At the same time, self-efficacy has a positive effect on self-efficacy, thereby promoting students' entrepreneurial intentions. These findings emphasize the importance of entrepreneurship education programs in equipping students with business knowledge and developing practical skills. At the same time, it is necessary to focus on building a team of quality lecturers and inspirational people to promote the entrepreneurial spirit in the university environment.

**Keywords :** Startup; Education; Students; Academy of Policy and Development, Hanoi.

## **1. INTRODUCTION**

Entrepreneurship education is considered an educational approach to improve students' knowledge, skills and awareness, helping them orient their future careers or better understand the role of careers in society (Mwasalwiba, 2010). The transfer of knowledge combined with motivation also plays an important role in motivating students to carry out entrepreneurial activities (Huber, Sloof, & Van Praag, 2014). Not only does it guide how to start and operate a business, entrepreneurship education also encourages creative thinking, promotes innovation and fosters a spirit of autonomy and high discipline (Iwu et al., 2021).

In recent times, many countries have recognized entrepreneurship as an important factor in promoting economic development (Raj Kumar & Raj, 2019). The role of entrepreneurship in creating momentum for development and changing the economy is increasingly emphasized. This stems from the fact that the formation of new businesses can contribute to solving

challenges such as economic crisis, unemployment, and lack of innovation (Xu, Wang, Wang, & Skare, 2021). Therefore, scholars and policy makers are actively encouraging entrepreneurship through expanding and diversifying entrepreneurship education programs. They see it as an important policy tool to promote entrepreneurship and cultivate entrepreneurial intentions among students. Many countries have prioritized the development of entrepreneurship education by building systematic training programs, implementing startup courses, fundraising training programs, and many other initiatives (OECD, 2020), typically Malaysia (Salamzadeh, Sangosanya, Salamzadeh, & Braga, 2022).

Many scholars have emphasized the importance of universities in guiding and encouraging students to develop entrepreneurial intentions after graduation. Researchers are constantly looking for ways to optimize teaching content, training methods, and study time to promote entrepreneurship in the university environment (Krueger Jr, Reilly, & Carsrud, 2000; Mahfud, Triyono, Sudira, & Mulyani, 2020). Some studies have also shown that alumni-founded businesses have a positive impact on the economy, especially in creating jobs and promoting income growth (Carree & Thurik, 2010). Therefore, universities are expected to play a central role in nurturing entrepreneurial spirit and encouraging students to choose entrepreneurship as a potential career path (Kraaijenbrink, Bos, & Groen, 2010).

Although entrepreneurship education is considered an important factor influencing entrepreneurial intention, the extent of its impact has not been fully clarified due to differences in research results. Some studies have confirmed a positive relationship between entrepreneurship education and entrepreneurial intention (Hou, Qi, Su, Wu, & Tang, 2023; Sutiadiningsih & Mahfud, 2023), while others have shown inconsistent results (Oosterbeek, Van Praag, & Ijsselstein, 2010; Díaz-Casero, Ferreira, Hernández Mogollón, & Barata Raposo, 2012). Additionally, some studies have shown that despite support from entrepreneurship training programs, graduates rarely consider entrepreneurship as a career option or show a strong interest in becoming entrepreneurs (Rudhumbu, Svotwa, Munyanyiwa, & Mutsau, 2016).

In Vietnam, several recent studies have focused on the relationship between entrepreneurship education and students' entrepreneurial intentions. Pham The Kien and Nguyen Thi Huong Giang (2021) assessed students' innovative entrepreneurial capacity as well as their perceptions of entrepreneurship education (Kien & Giang, 2021). Nguyen Ha Thu, Nguyen Duc Dung, Do Hoang Son, and Nguyen Nhat Bon (2023) examined the mediating role of self-efficacy and entrepreneurial motivation in the relationship between entrepreneurship education and entrepreneurial intentions (Thu, Dung, Son, & Bon, 2023). Meanwhile, Trinh Thi Ha (2023) studied the impact of entrepreneurship education on entrepreneurial intentions through entrepreneurial thinking, but did not consider the relationship between entrepreneurship education and students' self-efficacy. Instead, the study focused on the influence of self-efficacy on entrepreneurial attitudes and intentions (Ha, 2023).

