INFLUENCE OF FACTORS ON THE ENTREPRENEURIAL INTENTIONS AND BEHAVIOR OF STUDENTS IN THE ACCOUNTING - FINANCE SECTOR IN DANANG CITY

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Asbtract

The aim of this research is to identify the factors influencing students' entrepreneurial intentions and behaviors. The study surveyed 376 university students majoring in Accounting – Finance in Da Nang City and used Partial Least Squares Structural Equation Modeling (PLS SEM) to test the hypotheses. The results indicate that three factors positively influence entrepreneurial intentions and behaviors: (i) Confidence in the feasibility of entrepreneurship (TEND); (ii) Support from the University (EDU); and (iii) Vision, foresight, and competency of the students. These three factors explain 70.8% of the preparation of resources for students who intend to start a business and subsequently take entrepreneurial action. The study implies that students' self-confidence, support from the University, and vision, foresight, and planning are key factors in entrepreneurial intentions and behaviors.

1. Introduction

Currently, our Party and State are focusing on and encouraging entrepreneurship and innovation among students. Entrepreneurship is one of the ways to create employment opportunities for students, thereby promoting economic and social growth.

To foster the entrepreneurial spirit, numerous policies have been implemented to encourage youth entrepreneurship, including the "Supporting Students and Pupils to Start a Business until 2025" project (referred to as Project 1665), which was approved by the Prime Minister on October 30, 2017.

Annual competitions like "Student Entrepreneurship" are organized as a means for schools to contribute to creating a supportive environment for entrepreneurship in society. The intention of students to start a business while still in school and after graduation is significant as it reflects the role of the educational system in contributing to society. Furthermore, the economic recession has created significant challenges for students entering the labor market.

In Vietnam, some studies have been conducted on student entrepreneurship at universities in major cities such as Ho Chi Minh City and Can Tho. However, there has not been a comprehensive study on the entrepreneurial intentions of students in the central region, such as in Da Nang City. Therefore, the study "Influence of Factors on the Entrepreneurial Intentions and Behavior of Students in the Accounting - Finance Sector in Da Nang City" aims to encourage the spirit and confidence of students in starting their own businesses. The results of the study will provide school leaders with a comprehensive view of which factors truly influence students' entrepreneurial intentions, thereby offering appropriate support and guidance to help students gain the necessary knowledge, skills, and attitudes for future entrepreneurship.

2. Overview and Research Hypotheses

Intentions are an intermediary step leading to entrepreneurial behavior; therefore, most studies on entrepreneurial behavior, both domestically and internationally, are primarily based on Ajzen's (1991) Theory of Planned Behavior and the Entrepreneurial Event Theory of Shapero & Sokol (1982).

- Attitude Toward Entrepreneurial Behavior

Ajzen (1991) defines attitude toward behavior as an individual's perception of the personal need to perform a behavior. This is also the degree to which an individual evaluates the behavior as beneficial or not. In this study, the behavior in question is entrepreneurial behavior. Autio et al. (2001), in their study on the entrepreneurial intentions of students at several universities in Northern Europe and the USA, found that attitude toward behavior is a factor that has a positive impact on entrepreneurial intentions. Similarly, the study by Lüthje and Franke (2003) also suggests that attitude toward behavior positively affects students' entrepreneurial intentions.

When describing the business process, attitude accounts for more than half of the variation in intentions, while intentions account for about one-third of the difference in actions. Tiwari et al. (2017) argue that individuals with a more positive outlook are more likely to communicate their future entrepreneurial potential. Based on this reasoning, the study proposes the following hypothesis:

Hypothesis H1: *Attitude toward entrepreneurial behavior has a positive effect on students' entrepreneurial intentions.*

- Perceived Support from Family and Relatives

According to Ajzen (1991), the subjective norm factor directly affects intentions. How individuals perceive the opinions and support of those around them influences the formation of entrepreneurial intentions. The family and relatives often play a critical role in the choices and orientations of students, hence the expectation of this hypothesis:

Hypothesis H2: *Perception of support from family and relatives positively influences students' entrepreneurial intentions.*

