STUDYING THE INFLUENTIAL FACTORS ON STUDENTS' ENTREPRENEURIAL INTENTIONS IN HANOI: THE ROLE OF CREATIVE INNOVATION CAPABILITY

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ABSTRACT

The study aims to determine the role of innovation capacity in students' entrepreneurial intention, case study in Vietnam. The author uses qualitative and quantitative research methods to determine the research model as well as determine and measure the influence of factors on students' entrepreneurial intentions. Research data was surveyed by the author from 1642 students currently studying in Vietnam. The results of linear structural modeling (SEM) research show that factors that positively influence students' entrepreneurial intention through innovation capacity include: (1) Grit, (2) Cognitive of Students, (3) Absorptive capacity, (4) Students' professional capacity. Thereby, the study proposes some management implications to improve the entrepreneurial intention of Vietnamese students in the future.

Keywords: *Startup, entrepreneurial intention, innovation capacity, students.*

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1. INTRODUCTION

Startup businesses not only create new dynamism for the economy but also bring new directions and creative methods. Therefore, governments around the world often apply support policies to encourage the development of businesses, especially those that advocate science and technology, production and business, and development. economy based on application and innovation in the field of science and technology. According to the General Statistics Office, in 2022, Vietnam will have 148,500 newly registered businesses, an increase of 27.1% compared to the previous year. Although the registered capital decreased slightly, the significant increase in the number of businesses shows the excitement and potential of the startup market in Vietnam. Vietnam has recognized the importance of entrepreneurship and applied support policies to promote this development.

According to the 2023 Global Innovation Index (GII) Report, Vietnam has increased 2 places compared to 2022, from position 48 to 46 out of 132 ranked countries. This shows an improvement in creating favorable conditions for start-up businesses. Building startup programs not only provides opportunities for young people and students to promote their creative spirit, but also helps them apply learned knowledge into practice and create successful startup projects. likelihood of success. At the same time, building a comprehensive startup support program also plays an important role in promoting the development of young businesses. Especially after the COVID-19 pandemic, promoting the entrepreneurial spirit and "ownership mindset" among students has become more urgent than ever. Providing solutions to reduce employment pressure and promote economic and social development has become necessary and urgent. However, in Vietnam, the startup rate among students is still low at 7%, and the innovative startup ecosystem is still in the process of formation and development. To promote the spirit of entrepreneurship in society, enhancing entrepreneurial intention among young people, especially the student generation, is extremely urgent.

To promote the spirit of entrepreneurship in society, raising the intention to start a business among young people, especially the student generation, is of decisive significance. According to research by [1], students are a group of potential creative start-ups because they are an elite group, knowledgeable, well-trained, and especially those who are on the threshold of choosing a job.

Innovation capacity plays a crucial role in influencing entrepreneurial intention. Several studies have highlighted the significance of innovation in fostering entrepreneurial aspirations. Study [2] emphasized that the capability of innovation and opportunity identification (IOIC) has a substantial impact on entrepreneurial intention, with the greatest effect seen in entrepreneurial self-efficacy (β = 0.301) [2, 3] pointed out that personal innovation in technology, knowledge, and experience are key factors in the development of entrepreneurial intention [3, 4] highlighted that innovativeness is essential for entrepreneurial intention as it enhances individuals' learning capacity and skills to recognize and exploit opportunities [4].

In this study, the contribution of innovation capacity to students' entrepreneurial intention is placed in focus. By focusing on this aspect, we want to better understand the important role of creativity and innovation in the entrepreneurial decision process of students in Vietnam. The goal of the research is not only to analyze what factors affect students' entrepreneurial intentions, but also to determine the influence of innovation capacity in this process. We hope that this work will provide further insight into how creativity can boost students' entrepreneurial intentions.

In addition, our research does not stop at the theoretical level, but also proposes specific solutions to enhance students' entrepreneurial intention based on the foundation of innovation capacity. This increases the applicability of research, helping policies and activities to support startups in Vietnam become more effective and bring practical results.

Therefore, through further research on the role of innovation capacity in students' entrepreneurial intentions, we hope that this research not only brings theoretical value but also contributes to Contribute to the development of policies and activities to support startups in Vietnam.

