

FACTORS INFLUENCING UNDERGRADUATE STUDENT'S ENTREPRENEURIAL INTENTIONS

Hang Thi Thuy Le^{1*}, Hien Thi Thu Nguyen², Ngoc Thi Bich Tran³, Phan Thi Hong Nguyen⁴, Tuyen Thi My Tran⁵, Duy Khanh Ngo⁶

¹English Department, FPT University

^{2, 3, 4, 5} FPT University

*hanglth30@fe.edu.vn

ABSTRACT

Globalization has been facilitating transnational entrepreneurship that is essential for several reasons, from fostering social change to economic growth, especially driving innovation. The surge of young entrepreneurs is thought of as positive development to be cultivated and motivated to the greatest potential extent. The main aim of the study is to investigate whether students at FPT University Can Tho intend to start a business and what factors influence their entrepreneurial intentions. Theory of Planned Behavior (TPB) was used to determine what factors influence undergraduate students' entrepreneurial intention. In the current research, three factors might influence students' entrepreneurial intentions (EI) are Attitude toward Behavior (AB), Subjective Norms (SN), and Perceived Behavioral Control (BC). A sample of 325 participants at FPT University in Can Tho was surveyed. We adopted and modified Entrepreneurial Intention Questionnaire (EIQ) by Linan and Chen (2009) and Autio et al. (2001) which includes 30 items. The findings indicated that students have an intention to start a business but they have not been well-prepared. There was a significant positive influence of the attitude toward behaviour, subjective norm, and perceived behavioral control with students' entrepreneurial intention.

Keywords

Entrepreneurial intention, intention, attitude toward behavior, subjective norm, perceived behavior control

Introduction

Globalization can be defined as increasing the integration of economies and interdependence between world markets and companies. Globalization leads to major political, economic, technological, and social changes. Globalization has stimulated countries' capital flows, trade, investment, and labor flows (Toprak, 2001, 8-9).

Globalization has created a positive development in education known as homogenization of instructional content and standardization of expected learning in schools (Hargreaves 2003). The standardized education system has reformed and adjusted the curricula,

both compulsory and optional subjects by the measurement and testing system (Popham 2002). Globalization has brought significant and positive effects on the economy through the reform and integration of new technologies, the liberalization of the market for goods and services, and capital and labor resources. In addition, globalization offers young people the opportunity to get immersed in the global economy and establish a positive attitude and entrepreneurship. Globalization has a positive impact on the economy and entrepreneurship.

For example, small and medium enterprises are essential drivers of economic development in China. Currently, enterprises

account for more than 90% of enterprises in the country. They also contribute more than 60% to GDP, more than 70% of patents, and employ 80% of jobs nationwide. China has grown to become the world's second-largest economy (after the US) in just three decades, and entrepreneurship has been identified as a critical driver of China's rapid growth. Similarly, Micro, Small, and Medium Enterprises (MSMEs) across India contributed about 34% of India's GVA (Gross Value Added) in 2019. In the same year, MSMEs also contributed more than 57 trillion Rupees to India. Small and medium enterprises have contributed significantly to the German economy. In 2018, SMEs contributed 968 billion euros. At the same time, micro-enterprises have contributed 276 billion euros to the national economy.

Young entrepreneurs in the US enormously contribute to business models and innovative ways of doing business. There have been many business ideas; for example, Hart Main came up with masculine scented candles. Furthermore, Hart decided to invest in Hart's candle startup in stores in every state, with sales above six figures annually. Hart donates a portion of each sale to kitchens in Ohio, Pennsylvania, West Virginia, and Michigan.

Today, apart from university students, there are many entrepreneurs between the ages of 18 and 35 setting up businesses in most nations. Most previous researchers have conducted a base mainly on developed and developing countries with candidates like university students and working people. However, the results show that depending on each subject's age and personality, there is a different direction for a business (Caird, 1991; Cromie & O'Donoghue, 1992; Gurol & Atsan 2006). In general, most researchers chose undergraduates because they are often influenced by internal and external factors. Therefore, this study aims to investigate the business intentions of

undergraduate students, especially at FPT University.