Based on an overview of domestic and foreign studies, a number of research questions are raised: (1) What role do lecturers play in entrepreneurship education? (2) Do

entrepreneurship education programs and lecturers affect students' self-efficacy? (3) What aspects of self-efficacy are related to students' entrepreneurial intentions?

This study aims to analyze the role of lecturers in entrepreneurship education, students' self-efficacy and the impact of these factors on entrepreneurial intention. This is an empirical study, conducted at four universities in Vietnam. The next part of the article will present the theoretical basis and research hypotheses, followed by exploratory factor analysis (EFA), confirmatory factor analysis (CFA) for the measurement model, and structural equation modeling (SEM) for the theoretical model. The article will discuss the research results, draw conclusions and implications for management policies in entrepreneurship education and entrepreneurial intention of university students at Academy of Policy and Development, Hanoi.

## **2. THEORETICAL MODEL AND RESEARCH HYPOTHESIS**

### **2.1. Entrepreneurship education and student self-confidence**

Curriculum reflects the way educational ideas are realized in an academic environment (Prideaux, 2003). The term curriculum comes from Latin, meaning a track or a racetrack. According to Prideaux (2003), curriculum can be understood on three levels: the content planned to be taught, the knowledge actually imparted to learners, and the learning experience that students receive. Egan's (1978) perspective emphasizes that curriculum is not only the content taught but also the space and time period where teaching and learning takes place. He likened the curriculum to a box that contains the entire educational activity, rather than just the content within it.

In entrepreneurship education, the curriculum plays a core role through entrepreneurship courses, helping students understand the concept of business, think creatively, and develop the skills needed to build and run their own businesses. When entrepreneurship education is integrated into the university curriculum, students have the opportunity to gain deeper exposure to entrepreneurial thinking, risk awareness, and innovation. Many studies have shown that entrepreneurship education programs have a significant impact on students' entrepreneurial intentions (Khalili Khezrabadi, Hassani, Mohajeran, & Fathi, 2023), especially through improving self-efficacy (Thu et al., 2023). For that reason, most universities not only design formal entrepreneurship courses but also implement extracurricular activities to encourage entrepreneurial spirit among students (Arranz, Ubierna, Arroyabe, Perez, & Fdez. de Arroyabe, 2017).

Ajzen (1991) argued that personal factors play an important role in shaping an individual's intention, in which self-efficacy is one of the factors that many scholars are interested in (Bandura, 1997). For entrepreneurship, entrepreneurial self-efficacy has a positive effect on entrepreneurial intention (Elnadi & Gheith, 2021; Uysal, Karadağ, Tuncer, & Şahin, 2022). In addition, recent studies also emphasize the role of creative self-efficacy in promoting

entrepreneurial behavior (Tantawy et al., 2021; Rakesh Kumar & Shukla, 2022). Not only is it a driving force for entrepreneurial intention, self-efficacy also has a positive impact on entrepreneurial self-efficacy.

According to social cognitive theory, students' self-efficacy is formed from four main sources: real-life success experiences, observing others, social persuasion, and individual psychological and physiological states. Based on this theory, the study by Van Dinther, Dochy, and Segers (2011) demonstrated that entrepreneurship courses can help improve students' self-efficacy (Van Dinther, et al., 2011). Based on the above, this study proposes the following hypothesis :

*H1.1: Entrepreneurship courses have a positive impact on self-efficacy for innovation.*

*H1.2: Entrepreneurship courses have a positive impact on entrepreneurial self-efficacy.*

The effective implementation of a training program depends not only on the teaching content but also on the lecturer's competency. The lecturer's ability to teach and inspire entrepreneurial motivation plays an important role in promoting students' entrepreneurial intentions. In particular, lecturers who are capable of guiding and supporting students in developing ideas and practicing entrepreneurial skills can significantly contribute to the formation of entrepreneurial spirit (Iwu et al., 2021; Alshebami, Seraj, & Alzain, 2022; Ismail, 2022).