2. LITERATURE REVIEW AND THEORETICAL BASIS

2.1. Literature review

Entrepreneurship among the young generation plays an important role in national development, and the government has introduced many policies to support student startups. However, the startup rate among Vietnamese students is still low, with the tendency to apply for recruitment being more common. Although the startup ecosystem is growing, there are still many limitations compared to other countries. In particular, students' entrepreneurial intentions have been widely researched, with studies highlighting various factors that influence this intention. Previous studies have shown the following approaches to entrepreneurial intention:

First, studies have delved into the impact of contextual factors: socio-demographic variables, attitudes and environmental influences, on students' entrepreneurial intentions [5, 6]. These findings suggest that a comprehensive approach that considers various external factors is important in understanding and promoting students' entrepreneurial aspirations.

Second, students' personal factors: such as entrepreneurial knowledge, self-efficacy, family situation and gender have been explored in relation to entrepreneurial intention [7]. These findings indicate that a combination of personal, social, and educational factors contribute to students' entrepreneurial aspirations. Studies highlight the importance of linking the quality of entrepreneurship education, teaching practices on innovation and entrepreneurship with students' entrepreneurial intentions [8, 9] emphasizing the importance of the curriculum in nurturing the entrepreneurial spirit and startup culture in students.

Third, regarding factors related to educational programs, studies have investigated the role of entrepreneurial attitudes, knowledge and inspiration in forming students' entrepreneurial intentions [10, 11]. These studies highlight the importance of fostering a supportive and inspiring training environment to nurture students' interest in entrepreneurial endeavors.

Furthermore, the influence of factors such as the perceived benefits of entrepreneurship education and the quality of the entrepreneurial environment on students' entrepreneurial intention has been examined [12, 13]. These findings demonstrate the need for appropriate approaches that consider students' academic background, cognition, and external conditions in effectively promoting entrepreneurial intention.

From previous research results, it can be seen that many studies focus on educational programs and personal factors of students. Furthermore, students are directly influenced by instructors, so further research is needed to clarify this issue. Furthermore, factors belonging to the group of personal characteristics such as cognitive, grit and absorptive capacity do not have

confirmed evidence and official scales, so it is necessary to clarify whether these two factors affect the intention to start a business. their career or not. In addition, the factor of creative ability is believed to play a mediating role in students' entrepreneurial intention [14], shedding light on complex psychological mechanisms as a basis for students' decision-making to start a business.

2.2. Theoretical basis

2.2.1. Entrepreneurial Intention - EI

Entrepreneurship is a type of planned behavior and entrepreneurial intention is a process that guides the planning and implementation of a business creation plan. [15] also said that entrepreneurial intention can be defined as an individual's intention to start a new business. According to [16], when developing the Theory of Planned Behavior, entrepreneurial activity is not an action of a moment, but it is the result of an entire process. This process starts from the moment an individual intends to start a business, under favorable environmental conditions, the intention will turn into action. Entrepreneurial action takes place if an individual has a good attitude, thoughts, and plans about that action. Conceptualizes an individual's entrepreneurial intention as a state of mind, which is directed towards forming a new business activity or creating a new enterprise [17]. Entrepreneurial intention is also defined as an individual's intention to start a business [15, 18] asserting that entrepreneurial intention stems from recognizing opportunities, taking advantage of available resources and environmental support for business creation. Z. M. Zain et al. [19] believes that the intention to start a business is often related to the individual's inner thoughts, ambitions and feelings about "standing on one's own feet".

According to [20], entrepreneurial intention is not a single decision simple between "yes or no"; rather, it is a process that extends from prioritizing self-employment do more than work for a living to commit to pursuing a business, career, and eventually same entrepreneurial spirit. The entrepreneurial intention scale has been used in much studies research, including items such as: "Students' interest in starting a business", "Intentions to become an entrepreneur [21].