Adopting an existing survey instrument will enhance the validity of a study (Harris, 2013). Therefore, the Entrepreneurial Intention Questionnaire (EIQ) of Linan and Chen, (2009) and Autio et al. (2001) was adopted to measure the paradigms of the research based on Ajzen's TPB (1991). The EIQ is developed as a standard instrument for measuring entrepreneurial intent, has been tested and validated in both developed and developing countries (see, for instance, Angriawan et al., 2012; Ogundipe et al., 2012; Gerba, 2012; Iakovleva et al., 2011; Linan & Chen, 2009; Malebana, 2014; Otuya et al., 2013; Sesen, 2013 & Zampetakis et al., 2009).

1.2 Specific research context

Entrepreneurship plays an important role in promoting economic development and solving employment-related problems. As a general rule, researchers investigate the entrepreneurial intentions of graduates who already have working experience or who have already participated in business projects. This study was conducted on undergraduate students at FPT University Can Tho including second-year and third-year students. In this study, Theory of Planned Behavior (TPB) was used by considering the factors influencing the entrepreneurial intention of undergraduate students, constructive predictors of intention are students' attitudes towards entrepreneurship, subjective norm, and perceived behavioral control.

Literature Review

Entrepreneurship is the effort of an individual or group of people with specific goals to start a new business. Entrepreneurship is the process of founding new business ventures and new organizations (Shane & Venkataraman, 2000), cultivating the economy, creating jobs, projecting entrepreneurship, and economic

innovation (Gerba, 2012; Kuratko, 2005). In addition, entrepreneurship makes an essential contribution in satisfying the needs of finding job opportunities, demonstrating the creativity and achievements of individuals when participating in business activities (Van Gelderen, Kautonen, & Fink, 2015).

Entrepreneurship is recognized as an essential driver of a country's economic growth (Bruyat & Julien, 2001; Harper, 2003; Landes et al., 2012; Rideout & Grey, 2013; Sadriwala & Kaneez, 2018; Sarkar, 2014; Schumpeter, 1934), as a tool to improve and enhance the quality of life and create positive changes in society (Keat et al., 2011; Ooi & Nasiru, 2015). Universities are increasingly interested in developing students' entrepreneurship. Entrepreneurship as playing an essential role in universities (Etzkowitz, H., Webster, A., Gebhardt, C., & Terra, B. R. 2000; Jacob, M., Lundqvist, M., Hellsmark, H. 2003; Mok, 2005), fostering entrepreneurship has become a top policy priority in many countries (Luthje et al. & Franke, 2003; OECD, 2016).

Entrepreneur means “a person who starts a business and is willing to take risk loss in order to make money” or whether it carries an additional means of far-sightedness and innovation. The definition of the word “entrepreneur” is often varied (e.g., Brockhaus, 1980; Long, 1983; Montanye, 2006; Stenberg & Wennekers, 2005). The entrepreneur is the individual (or team) that identifies the opportunity, gathers the necessary resources, creates, and is ultimately responsible for the performance of the organization by the external environment through their motivations and perceptions, creating attitudes and intentions, then determining behavior.

Cantillon, Jean Baptiste Say pointed out entrepreneurs must have special personal qualities (Cole, 1946; Stevenson & Jarillo, 1990). The traits most frequently cited as being characteristic of entrepreneurs include the desire for independence

(Collins & Moore, 1964), locus of control (Brockhaus, 1975; Brockhaus, 1980; Shapero, 1975), creativity (Wilken, 1979), risk-taking propensity (Begley & Boyd, 1987; Brockhaus, 1980; Wilken, 1979), need for achievement (Begley & Boyd, 1987; McClelland, 1961), and credible role models (Bygrave, 1995; Shapero, 1975).

Intentions are indicators of an individual's willingness (Drnovsek et al., 2005). The intention is the will that comes from within a person to create ideas for the future. An intention is an action in thought, or an intention for the future and having specific circumstances in mind for some activity or outcome. The intention is the specific will to do the work. Intentions are one's plans to be carried out in the future or ideas that come to mind about things in the future (Ché Dyer., 2015).

Entrepreneurial intention is considered as an essential role for promoting entrepreneurship. It is a stimulus for individuals to start establishments and companies with specific ideas (Engle et al., 2010). Previous studies found that entrepreneurial intentions come from within individuals. These are cherished intentions from the very beginning (Katz, J., & Gartner, W. B., 1986). Furthermore, entrepreneurial intention helps individuals form strategies with specific goals and activities to develop into a business (Shane & Venkataraman, 2007) regarding experiences and expectations (McClelland, 1961). Social, family, and economic factors (Shapero & Sokol., 1982) and market volatility (Piore and Sabel, 1985) contribute to more vital determination and effort in shaping a business through their entrepreneurial intentions.