According to the study of Alshebami et al. (2022), the creativity of lecturers can create strong motivation, encouraging students to pursue entrepreneurship. Hakim (2015) also asserted that lecturer competence is a core factor in nurturing students' entrepreneurial spirit in higher education environment. Lecturers can leverage their expertise and experience to impart entrepreneurial knowledge through mentoring programs, with the aim of promoting students' entrepreneurial intentions (Alshebami, Seraj, & Alzain, 2022).

From the perspective of social cognitive theory, Zimmerman built a theoretical model indicating that teaching activities have a direct impact on learners' self-efficacy (Zimmerman, 1995). On that basis, this study proposes the following hypothesis:

*H2.1: The lecturer in charge has a positive impact on creative self-confidence.*

*H2.2: The lecturer in charge has a positive impact on self-confidence in entrepreneurial capacity.*

## **2.2. Entrepreneurial Intention**

There are many different views on entrepreneurship, entrepreneurship has been clearly defined as the act of managing and exploiting opportunities reliably to create results beyond one's own capabilities (Kristiansen and Indarti, 2004).

Entrepreneurship is not an event, but a process that can take many years to develop and become a reality. However, not everyone has the potential to start their own business (Learned, 1992). A potential entrepreneur is someone who seizes the opportunity to start their own company as soon as the opportunity arises (Shapero, 1982). According to the Global Entrepreneurship Monitor, a newly established business will go through 3 stages: Formation, developing ideas to establishing a business and finally maintaining and developing the business.

Entrepreneurship is when each individual creates a new business unit or collaborates to build a business model, the purpose of entrepreneurship is to create job opportunities that will lead to economic development (Barot, 2015), the nature of entrepreneurship is an autonomous discipline that can operate independently (Croci, 2016).

Entrepreneurship is understood as the creation of a new business or the establishment of a new enterprise through creative business ideas, identifying and exploiting opportunities to achieve satisfaction in one's own business (Koe, Sa'ari, Majid, & Ismail, 2012). This view is easy to understand and has similarities with previous views on entrepreneurship.

Entrepreneurial intention can be defined as the commitment to start a new business (Krueger 1993) and in most career choice models, it is considered an antecedent of entrepreneurial behavior.

According to Thompson (2009) and Bird (1988) entrepreneurial intention can be termed as the deliberate implementation and belief of an individual towards his or her intention to start a new business enterprise in the future.

According to Molaei et al. (2014), entrepreneurial intention is one of the greatest predictors of entrepreneurial behavior.

Entrepreneurial intention is the act of organizing projects that are impressive or, in other words, self-employed (Tkachev and Kolvereid, 1999).

Entrepreneurial intention is the first step in business development and sometimes a long process of bold and adventurous creativity ( Lee & Wong, 2004).

Entrepreneurial intentions to start up, then, will be a necessary antecedent to performing entrepreneurial behaviors ( Fayolle et al., 2006; Kolvereid, 1996b).

Entrepreneurial intention is considered to be the best predictor of entrepreneurial behavior (Ajzen, 1991, 2001; Fishbein & Ajzen, 1975). Souitaris et al. (2007) stated that entrepreneurial intention means that an individual wants to start some business activity.

Entrepreneurial intention plays a role in developing entrepreneurial activities and the ability to become a real entrepreneur (Mohd Rosli et al., 2013).

According to Bird (1988), entrepreneurial intention is geared towards strategic thinking and decisions, and acts as a touch screen for considering relationships, resources, and exchanges.

The combination of a well-designed entrepreneurship education program and competent faculty plays an important role in enhancing students' self-efficacy, both in terms of creativity and entrepreneurial ability. When students feel confident in their abilities, they tend to be more bold in pursuing entrepreneurial activities. Many studies have shown that increased self-efficacy has a positive effect on students' entrepreneurial intentions (Elnadi & Gheith, 2021; Tantawy et al., 2021; Rakesh Kumar & Shukla, 2022; Uysal et al., 2022).