2.2.2. CET cognitive assessment theory

According to Cognitive Evaluation Theory (CET), the relationship between external factors/events and actions instinctive and regulated behavior is expressed through three aspects: control aspect, informational aspect and passive aspect [22]. When students receive rewards from teachers/parents are considered a control event, then part The rewards provided are controlling compliance behavior, which can be understood more specifically, want to receive Okay part reward then People learn Right perform onion Because obey prime, Yes It does not come from internal motivation to learn. The control aspect was stressful to students' thoughts, feelings and behaviors, has created conditions for these perceptions External knowledge about specific outcomes or behaviors should reduce intrinsic motivation [22, 23], when students are aware of the Rewards from teachers/parents are an informational event, then rewards are evidence for good learning ability or progress/improvement in student learning outcomes [23], it is like conveying information about self-determination capacity, so creating the conditions under which internal awareness of causality and cognitive capacity occur; due that, supports internal motivation [22]. As for the passive aspect, viz to be Are not enough power force to obtain Okay conclude fruit, lack deficit these conclude fruit Have price treat, weakening of intrinsic and extrinsic motivation, and increased passivity occurs [17-19, 22, 24, 25]. Summary again, the weak accusation/event to sue Have count matter check control will do reduces intrinsic motivation, and informational factors/events increase motivation muscle beside in [23].

2.2.3. Grit theory

The new developmental grit is based on the Big Five theoretical framework - a descriptive framework of personal characteristics that predict success [27-29]**.** Grit represents perseverance and passion to realize long-term goals or long-term viability [30]. It is demonstrated by striving to exercise resilience, conscientiousness, self-control, and Grit with problem solving [31]. It follows that grit can predict performance in fields with greater challenge factors than measures of talent [32].

With the results of their 2007 study, Duckworth and colleagues skipped the point of asking how goals and maintenance, values and expectations influence goal attainment, neglecting to look at Considering situational factors and cultural and social variables that affect achievement, two components have been discovered: 1) interest, and 2) effort. Correspondingly, each component has six observed variables through the self-report/survey method. Duckworth A. L. and Quinn P. D. [32] continued

to improve the complete scale of grit, called the "Short Grit Scale" with four corresponding observed variables in each component. In summary, the concept and scale of grit were discovered by Duckworth and his colleagues in 2007 and continue to be researched to prove its impact on student learning outcomes [33]. Therefore, with the high reliability of the latest scale, the author chose to use it in this study.

2.2.4. Theory of absorptive capacity (AC)

The concept of absorptive capacity (AC) was born and widely accepted over the years, thanks to the research results of. The two authors define AC as the process of processing knowledge through the capabilities of: recognizing value, assimilating and applying new knowledge, in the context of evaluating AC of employees in the R&D department, then improving enhance it and help employees adapt new knowledge faster, contributing to increasing the company's absorptive capacity. This AC structure is increasingly used and develops rapidly in many different research fields, both theoretical and empirical, as evidenced by more than 1,300 citations and more than 600 published articles. Thus, ACT refers to the ability to recognize, absorb, integrate and apply new external knowledge to improve competitiveness [34]. Absorptive capacity helps working people identify, learn, and understand new/unique knowledge from sources that are important external to their current work [26].

2.2.5. Innovation capacity in startups

An individual's innovation capability (individual innovation capability or individual innovation competence) is a set of qualities, knowledge, skills and attitudes that are combined together to create new, unprecedented things [35]. Just like other types of capabilities, individual innovation capabilities can be learned, practiced and developed [36, 37]. Individual innovation capacity is an important factor that helps organizations build competitive advantages in today's rapidly changing environment [38]. Like individual innovation capacity, group innovation capacity is the ability of a group to come up with and implement new ideas into work practices to make the status quo better. Regarding the innovation capacity of students, research shows that innovation capacity is a learning outcome in higher education [39]. The individual innovation capability scale identifies a person's capabilities in relation to various organizational innovation processes.

2.3. Hypothesis

2.3.1. Perceived behavioral control

Perceived behavioral control of entrepreneurial intention is measured by 4 issues: confidence to succeed if starting a business; Starting a business is easy; Starting a business is the best way to take advantage of education; have enough skills and ability to become a successful businessman [40]. Another study found that perceived behavioral control was measured by three variables: self-employment is easy; Having the ability to control your business activities when starting a business; There are some obstacles beyond your control that will prevent you from becoming an entrepreneur [41]. Besides, the impact of educational programs, entrepreneurship orientation will have a positive impact on behavior and students will develop the intention to start a business [42]. Therefore, the cognitive factor controls behavior measured by variables based on the scale of [40-42]. Therefore, the author hypothesizes as follows:

H1: Cognitive of Students (NT) positively impacts students' innovation capacity (DMST).