- Perceived Support from Universities

The development of entrepreneurial activities and support within universities is quite common worldwide (Tijssen, 2006). In Vietnam, activities to promote entrepreneurship in universities have been widely implemented since 2016, following the launch of the national entrepreneurship movement by the Government. Project 1665 aims to have 100% of universities invest in supporting student entrepreneurial projects by 2025. Many researchers have considered universities as incubators to foster the spirit and culture of entrepreneurship. Universities can play a crucial role in identifying and developing students' entrepreneurial qualities and inclinations, helping them start their own businesses, and thus effectively contributing to economic prosperity and job creation (Kuratko, 2005).

According to Su et al. (2021), students can benefit significantly from university support by gaining experience to apply learned knowledge to real-world activities. These activities include business simulations, case studies, entrepreneurship competitions, and the use of business incubators. When students perceive higher levels of university support for entrepreneurship, their intention to start a business increases. Based on these studies, the following hypothesis is proposed:

Hypothesis H3: *Perception of university support positively affects students' entrepreneurial intentions.*

- Perceived Support from the Government

Entrepreneurship and innovation are important drivers and resources for the development of every country. To support and spread the entrepreneurship movement, the Ministry of Education and Training organizes the annual National Entrepreneurship Day for Students, following Project "Supporting Students to Start a Business until 2025," as per Decision No. 1665/QD-TTg dated October 30, 2017, by the Prime Minister. The highlight of the event is the "Students with Startup Ideas" competition held nationwide. The entrepreneurship movement among students and educational institutions has since been spreading.
With government support contributing to encouraging and influencing students' entrepreneurial intentions and behavior, this study proposes the following hypothesis:

Hypothesis H4: *Perception of government support positively affects students' entrepreneurial intentions.*