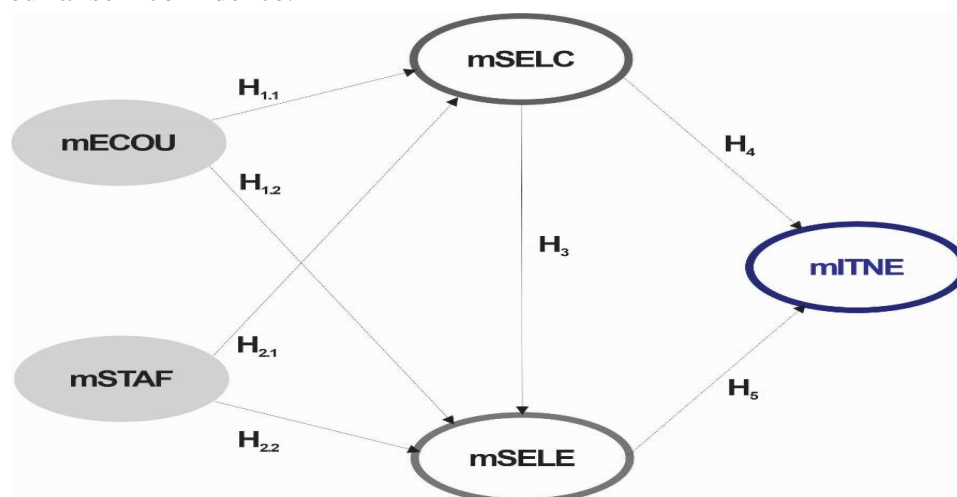
From the above theoretical basis, this study proposes the following hypotheses:

*H3: Self-confidence in creative ability has a positive impact on entrepreneurial intention.*

*H4: Self-confidence in creative ability has a positive impact on self-confidence in entrepreneurial ability.*

*H5: Self-confidence in entrepreneurial capacity has a positive impact on entrepreneurial intention.*

The relationship between the training program and the teaching capacity of lecturers is shown in Figure 1. The results of the theoretical review show that entrepreneurship education and teaching capacity of lecturers have an impact on students' entrepreneurial intention. This relationship is established through the mediation of students' creative self-confidence and entrepreneurial capacity. In which, creative self-confidence has a positive impact on entrepreneurial self-confidence.



**Figure 1** Author's proposed research model

**Note:**

mECO: Startup Courses

mSTAF: Lecturer in charge

mSELC: Confidence in creative ability

mSELE: Confidence in your ability to start a business

mINTE: Entrepreneurial Intention

### **3. RESEARCH METHODS**

#### **3.1. Scale**

The scale in this study was inherited and developed from the study of Iwu et al. (2021) . The concepts were measured through students' perceptions with 5 Likert levels. Entrepreneurship education was assessed based on students' perceptions of the relevance of the courses to the development of the economy . The courses help enhance students' creativity and innovation, facilitate them to develop their businesses, meet the needs of the labor market, and help students understand the concepts and theories related to the careers they are pursuing.

Faculty members were rated by students based on their perceived interest in teaching entrepreneurship courses. Students also rated the extent to which faculty members engaged students in entrepreneurship-related activities, encouraged students to consider starting their own businesses, ignited students' interest in becoming entrepreneurs, and adequately answered students' questions about entrepreneurship.

Students self-assess their creative confidence based on their imagination and ingenuity compared to their peers. Students self-assess their ability to handle difficult situations and solve problems that require creative thinking. Entrepreneurial confidence is assessed by students' ability to successfully seize new business opportunities, create new products, and build new businesses using existing resources.

Finally, students' entrepreneurial intentions are reflected in their career goals of becoming entrepreneurs. Students are dedicated to starting and running their own companies, with a strong intention of one day starting their own businesses.

#### **3.2. Data collection**

This is an anonymous study. The identities of the students and the names of the universities are not disclosed. The students who responded to the survey questionnaire were students who had taken the subject/ The subjects related to entrepreneurship of 4 Faculty: Law, Economics, and Management - Academy of Policy and Development. Therefore, students participating in answering the questionnaire are students from the 2nd year and above. The survey questionnaire was designed on Google form and sent to students through lecturers and academic advisors.