2.3.2. Grit

A foreign study [30] discovered that, not only intelligence, but also many other factors such as creativity, vitality, emotional intelligence, charisma, self-confidence, emotional stability, Physical attractiveness and other positive qualities also play an important role in achieving success. They proposed that "grit" is one of the most important personal factors. Perseverance is understood as perseverance and passion to achieve long-term goals [29, 31, 33, 36-38, 43-45]. A. L. Duckworth et al. [30] developed a scale to measure grit, based on two main factors: interest/preference and effort. This scale has been improved and is called the "Short Grit Scale" [32] and continues to be researched to prove its impact on student learning outcomes [33]. Therefore, with the high reliability of the latest scale, the author chose to use it in this study. Therefore, the hypothesis is:

H2: Grit (BB) positively impacts students' innovation capacity (DMST).

2.3.3. Professional capacity of students

Professional Competence of Students: Professional competence refers to mastery of one's field or discipline and knowledge of other fields or disciplines [35]. K. Smith [46] also confirmed that knowledge content plays an important role and has a positive impact on students' entrepreneurial intentions. These competencies relate to

individuals' knowledge and skills in their area of expertise as well as in other areas. Knowledge of other fields or industries also seems to be necessary in the innovation process. Therefore, the author hypothesizes as follows:

H3: Students' professional capacity (NL) positively impacts students' innovation capacity (DMST).

2.3.4. Absorption capacity

Absorptive capacity is the fourth variable included in the research model because in the field of innovative entrepreneurship, there are very few studies that find evidence of the relationship with student creative entrepreneurship. Absorptive capacity [47] and [48] when arguing related to absorptive capacity argue that emotional engagement is a positive feeling towards knowledge and skills so the more internal motivation helps, they are interested in learning. Contemplating the surrounding information, knowledge or problems, thereby being willing to make the necessary efforts for complex and difficult tasks is considered cognitive engagement [49]. When students have just received knowledge and skills from instructors such as teachers or friends, they always have basic expressions of interest and reflection on their usefulness/necessity. but only at a low level. With this argument, the higher the student's ability to absorb, the more interested and attracted they will be by the knowledge being imparted, so there will be more expressions of interest. At the same time, students have a high ability to absorb and deeply understand the knowledge and skills provided, often tend to want to apply it more to achieve positive results in real work, and always strive to effort to learn more about difficult and complex problems (for example: focus more, read more books, proactively research, start a business...). Therefore, the hypothesis is:

H4: Absorptive capacity (HT) has a positive impact on students' innovation capacity (DMST)

2.3.5. Creative innovation capacity

While creativity is the generation of novels, unique and useful creative ideas, innovation involves the successful implementation of creative ideas, products, services, improved methods, theory and strategy [50]. An individual's innovation capability (individual innovation capability or individual innovation competence) is a set of qualities, knowledge, skills and attitudes that are combined together to create new, unprecedented things [35]. According to [51] and [52], creativity is an important characteristic of business executives and is at the heart of the entrepreneurial process. Creativity especially appears in people who tend to innovate at work, always eager to find new approaches and ideas to solve problems more quickly and effectively. People with creative abilities often spend a lot of time and effort creating new values and new solutions, without being constrained by existing solutions. Young entrepreneurs need to have the ability to innovate. When they have this ability, they can find new business ideas in a competitive market, and from there they have the intention to start a business with new ideas. there. Moustakis [53] also showed that there is a relationship between the level of creativity and entrepreneurial intention. Thereby, the hypothesis is set out as:

H5: Innovation capacity (DMST) positively impacts students' entrepreneurial intention (YDKN)

3. RESEARCH MODEL AND RESEARCH METHODS

3.1. Research model

The research model is shown in Figure 1.

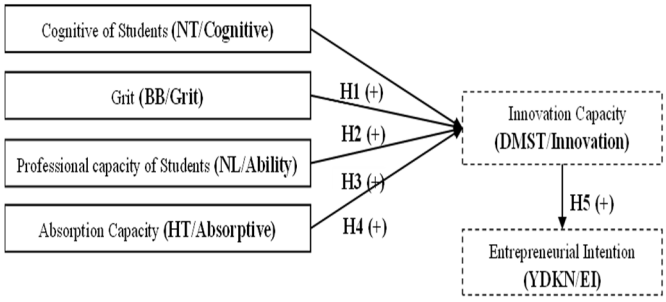

Figure 1. Proposed research model

3.2. Research methods

Secondary data is collected from research by domestic and foreign authors such as factors included in the model, theoretical models, applied analytical tools... from specialized journals. relevant industry and reliable source. Primary data was collected through a pre-prepared online questionnaire via Google Form, the interview subjects were students studying in Vietnam. Primary data was surveyed from October 2023 to February 2024.