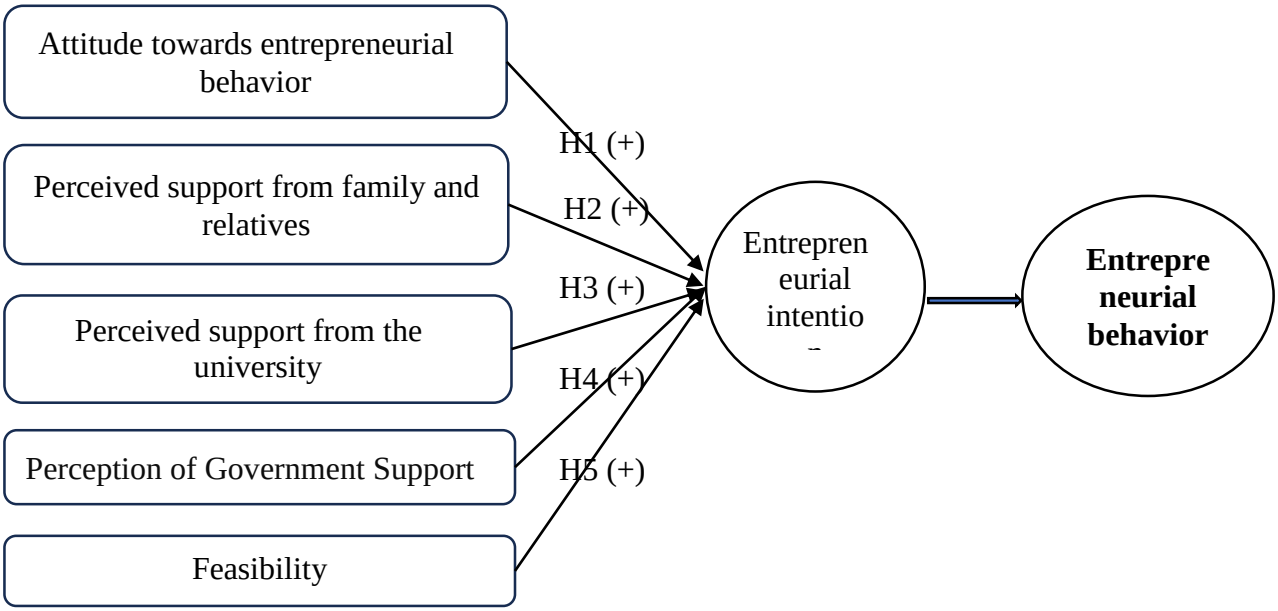
- Confidence in Feasibility

Ajzen's (1991) Theory of Planned Behavior states that before taking action, individuals must have an intention toward that action. According to Matlay et al. (2013), confidence has a positive impact on entrepreneurial intentions; the belief in success, rationality, and the appropriateness of business intentions will drive determination to realize those ideas. Individuals with high self-confidence will put in their utmost effort, and if successful, it will lead to positive outcomes. Therefore, when business opportunities arise, having the courage to accept risks and the confidence to start a business is essential. In other words, students perceive that starting a business is easy and are confident in their ability to succeed in entrepreneurship or feel that they can completely control the business. Studies also show that confidence in feasibility impacts entrepreneurial intentions (Nguyen Vo Hien Chau, 2020; Bui Thị Thu Loan, 2018). Therefore, the research proposes the hypothesis:

Hypothesis H5: *Confidence in feasibility positively affects students' entrepreneurial intentions.*

Based on the experimental studies mentioned in the overview and the hypotheses formulated, this study is based on the original model of factors affecting entrepreneurial intentions and behavior proposed by Ajzen (1991) and proposes the following research model:

Figure 1: *Research Model*



3. Research Methodology

3.1. Design of the Research Questionnaire

The scale of 7 variables in the questionnaire is based on previous studies and has been adjusted to fit the research context.

Table 1: *Measurement Scale of Variables in the Study*

Variable	1	2	3	4	5	6	7	Source	code
1. Entrepreneurial Intention									
Desire to own a business								Thampson (2009)	**YD_1**
Determination to create a business in the future									**YD_2**
Trying my best to start a business									**YD_3**
Start a business while still studying at school									**YD_4**
2. Entrepreneurial Behavior									
I never seek opportunities to start a business								Thompson (2009)	**HV_1**
I save money to start a business									**HV_2**
I read books and materials on starting a business									**HV_3**
I have no plans to start a business									**HV_4**
I spend time researching starting a new business									**HV_5**
I have identified a business idea that suits me									**HV_6**
3. Attitude Towards Entrepreneurial Behavior									
Starting a business is very appealing to you								(Tiwari, 2017)	**TD_1**
If you have the opportunity and resources, you would like to start a business									**TD_2**
Becoming an entrepreneur will bring more benefits than disadvantages									**TD_3**
Starting a business provides many opportunities for personal development									**TD_4**
You feel satisfied when you become a business owner									**TD_5**
4. Perceived Support from Family and Relatives									
My close friends encourage me to start a business								Mei & et al (2016)	NT_1
My parents think that starting a business is a good career direction									**NT_2**
My teachers encourage me to start a business									**NT_3**
Other important people support me in starting a business									**NT_4**
5. Perceived Support from the University									
There are elective courses on entrepreneurship									**EDU_1**

Variable	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**Source**	**code**
Provide guidance and orientation on entrepreneurship								Saeed & et al (2015)	**EDU_2**
Implement internship programs focused on entrepreneurship									**EDU_3**
Offer training courses on entrepreneurship									**EDU_4**
Organize seminars and information exchange sessions on entrepreneurship									**EDU_5**
Create connections among students with a shared interest in entrepreneurship									**EDU_6**
Guide students towards entrepreneurship as a career option									**EDU_7**
Encourage students to start a business									**EDU_8**
6. Perceived Support from the Government									
The Vietnamese government encourages people to start a business								Saeed & et al (2015)	**GOV_1**
State organizations provide effective technical support for business establishment									**GOV_2**
State organizations have experienced mentors to assist aspiring entrepreneurs									**GOV_3**
The government provides financial support for business establishment									**GOV_4**
Bank credits are available for potential start-up projects									**GOV_5**
Vietnamese law allows for easy business operations									**GOV_6**
7. Confidence in Feasibility									
Developing a business idea is not difficult for me								(Loan,2018; Chau, 2020)	**END_1**
Confident that I can run my own business in the future									**END_2**
Confident that I can start a business									**END_3**
The career goal is to become an entrepreneur									**END_4**
Fear of failure and bankruptcy								Tran Van Trang (2021)	**END_5**
Limited entrepreneurial capacity									**END_6**
Difficulty in planning and defining a vision									**END_7**

3.2. Research Sample

The research surveyed students from the Accounting - Finance faculties of universities in Da Nang City, including: Da Nang University of Economics; Dong A University; University of Architecture; Duy Tan University; FPT University.