The study sample consisted of 274 students, of whom the majority were female (210 students, accounting for 76%) compared to male (64 students, accounting for 24%). The

distribution of students by year of study showed that the highest proportion was in the third year, with 162 students (59%), followed by the second year with 54 students (20%) and the fourth year with 58 students (21%). In terms of academic performance, 110 students (40%) scored between 3.01 and 4.00, while 164 students (60%) scored between 2.01 and 3.00. In terms of universities represented, the University of Economics had the largest number of students (118 students, accounting for 43%), followed by the University of Law with 82 students (30%) and the University of Education with 74 students (27%). These data provide an overview of the sample's gender distribution, academic performance, and university affiliation.

**Table 1** Survey sample information

Criteria		Gender					
		Female		Male		Total	
		Quantity	Proportion	Quantity	Proportion	Quantity	Proportion
1st year student	2	38	18%	16	25%	54	20%
	3	124	59%	38	59%	162	59%
	4	48	23%	10	16%	58	21%
	<b>Total</b>	<b>210</b>	<b>100%</b>	<b>64</b>	<b>100%</b>	<b>274</b>	<b>100%</b>
Learning Classification	3.01 ÷ 4.0	78	37%	32	50%	110	40%
	2.01 ÷ 3.0	132	63%	32	50%	164	60%
	<b>Total</b>	<b>210</b>	<b>100%</b>	<b>64</b>	<b>100%</b>	<b>274</b>	<b>100%</b>
University	Law	62	30%	20	32%	82	30%
	Economics	96	46%	22	34%	118	43%
	Management	52	24%	22	34%	74	27%
	<b>Total</b>	<b>210</b>	<b>100%</b>	<b>64</b>	<b>100%</b>	<b>274</b>	<b>100%</b>

(Source: Research team survey results, 2024)

### 3.3. Methods and analysis procedures

Exploratory factor analysis will be performed using principal components extraction for unidimensional constructs and Promax rotation for multidimensional constructs. The criteria for inclusion of items and factors include: Cronbach's Alpha greater than 0.7, item-total correlations exceeding 0.3, total squared extraction greater than 50%, and item loadings greater than 0.5. In multiple construct analysis, the difference between the highest loading of an item on a factor and the second highest loading of that item on other factors must not be less than 0.3. Constructs with systematic correlations and consistent content validity can still be accepted for CFA analysis, even if they do not fully meet the loading criteria. This procedure will allow refinement of the proposed model.

After preliminary assessment by EFA, the scales were further tested for the suitability of the measurement model and the reliability and convergent and discriminant validity of the scales through confirmatory factor analysis (CFA). This process consists of two steps: (1)



testing the measurement model for each separate concept, (2) testing the critical measurement model according to the instructions of many quantitative researchers (Fornell & Larcker, 1981 ; Bollen, 1989 ; Hu & Bentler, 1999 ; Hair, Black, Babin, & Anderson, 2019).

Similar to CFA testing, a structural model is suitable for market data when the following criteria are satisfied (Hair et al., 2019 ; Hair, Howard, & Nitzl, 2020 ; Kline, 2023): (1) *Absolute fit index*:  $\chi^2$  standardized (normed chi-square – CMIN/df) <5.0; RMSEA (Root Mean Square Error of Approximation) <0.08 . (2) *Incremental fit index*: TLI (Tucker-Levis index)>0.90; CFI (Comparative Fit Index)>0.90. (3) *Regression coefficients* (causal-effect relationship between constructs): are confirmed with a significance level of p=0.05. This is the basis for concluding the hypotheses.

#### 4. RESEARCH RESULTS

##### EFA analysis

##### 4.1.1. EFA for unidimensional resultant structures

The EFA results of the unidimensional structures are shown in Table 2. The results show that no measurement items were eliminated .