The sampling method of the study is a non-probability sampling method, based on the list of students in the Economics major, the author collects until there is a sufficient number of observations as required. According to Comrey and Lee (1992), sample sizes with corresponding opinions are given: 100 = poor, 200 = fair, 300 = good, 500 = very good, 1000 or more = excellent. In this study, the sample size was determined to be 1642. Data after being collected from survey subjects will be coded, cleaned and analyzed through SPSS 22 and AMOS 20 software. Applied data analysis methods include:

Cronbach's coefficient analysis Alpha, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), linear structural model analysis (SEM) to test the model and research hypotheses.

The study applied the Cognitive of Students (NT) scale of 54, 55]; Grit scale (BB) [17, 30]; Professional capacity (NL) scale of [35]; Absorption capacity (HT) scale of [56]; Innovation capacity of students (DMST) scale of [57]; Entrepreneurial intention of students (EI) scale of [21].

The main language of the questions in the scale is English. When surveyed in Vietnam, they were translated into Vietnamese by the author, in consultation with lecturers of the Department of Business Management at the Hanoi University of Industry.

4. RESEARCH RESULTS

4.1. Test Cronbach's Alpha reliability coefficient

Through the Cronbach's Alpha analysis results in table 1, it shows that all scales have a Cronbach's Alpha reliability coefficient greater than 0.6. Besides, the observed variables all have total variable correlation coefficients greater than 0.3. Therefore, the scales are reliable and 24 observed variables were included in EFA exploratory factor analysis to test the value of the scale.

Table 1. Summary of Cronbach's Alpha reliability analysis results

Observed variables	coefficient if variables are eliminated	Total Cronbach's Alpha coefficient
Cognitive of Students **(NT)**	NT1 (0.906), NT2(0.888), NT3(0.908)	0.932
Grit **(BB)**	BB1 (0.917), BB2 (0.878), BB3 (0.873), BB4 (0.866), BB5 (0.880)	0.904
Professional capacity **(NL)**	NL1 (0.928), NL2 (0.933), NL3 (0.914), NL4, (0.919), NL5 (0.924)	0.938
Absorption capacity **(HT)**	HT1 (0.931), HT2 (0.929), HT3 (0.932), HT4 (0.930)	0.947
Innovation capacity of students **(DMST)**	DMST 1 (0.938), DMST2 (0.930), DMST3 (0.932), DMST 4 (0.937)	0.950
Entrepreneurial intention of students **(EI)**	KN 1 (0.924), KN2(0.890), KN3(0.902)	0.935

(Source: Author's analysis results, 2024)

4.2. Results of exploratory factor analysis (EFA)

4.2.1. EFA analysis results for independent variables

The results of the second EFA exploratory factor analysis remaining 15 observed variables show that the factors all have coefficients 0 < KMO < 1, pvalue < 0.05, the variables are correlated with each other, and the data is suitable for analysis. EFA. The total variance extracted represents the level of explanation of the variation of the data reaching 84.12%, which shows that the scales meet the requirements.

Table 2. Results of final exploratory factor analysis

Observed variables	Factor			
	NL	BB	NT	HT
NL3	0.764			
NL2	0.748			
NL4	0.739			
NL5	0.703			
BB3		0.796		
BB4		0.770		
BB5		0.700		
BB2		0.684		
NT2			0.857	
NT3			0.851	
NT1			0.843	
HT4				0.717
HT 2				0.714
HT 1				0.708
HT 3				0.699
KMO				**0.961**

(Source: Author's analysis results, 2024)

4.2.2. EFA analysis results for dependent variable

EFA factor analysis for the scale of innovation capacity in startups, the results of 04 observed variables of this scale include the variable DMST1 being eliminated, KMO coefficient is 0.771, extracted variance: 89.02%, The factor loading coefficients of the 3 observed variables are all greater than 0.5, Eigenvalues coefficient reached 2.671. Similar to the factor analysis of Entrepreneurial Intention, there are 3 observed variables grouped into one factor and the coefficients meet the scale requirements.