The minimum sample size for the study was determined as:

$$N = \frac{1{,}96^2 \times (0{,}5 \times 0{,}5)}{0{,}055^2} = 317$$

In this study, after excluding invalid responses, the final sample consisted of 376 students.

4. Data Analysis

After checking and removing outliers, the author conducted the following analyses: Descriptive statistics of the research sample characteristics; scale reliability test (Cronbach's Alpha); exploratory factor analysis (EFA) to extract composite factors; Partial Least Squares Structural Equation Modeling (PLS-SEM) to test the research hypotheses.

4.1. Descriptive Statistics of the Research Sample Characteristics

Table 2. *Descriptive Statistics of the Survey Sample*

University	Number (Students)	Percentage (%)
Dong A University	66	17.6
University of Architecture	81	21.5
Duy Tan University	71	18.9
University of Economics	75	19.9
FPT University	83	22.1
Students		
1st-year students	39	10.4
2nd-year students	72	19.1
3rd-year students	149	39.6
4th-year students	116	30.9
Have you ever taken an entrepreneurship course?		
Yes	273	72.6
No, my university does not offer entrepreneurship courses	70	18.6
No, I am not interested in entrepreneurship courses	33	8.8

Have you ever taken an entrepreneurship course elsewhere (outside of your university)?		
Yes	62	16.5
No	314	83.5
Part-time work		
I do not have a part-time job while studying at university	70	18.6
I have had/am currently working part-time, averaging less than 40 hours per week	200	53.2
I have had/am currently working part-time, averaging more than 40 hours per week	106	28.2
Do your father or mother own a business?		
Yes	90	23.9
No	286	76.1

The data in Table 2 shows that the percentage of students (SV) with entrepreneurial intentions in the Accounting – Finance sector is relatively evenly distributed across the universities. Most of these students are in their 3rd and 4th years (3rd year accounting for 39.6%, 4th year for 30.9%). A significant proportion of students have taken an entrepreneurship course (72.6%). Most of the students do not have parents who own a business; only 23.9% of students have parents who own a business.

4.2. Scale Validation and Exploratory Factor Analysis (EFA)

After validating the appropriateness of the scale, the exploratory factor analysis (EFA) was conducted, extracting five composite factors, which were renamed as shown in the following table:

Table 3. *Scale and Factor Loadings of Question Items*

Variable Name	**Factor**				
	EDU	**HGOV**	**TEND**	**TGOV**	**VEND**
1. Perceived Support from the University **(α = 0,935)**					
EDU_5	.913				
EDU_3	.863				
EDU_6	.796				
EDU_7	.784				
EDU_4	.783				
EDU_1	.753				
EDU_8	.734				
EDU_2	.642				

2. HGOV: Financial Support from the Government **(α = 0,874)**					
GOV_1		.822			
GOV_2		.800			
GOV_3		.675			
3. TEND: Confidence in the Feasibility of Entrepreneurship. **(α = 0,898)**					
END_1			.944		
END_3			.844		
END_2			.811		
END_4			.539		
4. TGOV: Legal Support and Counseling from the Government **(α = 0,859)**					
GV_3				.755	
GV_2				.690	
GV_1				.668	
5. VEND: Entrepreneurial Vision and Capability **(α = 0,864)**					
ED_3					.954
ED_2					.846
ED_1					.698
Eigenvalues	4,731	3,180	2,472	2,241	1,361
% of explained variance	24,901%	16,735%	13,011%	11,795%	7,161%
Cumulative Variance	24,901%	41,636%	54,647%	66,442%	73,603%
Kaiser-Meyer-Olkin Measure of Sampling Adequacy = 0,669					
Bartlett's Test of Sphericity	Approx. Chi-Square ($\chi 2$) = 908,769				
	df = 171				
	Sig. = 0,000				