Theory of planned behavior

Many studies defined a person's behavior, but cognitive behavior is very complex. Cognitive behavior is influenced by both internal and external factors such as environment, personality, and learning ability (Ajzen, 1988; Campbell,

1963; Sherman & Fazio, 1983). The ability to make an effort to accomplish a goal is considered a measure of a person's attitude—the more pleasant the activity, the stronger the intention. Behavioral intention can only be expressed when the behavior is within the control of the individual—the desired attitude to do something. The success of an intention is often greatly influenced by one's attitude (Ajzen, 1985). Moreover, depending on the talent and resources of the person, the desired achievement can be achieved or not.

Another aspect is achievement expectations, or positive attitudes toward a particular goal (Atkinson, 1964). According to surveys, perceptions, previous experiences, family, friends, and other factors influence a person's goals and actions. The more confident they are in achieving their goals, or the more challenges they can anticipate, the better they manage their actions. According to research on the beliefs that underlie students' attitudes, subjective norms and perceptions are only partially successful.

Attitude toward behavior

Attitude plays an important role in determining one's intentions in creating a new business venture. Attitude refers to an individual's feelings and general evaluation of a certain behavior that is considered as the degree to which the assessment of the behavior in question is either unfavorable or favorable (Ajzen, 2001; Liñán & Chen, 2009). Attitudes denote perceptions of personal desires and include beliefs and expectations about personal effects on outcomes arising from certain behaviors (Krueger et al., 2000). The stronger a person's attitude towards entrepreneurship, the greater the expectation of engaging in entrepreneurial behavior (Angriawan et al., 2012). The studies indicated that attitude positively related to entrepreneurial intention (Angriawan et al., 2012; Kolvereid & Isaksen, 2006; Kuttim, Kallastea, Venesaara & Kiis, 2014; Linan & Chen, 2009; Malebana, 2014; Müller, 2011;

Otuya, Kibas, Gichira & Martin, 2013; Zampetakis, Anagnosti & Rozakis, 2013).

Previous studies found that formal education in entrepreneurship influences students' attitudes, influences their future career directions, and, over time, has a significant impact on their entrepreneurial attitudes (Dinis, Paco, Ferreira, Raposo & Rodrigues, 2013). College students receiving an entrepreneurial education develop more positive attitudes towards an entrepreneurial career (Shamsudin, Al Mamun, Nawi, Nasir & Zakaria, 2016). Krueger and Brazeal (1994) examined students' attitudes and found that attitude significantly impacts intention. Paco et al. (2011) agreed that attitude plays a vital role in the entrepreneurial sense. Schwarz et al. (2009) also supported the idea that attitude is one of the good predictors of entrepreneurial intention. Previous studies indicated that people's attitudes influence intention.

Subjective norms (SNs)

According to Ajzen (1991), subjective norms refer social pressure on individuals and influence their behavior intention. Subjective norms often stem from peer or family pressure. According to previous research, family background indirectly affects entrepreneurial intention through attitudes, subjective norms, and perceived behavioral control (Kolvereid, 1996). In fact, friends, parents, and family members influence individuals to perform or not to perform a specific behavior (Krueger et al., 2000). Influential people such as family, relatives, and friends consider starting a business to be risky, then the individual's ability to participate in the starting business is shallow. If they are supportive and directive positive results, individuals will have more confidence to participate. In a study of young Australians, their attitudes and decisions towards entrepreneurship were also significantly influenced by friends (Keat et al., 2011).

Perceived behavioral control

According to Ajzen's model (1991), personality traits are believed to influence intentions in present they affect the individuals' beliefs, i.e. their intentions, to initiate a project. Entrepreneurial quality has been defined as the behaviors performed to develop the firm and make it dynamic (Guzman & Santos, 2001; Santos & Liñán, 2007).

Among the associated qualities and individual characteristics, one could essentially retain, such self-confidence, resourcefulness, risk-taking capacity, creativity, adaptability, along with the readiness and ease to hear others, to diffuse one's energy, to be believed in destiny of person controllable and an obvious capacity to make one's ideas or dreams mature (Ajzen, 1991).

Behavioral actions can be projected from an individual's intent and plan to execute the behavior under review. Beliefs will lead to the intent of acting in a specific manner. Thus, the role played by each of the beliefs in the development of a specific intent to act might vary for every set of a person's behavior. The stronger the individual beliefs concerning the perceived behavior control, the more the prospect that such a person will act in a specific manner (Engle et al., 2010).