Table 3. Summary of EFA analysis results for the dependent variable

The scale	KMO coefficient	P-value	Eigenvalue coefficient	Total square s who quoted
DMST	0.771	0.000	2.671	89.02%
EI	0.762	0.000	2.656	88.54%

(Source: Author's analysis results, 2024)

EFA analysis results show that the total variance extracted is > 50%, the factor loadings of all factors are > 0.5. The coefficient 0 < KMO < 1 and the Eigenvalue coefficient of the factors are both greater than 1, so all factors are retained for analysis.

4.3. Confirmatory factor analysis (CFA) results

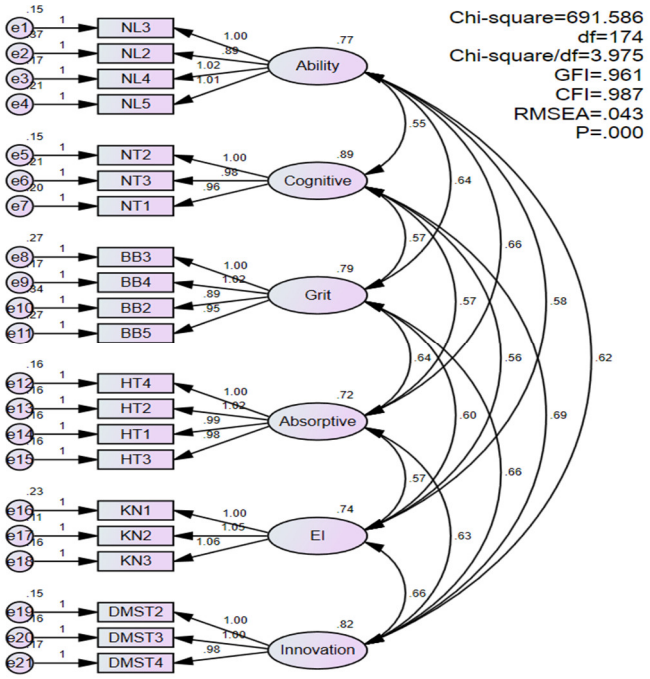

Figure 2. Critical model measuring concepts in the model (not standardized) *(Source: Author's analysis results, 2024)*

The results of confirmatory factor analysis show that the quare tests of the model reach the critical value with pvalue = 0.000 < 0.05; The criteria Chiquare/df = 3.975 <5, with CMIN/df value ≤ 5 is acceptable (Hu & Bentler 1999), CFI index = 0.987 > 0.9; RMSEA index = 0.043 < 0.6 is good, GFI index = 0.961 > 0.95 is very good. Thus, all indicators meet the requirements, this measurement model is consistent with market data and there is no correlation between measurement errors, so it achieves monadicity. The standardized weights are all greater than 0.5, so they are statistically significant, so the concepts achieve convergent validity. Therefore, the measurement scales in the research model are all reliable. In conclusion, the research model is suitable for further SEM linear structural analysis.

4.4. Results of linear structural model (SEM) analysis

The results of SEM model analysis show that the pvalue of the hypothesis about the relationships between concepts is significant (Pvalue < 0.005), the indexes CFI = 0.985 and GFI = 0.957, RMSEA = 0.044 are consistent with market data. school. Standardized weights impact innovation capacity and innovation capacity positively impacts entrepreneurial intention. In particular, student grit is the factor with the highest influence on the innovation capacity of startups (influence level 0.43). Through their grit, students can achieve the goals set out in start-up activities. At the same time, students can improve the innovation capacity of startups through awareness of creative startups (influence level 0.35), such as participating in union and association movement activities or participating in Attend seminars and talks related to creative startups...