(Source: Results calculated from SPSS software)

4.3. PLS-SEM Analysis and Hypothesis Testing

Before conducting PLS-SEM analysis, the study performs several checks for violations as follows: (1) Multicollinearity test (using VIF coefficient < 5); (2) Reliability and convergent validity; (3) Fit index test (using SRMR < 0.08); (4) Discriminant validity test using Fornell-Larcker criterion.

** VIF Coefficient Test*

According to Hair et al. (2014), to estimate multicollinearity, the Variance Inflation Factor (VIF) can be used. If the VIF coefficient is less than 5, it can be confirmed that there is no multicollinearity issue, and it is appropriate to proceed with the next testing steps.

Table 4. *VIF Coefficient Test Results*

Items	VIF	Items	VIF	Items	VIF
EDU_1	2,494	END_3	3,254	GOV_3	1,994
EDU_2	2,650	END_4	2,702	HV_1	2,173
EDU_3	3,486	ED_1	1,832	HV_2	3,337
EDU_4	4,345	ED_2	2,797	HV_3	3,470
EDU_5	4,280	ED_3	3,505	HV_4	2,519
EDU_6	4,910	G_V1	1,860	YD_1	2,670
EDU_7	3,354	GOV_1	2,620	YD_2	2,973
EDU_8	3,942	GV_2	2,547	YD_3	2,390
END_1	2,984	GOV_2	2,907	YD_4	3,055
END_2	3,192	GV_5	2.563		

(Source: Results calculated from SPSS software)

** Reliability and Convergent Validity Testing*

According to Hair et al. (2014), to evaluate the reliability of a measurement scale, the study uses the Composite Reliability (CR) coefficient, where a CR > 0.7 indicates meaningful reliability. Additionally, Average Variance Extracted (AVE) > 0.5 confirms both reliability and convergent validity (Fornell & Larcker, 1981).

Table 5. *Results of Reliability and Convergent Validity Testing*

Scale	Cronbach's Alpha	rho_A	Composite reliability (CR)	Average variance extracted – AVE
EDU	0.935	0.937	0.947	0.690
HGOV	0.874	0.902	0.922	0.798
NHV	0.890	0.891	0.924	0.753
TEND	0.899	0.902	0.929	0.766
TGOV	0.862	0.885	0.915	0.783
VEND	0.863	0.974	0.904	0.761
YD	0.876	0.881	0.915	0.729

(Source: Author's processing results)

** Model Fit Testing*

According to Hu and Bentler (1999), the SRMR (Standardized Root Mean Square Residual) index is used to evaluate the model fit. An SRMR value < 0.08 is considered acceptable. However, Henseler et al. (2015) argue that the SRMR index is a Goodness-of-Fit measure for PLS-SEM models and is used to assess the deviation of model parameters in the research model.

Table 6. *Results of PLS-SEM Model Fit Testing*

	Saturated Model	**Estimated Model**
SRMR	0.068	0.076
D_ULS	2.039	2.532
D_G	1.184	1.217
Chi- square	2.603.766	2.648.978
NFI	0.740	0.735

(Source: Author's processing results)

** Fornell-Larcker Discriminant Validity Test*

Table 7. *Results of Fornell-Larcker Discriminant Validity Test*

	EDU	HGOV	NHV	TEND	TGOV	VEND	YD
EDU	**0.831**						
HGOV	0.510	**0.893**					
NHV	0.681	0.508	**0.868**				
TEND	0.591	0.493	0.733	**0.875**			
TGOV	0.440	0.566	0.470	0.464	**0.885**		
VEND	0.070	0.247	-0.056	0.020	0.256	**0.872**	
YD	0.705	0.448	0.842	0.728	0.412	-0.123	**0.854**