Entrepreneurial intentions are very important in boosting new business creations (Gird & Bagraim, 2008). The key constituent requires to promote entrepreneurship is the entrepreneurial intention, which stands as a process in which individuals make innovative prospects for creating a new

business (Shane & Venkataraman, 2000). Entrepreneurial intent refers to the intention of an individual to start a new business i.e. to behave in an entrepreneurial manner (Engle et al, 2010)

Perceived behavioral control (PBC) refers to an individual's cognition or belief in performing a particular behavior. PBC is associated with entrepreneurs' confidence to perform the behavior under study (Ajzen, 1991). Thus, an individual's entrepreneurial intention is influenced by the level of preparation, business knowledge, and public management skills. Moreover, an individual's preferences, goals, or career choice intentions and actions simultaneously reflect beliefs about self-efficacy and expectations about outcomes (Lent & Brown, 2008). Thus, self-efficacy and outcome expectations are directly linked to intentions. Self-employment and entrepreneurial intentions are an individual's drive for careful planning and appropriate action (Lorz, 2011). The intention to be self-employed is based on a person's attitudes, perceived behavioral control to make decisions, and social support or pressure (Linan, 2008). Thompson (2009) described business intent as the confidence of a person who self-recognizes that entrepreneur intends to establish a new business venture and who has consciously planned to do so at a given time somewhere in the future. Ajzen identified the role of intention as more probable behavior than firm intention (Lorz, 2011). Thus, business intentions act as mediators for actual actions to start a new business (Fayolle and Klandt, 2006).

Questionnaire (EIQ) of Linan and Chen, (2009) was adapted from Autio et al. (2001), to measure the paradigms of the research. All constructs are based on Ajzen's Theory Plan Behavior (1991) which includes 7 questions on attitudes, 7 questions on subjective norms, 8 questions on perceived behaviour control and 8 questions on entrepreneurial intent. (Mohamed et al., 2012).

Methods

In this study, descriptive quantitative methods was used. This research design figured out the factors influencing undergraduate students' entrepreneurial intentions. Students were asked to complete 30- item questionnaire that helped point out factors influence entrepreneurial intention. Therefore, the Entrepreneurial Intention

A sample of 325 students were invited to participate in this study. Then data collected from the surveys was analysed using a tool named Statistical Package for the Social Sciences (SPSS). The results could indicate how factors influence undergraduate students' entrepreneurial intentions.

Methodology

To investigate whether students at FPT Can Tho University intend to start a business and what factors influence their entrepreneurial intention, the questionnaire adopted the Entrepreneurial Intention Questionnaire (EIQ) of Linan and Chen, (2006) and Autio et al (2003). Still, it has been modified to serve the purpose of convenience in our research backgrounds. To ensure that the participants properly understood the adjusted items, we conducted a piloting phase before delivering the questionnaire to the participants. The questionnaire items follow a 5 Likert scale and the participants had to mark their answers among the five options offered.

Researchers use the questionnaire to gather quantitative data. The questionnaire includes the items about general information, entrepreneurial intentions, attitudes toward behavior, subjective norms and perceived behavioral control. Each variable in the questionnaire focuses solely on the purpose of the study, which is to investigate whether students at FPT Can Tho University intend to start a business and what factors influence their entrepreneurial intention.

More specifically, the items in Part 1 are survey questions related to business intent. In Part 1 include 8 questions adapted from EIQ Linan & Chen (2006) and Autio et al (2003) were included in the complete questionnaire. This part followed a 5 Likert scale design labeled as 1- Almost never willing; 2 - Sometimes willing; 3 - Willing half of the time; 4 - Often willing; 5 - Almost always willing. The questionnaire will consist of five extents and participants will choose one of them.

The questions focused on clarifying, assessing the individual's level of strength towards entrepreneurship and students' opinions on whether they intend to start a business and students' intentions about starting a business later upon graduation or after gaining work experience.