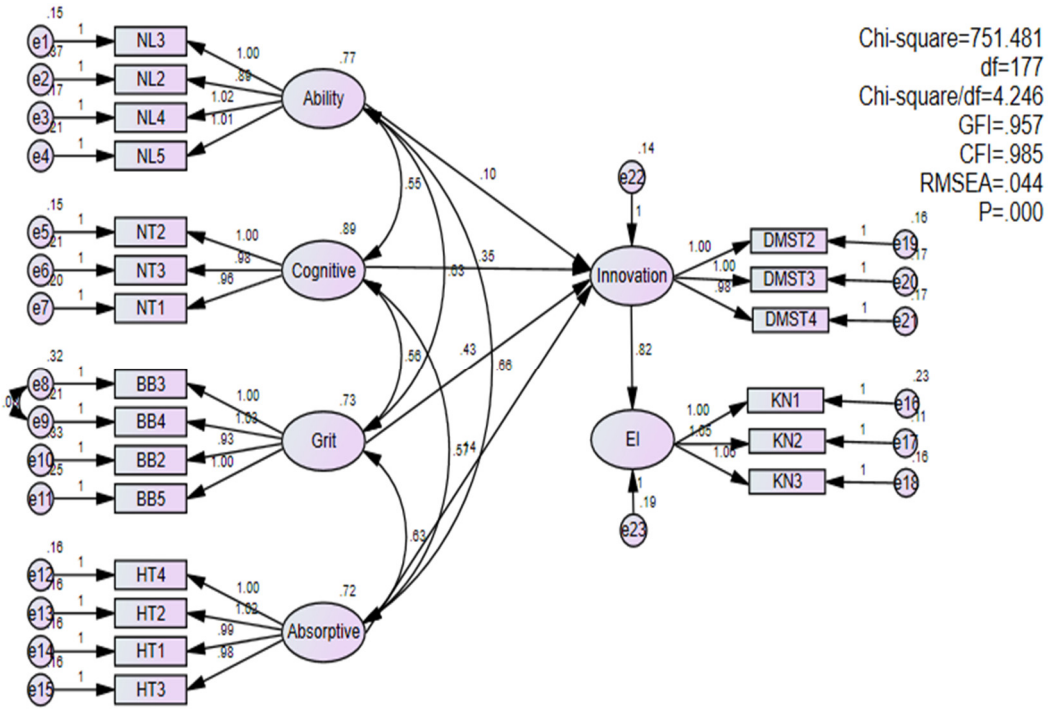

Figure 3. Results of critical structural model (SEM) testing

Table 4. Table for testing relationships between concepts in the model (Not standardized)

Impact factors			Estimate	SE	CR	P	Hypothesis
Innovation	<---	Ability	0.103	0.036	2.878	0.004	Accept
Innovation	<---	Cognitive	0.354	0.020	18.035	***	Accept
Innovation	<---	Grit	0.431	0.037	11.513	***	Accept
Innovation	<---	Absorbent	0.138	0.043	3.227	0.001	Accept
E.I	<---	Innovation	0.821	0.020	42.032	***	Accept

Table 5. Bootstrap test results

Impact			SE	SE-SE	Mean	Bias	SE-Bias	CR
Innovation	<---	Ability	0.048	0.002	0.103	0.003	0.003	1.00
Innovation	<---	Cognitive	0.033	0.002	0.369	0,000	0.002	0.00
Innovation	<---	Grit	0.038	0.002	0.405	- 0.001	0.003	-0.33
Innovation	<---	Absorbent	0.053	0.003	0.127	- 0.002	0.004	-0.50
E.I	<---	Innovation	0.012	0.001	0.864	0.000	0.001	0.00

In particular, the innovation capacity of startups is also influenced by the professional capacity of students (influence level 0.10). This shows that the level of innovation is influenced by students' professional capacity, not only knowledge capacity but also related to students' skills and strengths. Absorptive capacity is also a concept that has a positive influence (influence level 0.14) on the innovation capacity of startups. Thing This shows that, besides being influenced by professional knowledge, skills or grit, students' entrepreneurial intention is also influenced by the ability to absorb new knowledge and new skills through the process. learning, working and actively learning. The higher an individual's innovative capacity for starting a business, the higher their intention to start a business (influence level 0.82).

The SEM model shows that innovation capacity has a positive impact on students' entrepreneurial intentions. The research results are consistent with the findings of [2, 3]. Thus, students with positive innovation capacity will form optimistic thinking orientations, form beliefs and efforts in entrepreneurial intentions.