Table 8. *Results of Structural Model Estimation*

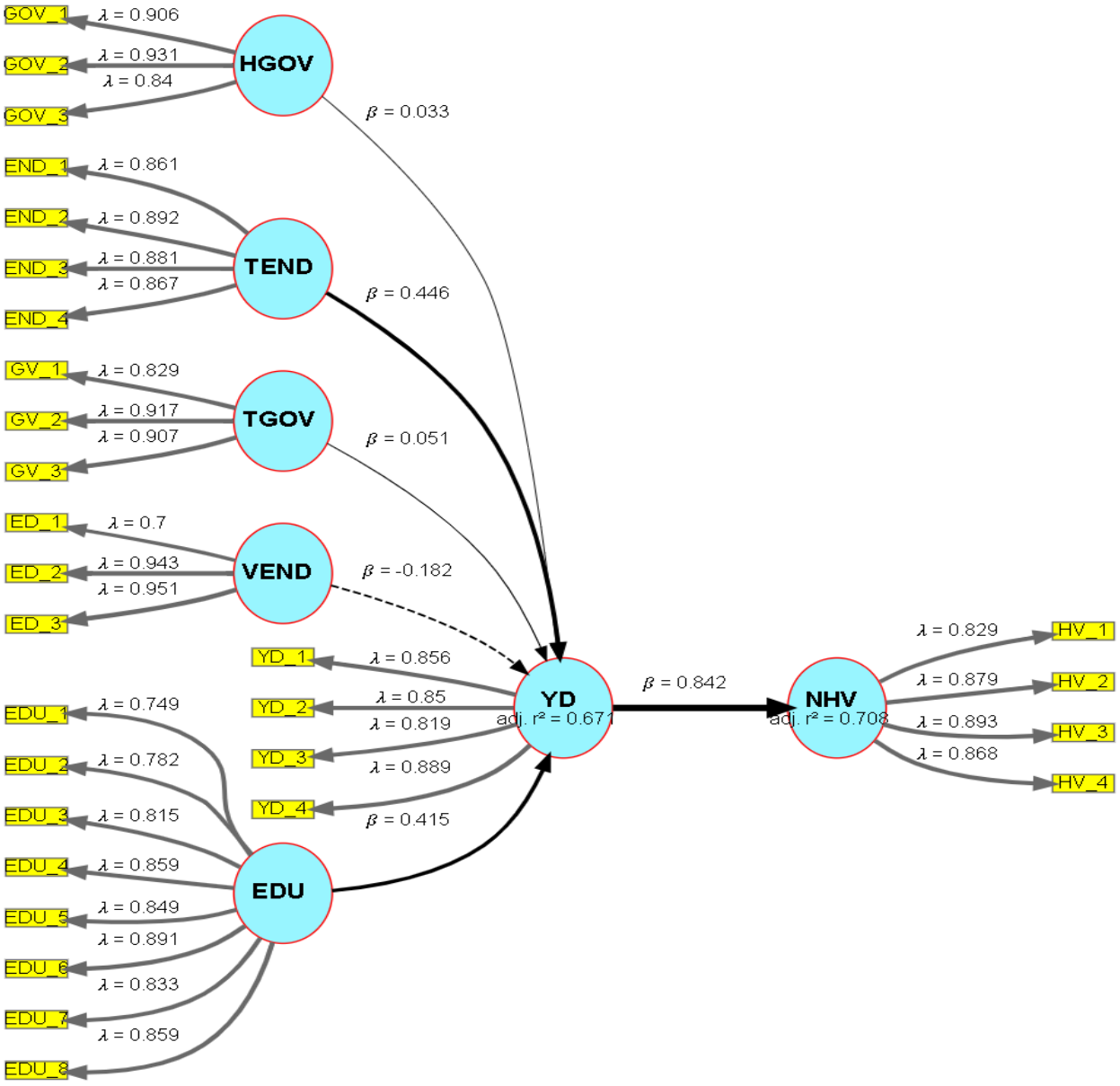
Elationship between	**Estimation**		**Std. Deviation**	**t**	**P**
	β	**β (Bootstrapping)**			
Direct Influence of University Support on Entrepreneurial Intention					
EDU -> YD	0.415	0.414	0.063	6.544	0.000
Direct Influence of Government Technical and Financial Support on Entrepreneurial Intention					
HGOV -> YD	0.033	0.031	0.050	0.656	0.512
Direct Influence of Confidence in Startup Feasibility on Entrepreneurial Intention					
TEND -> YD	0.446	0.448	0.063	7,061	0.000
Direct Influence of Government Support for Encouragement, Advice, and Legal Assistance on Entrepreneurial Intention					
TGOV -> YD	0.051	0.047	0.050	1,016	0.310
Direct Influence of Vision, Foresight, and Entrepreneurial Capability on Entrepreneurial Intention					
VEND -> YD	-0.182	-0.174	0.048	3,757	0.000