The other parts of the questionnaire on factors that influence students' entrepreneurial intention are designed on a 5-Likert scale labeled as 1 - Strongly disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, and 5 -Strongly agree. The items in Part 2, which is about the attitude toward behavior include 7 items that were adapted from Kickul and Krueger (2004), Linan & Chen (2009), Luthje & Frank (2003), and Robertson et al (2009) measured individuals' attitudes toward becoming an entrepreneur is favorable or non-favorable and others evaluative aspects, such as how others perceive you, what you learn, your connections and so on. In Part 3, participants were asked to answer 7 items related to subjective norms. The items adopted from Kolvereid (1996) and Kolvereid & Isaksen (2006) are designed to measure the degree of influence by parents, friends, and successful people on individuals who intend to start a business. Part 4 refers to 8 items related to perceived behavioral control. Individuals' confidence in their ability to start and run a company, their perception of their abilities, and their fear of failure as measured by the items adapted from Luthje & Frank, (2003) and Linan & Chen, (2009).

Results

In the questionnaire, the Cronbach's Alpha of all items reached .959. Meanwhile, reliability of four variables which are Entrepreneurial Intentions (EI) reached .912, Attitude toward Behavior (AB) attained .879, Subjective Norms (SN) is at .852 and Perceived Behavioral Control (PBC) reached .930 respectively (see in Table 2). All of the items are above .7, therefore, we can clearly seen that the data collected reached highly reliability.

Table 1: Cronbach’s Alpha of the questionnaires Reliability

	Cronbach’s Alpha	N of Items
Entrepreneurial Intentions	.912	8
Attitude toward Behavior	.879	7
Subjective Norms	.852	7
Perceived Behavioral Control	.930	8
All items	.959	30

Factors influencing undergraduate student’s entrepreneurial intentions

Table 2: Max, Min, Mean scores, and St. Deviation

Descriptive Statistics

	N	Minimum	Maximum
Entrepreneurial Intentions	325	1.00	5.00
Attitude toward Behavior	325	1.00	5.00
Subjective Norms	325	1.00	5.00
Perceived Behavioral Control	325	1.00	5.00

Entrepreneurial Intentions

The quantitative data gained from the questionnaire administered to 325 students were statistically processed to report the results of this study

This section deals with whether the student intends to start a business. Table 3 shows the results of this survey coefficient

It is apparent from this table that the highest mean of valid (N) is 3.89 , and the highest standard deviation (SD) is 1.263. On the other hand, the lowest mean and lowest SD for motivation are 3.06 and 1.020. The range of mean 3.06– 3.89

shows positive responses of participants for all the items of entrepreneurial Intentions.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EI1	325	1	5	3.06	1.199
EI2	325	1	5	3.66	1.084
EI3	325	1	5	3.89	1.020
EI4	325	1	5	3.55	1.223
EI5	325	1	5	3.52	1.234
EI6	325	1	5	3.69	1.199
EI7	325	1	5	3.06	1.263
EI8	325	1	5	3.35	1.207
Valid N (listwise)	325				

4.2.2 Attitude toward Behavior
The section shows the impact of Attitude toward Behavior (AB) on the Entrepreneurship Intention (EI) students in FPT University. According to Table 4, the highest mean of Attitude toward Behavior (AB) is 3.9467, and the highest Standard Deviation (SD) is 0.76686. Meanwhile, the lowest mean and lowest SD is 3.64–0.774. The range of mean is fluctuating 3.64–4.40. As a result, participants had an excellent response to the AB's items. Thus, AB has a positive effect on student's Entrepreneurial Intention.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AB1	325	1	5	4.16	.967
AB2	325	1	5	4.40	.774

AB3	325	1	5	3.69	1.048
AB4	325	1	5	3.84	1.088
AB5	325	1	5	4.15	.928
AB6	325	1	5	3.74	1.057
AB7	325	1	5	3.64	1.150
Valid N (listwise)	325				

Subjective Norm

This section presents findings on the impact of subjective norms (SN) on entrepreneurial intention (ET) of majors' students at FPT University. It displays the results among table 4. As indicated in Table 3, the greatest mean for the subjective norm (SN) is 4.15. In the meantime, the lowest mean is 3.71. The mean fluctuates in range was 3.71 - 4.15, indicating that the participants had a good response to the SN items. In addition, the SN has a 0.71512 mean standard deviation (SD).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
SN1	325	1	5	3.90	.987
SN2	325	1	5	3.90	.926
SN3	325	1	5	3.76	.962
SN4	325	1	5	4.15	.809
SN5	325	1	5	3.73	1.104
SN6	325	1	5	3.86	.953
SN7	325	1	5	3.71	1.104
Valid N (listwise)	325				

4.2.4 Perceived Behavioral Control

This part of the research indicates the findings on the impact of Perceived Behavioral Control (PBC) on Entrepreneurial Intentions (EI) of students in FPT Can Tho University. Table will show the results.