**Table 2**EFA results of unidimensional constructs

Construct	Items		Extraction Sums of Squared Loadings (%)	Loading		Alpha
		EFA		Min	Max	
mECOUC	10	10	75,540	0.820	0.903	0.964
mSTAF	9	9	77,490	0.866	0.919	0.963
mSELC	8	8	77,706	0.842	0.916	0.963
mSELE	8	6	81,008	0.774	0.859	0.953
mINTE	6	6	83,993	0.870	0.942	0.961

(Source: Data processing results of the research team, 2024)

##### 4.1.2. EFA of construct combinations

analysis results in Table 3 show that 05 factors were established, with Extraction Sums of Squared Loadings of 77.783%. Of which, 04 clearly distinguished structures are mECOUC, mSTAF, mSELE and mINTE.

**Table 3EFA results - components of the structure**

	<b>Factor</b>				
	1	2	3	4	5
ECOU 1	-0.086	0.839	0.035	0.178	-0.137
ECOU 2	-0.043	0.858	0.023	0.058	0.063
ECOU 3	-0.098	0.931	-0.086	0.221	-0.122
ECOU 4	0.220	0.847	-0.220	-0.033	0.070
ECOU 5	0.099	0.917	-0.008	-0.192	-0.076
ECOU 6	-0.199	0.900	-0.014	0.202	0.053
ECOU 7	0.041	0.618	0.196	-0.040	0.179
ECOU 8	0.194	0.662	0.218	-0.236	0.001
ECOU 9	-0.070	0.676	0.361	-0.084	-0.040
ECOU 10	-0.014	0.687	0.256	-0.158	0.183
STAF_1	0.134	0.171	0.622	0.033	-0.064
STAF 2	-0.019	0.096	0.768	0.097	-0.115
STAF 3	0.107	0.055	0.714	0.066	-0.062
STAF 4	0.136	0.068	0.641	0.111	0.042
STAF 5	-0.003	0.026	0.918	-0.091	0.113
STAF 6	-0.028	0.142	0.791	-0.063	0.072
STAF 7	-0.161	0.043	0.877	0.122	-0.049
STAF 8	0.011	0.098	0.767	0.042	0.002
STAF 9	0.163	0.146	0.664	-0.061	0.010
SELC 1	0.693	-0.128	0.173	0.074	0.126
SELC 2	0.774	0.152	0.014	0.034	-0.125
SELC_3	0.983	0.042	-0.022	-0.073	-0.103
SELC 4	0.980	-0.016	-0.089	-0.018	-0.016
SELC 5	0.859	0.054	-0.025	0.075	-0.049
SELC 6	0.887	-0.048	0.048	-0.063	0.114
SELC 7	0.728	-0.069	0.111	-0.024	0.127
SELC 8	0.636	0.049	0.178	0.092	-0.003
SELE 1	0.581	-0.041	-0.019	0.064	0.531
SELE 2	0.614	-0.020	-0.059	0.227	0.320
SELE 3	0.786	0.037	-0.165	0.025	0.348
SELE 4	0.429	0.133	0.088	0.236	0.216
SELE 5	0.575	-0.004	0.033	0.060	0.467
SELE 6	0.348	-0.018	0.101	0.322	0.333
INTE 1	0.426	0.047	-0.106	0.471	0.140
INTE 2	0.077	0.011	-0.015	0.744	0.213
INTE 3	0.205	0.012	0.058	0.725	-0.054
INTE 4	0.267	0.011	-0.041	0.783	-0.040
INTE 5	0.210	-0.018	0.023	0.813	-0.096
INTE 6	0.128	-0.039	0.155	0.735	0.010

(Source: Data processing results of the research team, 2024)

The mSELE construct alone does not ensure discrimination when cross-correlated with mSELC, and the factor loadings are also low. However, the consistent loading values of the SELE items in this cross-correlation should be kept for CFA analysis.

## 4.2. CB-SEM Analysis: Testing the Measurement Model

### 4.2.1. CFA of unidimensional constructs

All the constructs tested in this step are presented in Table 4. For each construct, after eliminating some of the items, it is shown that the individual measurement models are satisfactory. The indicators for assessing the convergent validity of the measurement models will be presented in the testing of the critical measurement models .