Indirect Influence of Entrepreneurial Intention on Entrepreneurial Behavior						
YD -> NHV		0.842	0.842	0.024	35,483	0.000
Effect Size (f^2)	EDU -> YD	HGOV -> YD	TEND -> YD	TGOV -> YD	VEND -> YD	YD -> NHV
	0.307	0.002	0.349	0.005	0.091	2,430

Note: *: significance level of 10%; **: significance level of 5%; ***: significance level of 1%; ns: not significant.

(Source: Author's processing results)

Figure 2: *Path coefficient diagram, PLS SEM model estimation*



(Source: Author's processing results)

5. Discussion of Research Results

The results from Table 8 show:

Factor 1: EDU (Perceived Support from the University): This factor includes observation variables with factor loadings greater than 0.5.

It comprises 8 variables related to EDU: EDU_5 (Organizing workshops and information exchanges about entrepreneurship); EDU_3 (Implementing internship programs oriented towards entrepreneurship); EDU_6 (Creating connections between students interested in entrepreneurship); EDU_7 (Guiding students to view entrepreneurship as a career option); EDU_4 (Providing training courses on entrepreneurship); EDU_1 (Offering elective courses on entrepreneurship); EDU_8 (Encouraging students to engage in entrepreneurship); EDU_2 (Providing counseling and guidance on entrepreneurship). This shows that when students perceive the programs, courses, and encouragement towards entrepreneurship from the university, it forms a foundation leading to their entrepreneurial intentions. This factor has a significant impact on students' entrepreneurial intention ($\beta = 0.415$).

Factor 2: HGOV (Technical and Financial Support from the Government): This factor includes observation variables with factor loadings greater than 0.5.

It comprises 3 variables related to GOV (Perceived Government Support): GOV_1 (Government organizations provide effective technical support for business establishment); GOV_2 (Government provides financial support for business establishment); GOV_3 (Vietnamese laws facilitate business operations). The results did not find statistical evidence of this factor's impact on entrepreneurial intention, indicating that when students receive technical and financial support services, the effect is not significant (P value = 0.512).

Factor 3: Confidence in Startup Feasibility (TEND)

This factor includes 4 observation variables: END_1 (Developing a business idea is not difficult for me); END_2 (I believe I can start a business); END_3 (I believe I can run a business in the future); END_4 (My career goal is to become an entrepreneur). The positive impact of this factor on students' entrepreneurial intention is substantial ($\beta = 0.446$), showing that self-confidence in starting and running a business plays a significant role.

Factor 4: TGOV (Government Support for Encouragement, Advice, and Legal Assistance)

This factor includes 3 observation variables: GV_1 (Available bank credits for promising startup projects); GV_2 (Government organizations provide experienced advisors to assist entrepreneurs); GV_3 (Government encourages entrepreneurship). However, this factor did not find statistical evidence of its impact on entrepreneurial intention.

Factor 5: VEND (Vision, Foresight, and Entrepreneurial Capability)

This factor includes 3 observation variables: ED_3 (Difficulties in planning and defining vision); ED_2 (Limited entrepreneurial capability); ED_1 (Fear of failure and failure to achieve). The negative impact (β = -0.182) indicates that a lack of vision and entrepreneurial capability increases the likelihood of failure, and vice versa.