It can be seen from the data in table that the highest mean scores for Perceived Behavioral Control (PBC) is 3.55. Whereas, the lowest mean scores for PBC is 2.77. The score range from 2.77 to 3.55 shows that participants have a relative response for the items of PBC. In addition, the highest standard deviation for PBC is 1.231, meanwhile, the lowest standard deviation for PBC is 1.085.

Descriptive Statistics

	N	Minimum	Maximum	Mean
PBC1	325	1	5	3.0
PBC2	325	1	5	3.5
PBC3	325	1	5	3.0
PBC4	325	1	5	3.3
PBC5	325	1	5	3.4
PBC6	325	1	5	3.2
PBC7	325	1	5	2.7
PBC8	325	1	5	3.3
Valid N (listwise)	325			

4.3 Correlations

This study also shows the connection between the dependent and independent variables and the correlation between the independent variables. A Pearson correlation coefficient was calculated to evaluate such correlations. Each variable's mean and standard deviation were determined, and the correlation matrix is shown in Table 4.

Table 4 shows that all parameters for ET are highly connected. All of the factors compared have Pearson correlations greater than 0.6. This demonstrates that ET and factors have a strong relationship. In addition, these values between

factors are also larger than 0.6, which shows us that there is also a strong correlation between factors. The reliability of these correlations is 99% because the sig value of the correlations between ET with factors and factors together is less than 0.01.

More specifically, the correlation matrix shows that attitude most strongly relates to ET ($r = .739$, $p < .01$). Moreover, with regard to perceived behavioural control, the ET of students majors is affected to a larger extent ($r = .718$, $p < .01$) than by subjective norms ($r = .620$, $p < .01$), which are shown as the most important factors. Through that, we can see that their correlations are very closely related and linked.

Table 3 Correlation for four clusters
Correlations

		Entrepreneurial Intentions	Attitude toward Behavior	Subjective Norms	Perceived Behavioral Control
Entrepreneurial Intentions	Pearson Correlation	1	.739**	.620**	.718*
	Sig. (2-tailed)		.000	.000	.000
	N	325	325	325	325
Attitude toward Behavior	Pearson Correlation	.739*	1	.700**	.619*
	Sig. (2-tailed)	.000		.000	.000
	N	325	325	325	325
Subjective Norms	Pearson Correlation	.620*	.700**	1	.633*
	Sig. (2-tailed)	.000	.000		.000
	N	325	325	325	325

	N	325	325	325	325
Perceived Behavioral Control	Pearson Correlation	.718*	.619**	.633**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	325	325	325	325

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

Discussion

Do undergraduate students intend to start their own business?

The study shows that the result is a positive impact of three factors: attitudes, subjective norms, and perceived behavioral control on students' entrepreneurial intention at FPT Can Tho University. It is similar to previous studies such as (Angriawan et al., 2012; Engle et al., 2010; Linan and Chen, 2009; Mueller, 2011; and Otuya et al., 2013) also applied the TPB model to determine the entrepreneurial intention of a variety of students from different industries. The data shows that students from diverse disciplines at FPT University Can Tho intend to start a business with an index of 3,4723. Most students have not started a business yet and they just have intentions and ideas for starting a business, but have not yet taken concrete action. It can be seen that students at FPT University Can Tho have the intention to start a business, but their intention is not high. More specifically, based on the 8 items we gave in the questionnaire, it can be seen that the highest student entrepreneurial intention is EI3 (I have considered starting my business on a full-time or part-time basis day in the future.) with an index of 3.89. That is, they consider starting a full-time or part-time business at some future date. This shows that they are not ready for a start-up right now and they need more time to learn and gain experience so that starting a business will be less risky. In addition, the lowest intention index is EI1 (I have considered starting

my firm within 1-3 years after graduation) and EI7 (I am preparing to start my firm in the future) are all at 3.06. This means that students do not determine a specific time period for them to start a business as well as at this stage they are not really fully prepared, they only have intentions and ideas in their heads. start a business but have not yet determined that they will act. The rest of the indexes are in the middle range, fluctuating between 3.35 and 3.69. All of them show that students have entrepreneurial intentions and ideas. They are also self-aware of their own ability to choose the time to start a business and make more efforts to be able to start and run a business.