**Table 4CFA results - unidimensional constructs**

Structure	Measurement item		Regression weights		Fit Index				Conclude
	EFA	CFA	Min	Max	CMIN/df	CFI	TLI	RMSEA	
mECOUC	10	5	0.798	0.910	0.869	1,000	1,002	0.000	Obtain
mSTAF	9	6	0.832	0.869	0.635	1,000	1,008	0.000	Obtain
mSELC	8	7	0.779	0.925	1.141	0.998	0.997	0.032	Obtain
mSELE	6	4	0.851	0.920	1,536	0.996	0.993	0.063	Obtain
mINTE	6	4	0.878	0.946	0.704	1,000	1,003	0.000	Obtain

(Source: Data processing results of the research team, 2024)

### 4.2.2. Testing the critical measurement model

After removing some measurement items, the critical measurement model test had satisfactory results as shown in Figure 2. The constructs all achieved convergent and discriminant validity. It can be seen that mECOUC and mSTAF have quite high correlation .

**Table 5Results of Critical Measurement Model Testing**

Structure	Measurement item	Regression weights	CR	AVE	sqrt(AVE)	Max(Corr)
mECOUC	ECOUC_9	0.871	0.929	0.724	0.851	0.849
	ECOUC_7	0.804				
	ECOUC_6	0.878				
	ECOUC_5	0.832				
	ECOUC_1	0.866				

mSTAF	STAF_6	0.862	0.936	0.746	0.864	0.849
	STAF_3	0.867				
	STAF_2	0.879				
	STAF_1	0.850				
	STAF_4	0.860				
mSELC	SELC_3	0.913	0.934	0.825	0.909	0.839
	SELC_4	0.882				
	SELC_5	0.930				
mSELE	SELE_5	0.908	0.931	0.818	0.905	0.824
	SELE_2	0.899				
	SELE_1	0.907				
mINTE	INTE_3	0.906	0.925	0.804	0.896	0.839
	INTE_2	0.877				
	INTE_6	0.906				

(Source: Data processing results of the research team, 2024)