The results of the hypothesis testing can be summarized in the following table:

Table 9. *Results of Hypothesis Testing for the Dependent Variable NHV*

Proposed Hypothesis	**P-value**	**Conclusion**
Hypothesis H1: Perceived university support positively influences students' entrepreneurial intention (EDU)	0.000	Accepted
Hypothesis H2: Government technical and financial support positively influences students' entrepreneurial intention (HGOV)	0.512	No statistical evidence has been found
Hypothesis H3: Confidence in startup feasibility positively influences students' entrepreneurial intention (TEND)	0.000	Accepted
Hypothesis H4: Government support for encouragement, advice, and legal assistance positively influences students' entrepreneurial intention (TGOV)	0.310	No statistical evidence has been found
Hypothesis H5: Vision, foresight, and entrepreneurial capability negatively influence students' entrepreneurial intention (VEND)	0.000	Accepted

Source: Author's Compilation

Discussion of Results:

Based on the analysis in Table 9, the team proposed five hypotheses regarding the factors affecting entrepreneurial intention and behavior, with the dependent variable being NHV (entrepreneurial resources). However, only three hypotheses were supported, while two hypotheses did not find statistical evidence (see Table 9). Specifically:

- University Support (EDU)

The results show that Hypothesis H1: "Perceived university support positively influences students' entrepreneurial intention (EDU)" is accepted (β = 0.415, p-value = 0.000 < 0.01). This result is consistent with the studies by Đỗ Thị Hoa Liên (2018), Nguyễn Ngọc Thị Kim Loan (2019), and Vũ Quỳnh Nam (2019).

- Technical and Financial Support from the Government

The results show that Hypothesis H2: “Government technical and financial support positively influences students' entrepreneurial intention (HGOV)” did not find statistical evidence (β = 0.033, p-value = 0.512 > 0.1). This result does not support Hypothesis H2, indicating that no direct effect of perceived technical and financial support from the government on students' entrepreneurial intention was found.

- Confidence in Startup Feasibility

The results show that Hypothesis H3: “Confidence in startup feasibility positively influences students' entrepreneurial intention (TEND)” is accepted (β = 0.446, p-value = 0.000 < 0.01). This result aligns with Zhang et al. (2014), showing that self-confidence in one’s ability to start and run a business has a significant impact on students' entrepreneurial intention.

- Government Support for Encouragement, Advice, and Legal Assistance

The results show that Hypothesis H4: “Government support for encouragement, advice, and legal assistance positively influences students' entrepreneurial intention (TGOV)” did not find statistical evidence (β = 0.051, p-value = 0.310 > 0.1). This result does not support Hypothesis H4, which may be explained by the small sample size of accounting and finance students in Da Nang City, making it difficult to definitively determine the impact of government support. The government needs to establish a cohesive legal framework and provide specific guidance for startup projects. Additionally, the government should promote the image of entrepreneurs and enhance the social status of entrepreneurs.

- Vision, Foresight, and Entrepreneurial Capability

The results show that Hypothesis H5: “Vision, foresight, and entrepreneurial capability negatively influence students' entrepreneurial intention (VEND)” is accepted (β = -0.182, p-value = 0.000 < 0.01). This result underscores the importance of having clear plans, capabilities, and not fearing failure, as these factors significantly influence entrepreneurial intention.

6. Conclusion

From the research results, several key conclusions can be drawn:

1) Three factors were identified as having a direct impact on students' entrepreneurial intention: perceived university support, confidence in startup feasibility, and vision, foresight, and entrepreneurial capability.

2) The study found that the degree of impact of these factors on entrepreneurial intention is as follows: Confidence in startup feasibility has the greatest impact (β = 0.446), followed by university support (β = 0.415), and finally vision, foresight, and entrepreneurial capability (β = 0.184).

3) The research has limitations due to the small sample size and the focus on certain universities in Da Nang, which restricts the generalizability of the results. However, this study provides valuable insights for future research, suggesting the need for a larger and more random sample to increase representativeness. Additionally, the study offers practical implications for universities in providing a comprehensive and updated view of students' entrepreneurial intentions, which can inform policies to further enhance entrepreneurial spirit among students.

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