Factors influencing undergraduate student's entrepreneurial intentions

In our study, Attitude towards Behavior is closely related with entrepreneurship intention (EI). This is one of the important factors determining the business career choice of FPT University students in Can Tho. Similar to the previous study by Ajzen, I. 1991, in the study of Robinson et al., (1991) showed that every attitude has an object, whether that object is a particular person, place, thing, event, activity, psyche, concept, cognitive orientation, lifestyle, or even a combination of these categories. For many subjects, attitudes exist at both a general and a specific level. Therefore, attitude specificity must be matched by the specificity of measurement Entrepreneurial Attitude Orientation (EAO)(Abelson, 1982; Ajzen, 1982; Ajzen & Madden, 1986; Ajzen & Fishbein, 1977). Through the research's findings, we found that students have a more positive attitude in intention formation through the AB2 item "I think it is important to set goals and work towards them" with an index of 4.40. In order to set goals and directions, students must at least have a positive attitude towards that intention. For example, some language students intended to open a nail salon after graduation, they must prepare a serious

attitude to learn to set out possible future plans. In contrast, students chose less for item AB7 "Among the different options, I would rather be an entrepreneur" than the other items. The reason may be that students do not clearly understand the meaning of the item or are hesitant with their decision.

Subjective norms are one's perceptions or assumptions about others' expectations of certain behaviours that one will or will not perform. Since this perception is very subjective in nature, this dimension is referred to as subjective norms. The subjective norm factor is one of the factors driving an individual's growth of entrepreneurship intentions. This section presents findings on the impact of subjective norms (SN) on entrepreneurial intention (EI) of majors' students at FPT University. The greatest mean for the subjective norm (SN) is 4.15. In the meantime, the lowest mean is 3.71. The mean fluctuation in the range was 3.71 - 4.15, indicating that the participants responded well to the SN items. In addition, the SN has a 0.71512 mean standard deviation (SD). That means that the subjective norm variable individually affects the intention of variable student entrepreneurship.

Students' perceived behavioral control and business performance seem to be the best predictors of entrepreneurial intentions. The present study coincides with Ajzen's (1987) study, which is also consistent with Kolvereid's (1997) study, in which attitude and perceived behavior control contribute significantly to the explanation of intention.

Furthermore, Sommer and Haug (2011) found that PBC is the strongest predictor of business intention, which essential business resources in the business process. In addition, Shook and Bratianu (2008) also concluded that PBC is associated with intention entrepreneurship in a playful way, where students are more likely to start a business when they believe they can perform tasks related to entrepreneurship. The

positive effect of cognitive-behavioral control on business intention has also been shown in Moriano et al. (2011). Moreover, the mean score of entrepreneurial intention (EI) on perceived behavioral control is moderate. Thus, students at FPT University (Campus Can Tho) are aware that establishing a company is not easy, requiring many factors. In addition, PBC was found to significantly impact entrepreneurial intention among undergraduate students. Hence, if the students perceive that it is easier to become entrepreneurs, it will motivate them to become entrepreneurs. This finding is similar to that of Souitaris et al. (2007).

Conclusion

The study shows that the result is a positive relationship between attitudes, subjective norms, and perceived behavioral control on the entrepreneurial intention of students at FPT Can Tho University. Most students have not started a business yet and they just have intentions and ideas for starting a business, but have not yet taken concrete action. The study indicated that students have entrepreneurial intentions and ideas, and they are also self-aware of their own ability to choose the time to start a business as well as make more efforts to be able to start and run a business. In our study, Attitude towards Behavior is closely related with entrepreneurship intention. Students have a more positive attitude in intention Students' perceived behavioral control and business performance seem to be the best predictors of students' entrepreneurial intentions.

Limitations and Future Studies

Despite great efforts in the study, our group still possess unpreventable flaws. Applying mixed methods including qualitative and quantitative design is more likely to provide researchers a broader understanding of participants' points of view. For this reason, we call for other researchers to use a combination of quantitative and qualitative methods to ensure higher reliability in

data analysis. Questionnaires or interviews could also be used to identify students' perceptions and classroom participation. Finally, further studies should be extended to other institutions in Vietnam and more diverse research subjects. It can also involve a large-scale survey including participants from other universities.

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I, as the Corresponding Author, declare and undertake that in the study titled as "Factors influencing undergraduate students' entrepreneurial intentions", scientific, ethical and citation rules were followed; Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation.

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