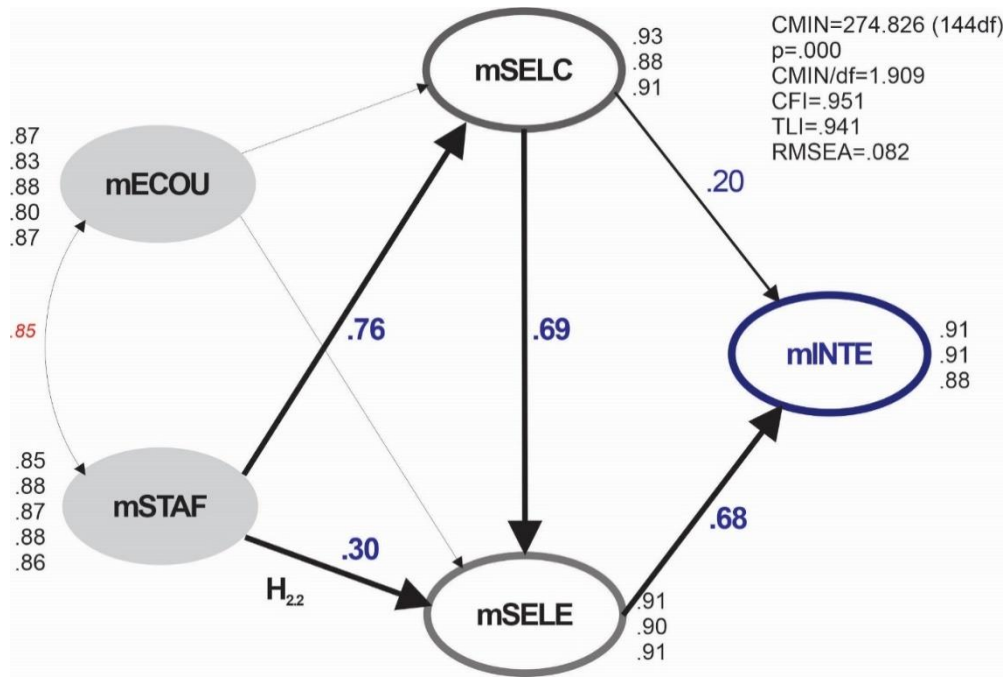
### Structural Model Testing

The results in Table 6 and Figure 3 show that the fit indices meet the requirements, mECO has no direct impact on mSELC, mSELE. The relationship SELC → mINTE is only accepted at the 10% significance level.

**Table 6 Structural Model Testing Results**

Relationship		Regression weights	CR	P	Hypothesis	Conclude
mECO	mSELC	-0.091	-0.577	0.564	H1.1	Reject
mECO	mSELE	-0.125	-0.991	0.322	H1.2	Reject
mSTAF	mSELC	<b>0.761</b>	4,647	***	H2.1	Accept
mSTAF	mSELE	<b>0.296</b>	2.013	<b>0.044</b>	H2.2	Accept
mSELC	mSELE	<b>0.691</b>	7,719	***	H3	Accept
mSELC	mINTE	0.197	1,758	0.079	H4	Reject
mSELE	mINTE	<b>0.681</b>	5,751	***	H5	Accept

(Source: Data processing results of the research team, 2024)



**Figure 2**Structural model testing

(Source: Data processing results of the research team, 2024)

### 5. DISCUSSION AND CONCLUSION

A notable finding of this study is that the role of the instructor - the one who inspires entrepreneurship - has a stronger influence on students than the context of entrepreneurship education in general. This is somewhat different from previous studies in Vietnam, where the educational context is often emphasized more. Although further analysis and verification are needed, this result shows that motivation and encouragement from the instructor can play an important role in inspiring the entrepreneurial spirit of students. Entrepreneurship education is not simply about imparting knowledge but also about creating motivation, inspiration and promoting actions of learners. This raises the question: while entrepreneurship training programs are not really perfect, the instructor, as the one who guides and inspires, is the decisive factor? This is an issue that needs to be clarified in future studies.

A limitation of this study is that it approaches entrepreneurship education as an implicit concept, measured only through a few observed variables. Meanwhile, to assess it comprehensively, in-depth studies are needed on the content, teaching methods, as well as the impact of entrepreneurship education on practice. A specific analysis of entrepreneurship training programs at universities will help clarify how education can support students to develop entrepreneurial thinking in a rapidly changing economic and technological context. Further studies can consider factors such as entrepreneurship knowledge, creativity and practical skills in the educational environment.

In addition, this study also contributes to clarifying the relationship between self-efficacy and entrepreneurial intention. The results show that there are two important components of self-efficacy: self-efficacy in creativity and self-efficacy in entrepreneurship. In particular, self-efficacy in creativity has a positive impact on self-efficacy in entrepreneurship, emphasizing the important role of developing creative thinking in the process of forming entrepreneurial intention. This is a valuable theoretical contribution, showing that in order to build a generation of potential entrepreneurs, it is necessary to first train creativity and innovative thinking for students.

Based on these results, the study makes some recommendations for entrepreneurship education, especially in terms of training programs and teaching methods. Training programs should not only provide basic knowledge about business but also focus on developing creative thinking and equipping practical entrepreneurial skills. In particular, building a team of lecturers, entrepreneurship consultants, and competent inspirations will help students have the opportunity to access practical perspectives and experiences from predecessors. When students are fully equipped with knowledge, they also need to be supported to build confidence in their creativity and entrepreneurial ability.

The results of this study confirm that entrepreneurship education plays an important role in developing students' confidence in their creative abilities and entrepreneurial abilities. These two factors are the foundation for promoting entrepreneurial intentions, helping students be ready to take action to realize their business goals in the future.

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## **CONFLICT OF INTEREST DECLARATION**

The author declares that he has no conflict of interest with any organization or individual during the preparation of this article.

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