4.5. Test the reliability of estimates using Bootstrap

Bootstrap test results are considered a repeated sampling method with replacement, in which the initial sample plays the role of the crowd [58]. In this study, the authors used the Bootstrap method with a number of repeated samples of N = 500 to test the stability of the estimates. From the analyzed data in the table (Table 5), it can be seen that the values |CR| all < 1.96; infer P > 5%, the deviation is very small, not statistically significant at the 95% confidence level. The conclusion is that the estimated model can be reliable, and this is also the expected result when analyzing a linear structural model (SEM). Factors that influence students' entrepreneurial intention are perceived behavioral control; professional capacity; durability, absorption capacity.

5. CONCLUSIONS AND DISCUSSION

The ability to innovate is not only an important factor but also the key to opening opportunities and success in entrepreneurship for everyone, especially students. Innovative capacity not only helps create new and different ideas but also helps individuals and businesses survive and develop in today's competitive environment. Based on innovation capacity, students can view the market in a multi-dimensional way and identify potential opportunities. In addition, students can create unique products and services, solve market and social problems, build differentiation and originality for businesses, and explore new business opportunities. This helps them not only succeed in starting a business but also contributes to the sustainable development of the economy and society.

The study has identified factors and the level of impact of each factor on students' intention to start a business. Therefore, to improve students' entrepreneurial intention, it is necessary to improve students' innovation

capacity before starting a business in the following aspects:

Grit: Students, in addition to passion, desire and motivation, are necessary but not sufficient conditions to start a business. Discipline and determination and perseverance to the end are the factors that ensure entrepreneurs follow through and develop their business ideas, regardless of whether the process goes smoothly or faces many obstacles, students need have independent thinking, form a sense of "dare to think, dare to do", view starting a business as a practical knowledge experience in a social environment that contributes to the formation of experience and success in business activities. career movement. To give students the opportunity to "realize and experiment", universities need to provide a practical learning and practice environment so that students can gain experience and be confident in starting a business.

Cognitive of Students: Building awareness and positive attitudes about entrepreneurship is very important. The school needs to establish groups and start-up support centers at the school and at specialized faculties to improve the attitude of each student and each group of students towards startup ideas. To create interest in career, "thinking of being an owner instead of working for hire" is always the motto for students who want to change their future. Therefore, to arouse attitudes towards entrepreneurial behavior, schools need to increase the introduction of successful entrepreneurial examples and typical entrepreneurial models from Vietnam as well as the world to arouse the desire to do business. joint.

Students' ability to absorb knowledge: Students need to be encouraged to improve their ability to absorb knowledge, especially about the market and startup process. This helps them better understand risks and enhance their ability to analyze and solve problems during the start-up process. Students with high absorptive capacity can often quickly grasp knowledge and information about the market. This allows them to better understand startup processes and increase the likelihood of a new business succeeding. The ability to absorb also helps students gain confidence in implementing business ideas, analyzing and solving problems effectively. High absorption ability helps students better understand risks in business. Thereby, they can be encouraged to be ready to face risks and challenges in the start-up process. Students with good knowledge absorption ability often tend to come up with new and creative ideas. This is a key factor in developing unique products or services that contribute to successful startups.

Professional capacity of students: Although not a decisive factor, professional capacity is still very important. Schools need to create conditions for students to practice necessary skills and participate in extracurricular activities related to entrepreneurship and business. Extracurricular activities related to entrepreneurship and business need to be promoted because they are the foundation for students to develop skills and increase entrepreneurial intentions. Startups need creativity and acumen to be able to innovate in design, features, quality, price and even marketing methods to bring products and services to new consumers. can hope to start a successful business. At the same time, create opportunities for students to practice the necessary qualities for an administrator such as: bravery, confidence, dynamism, creativity, and the art of organization, management, and administration. Thereby, leadership capacity is cultivated, which is the driving force to develop entrepreneurial intentions. The school needs to create conditions for students to actively participate in scientific research activities and accumulate business experience in society if possible. To start a business smoothly, students need to master in-depth expertise in the field of entrepreneurship, so schools need to enhance students' self-study spirit, help students study hard, and absorb knowledge well. expertise, take advantage of learning more practical knowledge to meet the requirements of starting a business.

Limitations of the topic and future research directions: the sample size is limited when using the linear structural model (SEM), it is not possible to compare the changes from the moment the intention is formed to the moment the action occurs. en reality. In addition, this study only analyzed students' internal factors, there are many other factors that impact students' entrepreneurial intentions. Furthermore, this study needs to expand the sample size and add new factors to the research model.

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