

THE INVESTIGATION OF ENTREPRENEURIAL INTENTION AMONG INTERNATIONAL UNIVERSITY

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Abstract: *Scholars and policy makers have researched on entrepreneurship during the last decades. The essential reason of this concern is the necessity raising for entrepreneurs who accelerate economic development through generating innovative business ideas and converting them into profitable ventures. By establishing new integrating models, this study seeks the determinants of entrepreneurial intention throughout contextual factors. The survey was conducted in eight different schools and departments at International University, Vietnam National University in Ho Chi Minh City. The hypotheses associated with structural equation modeling (SEM) were tested by using the AMOS software version 21. The findings show that the contextual factors (perceived educational and structural supports) has a significant effect on students' entrepreneurial intention. Moreover, the personal trait (self – confidence) plays a vital role as a mediator in the complex relationships between the contextual factors and the entrepreneurial intention. In addition, the multi-group analysis illustrates that there are several significant differences on interactions between respondent groups. These findings suggest some essential implications for policy makers and educators.*

Keywords: *entrepreneurial intention, students, contextual factor, self – confidence.*

1. INTRODUCTION

According to Ajzen (1991), the definition of entrepreneurship is “an attitude that reflects an individual’s motivation and capacity to identify an opportunity and to pursue it, in order to produce new value or economic success.” Scholars and policy makers have paid attention on entrepreneurship during the last several decades. The essential reason of this concern is the necessity raising for entrepreneurs who accelerate a business development through generating new ideas and converting them into profitable enterprises. Entrepreneurial activities are not only the incubators of the technological innovation, but also provide employment opportunities and increment in competitiveness (Turker and Selcuk, 2009).

There has been raising a question from Vietnamese youth as “What is the suitable time for starting a business in Vietnam?” as Ms. Le Huynh Kim Ngan, Founder and CEO of Action, sharing her experiences that let’s start a business

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when your thought and ideology are ready. The word “ready” means that if the possible reward was very high, the entrepreneur would not hesitate to start a new business that could fail (TVN, 2014). Since today’s youth are the potential entrepreneurs of the future, understanding their perceptions about entrepreneurial education, individual sources, personal traits and contextual factors can contribute to the literature as well as improve a better effective policy mechanism. The practical aspect from this research would have valuable implications for the policy makers and educators.

Variety of studies have been explored the determinants of the entrepreneurial intention such as demographic characteristics, psychographic factors, geographical factors and others (Keong, 2008). Turker and Selcuk (2009) revealed that the educational and structural support factors essentially influenced the entrepreneurial intention of students. Meanwhile, Walter and Dohse (2009) showed the important implications for theoretical and practical aspects of teaching entrepreneurship. Among all these determinants of the entrepreneurial intention, we would inherit those research results and construct new models to seek the factors influencing on entrepreneurial intention of current and graduated students at International University, Vietnam National University-Ho Chi Minh City (IU).

The aim of study is to analyze the complex relationships among the entrepreneurial education, the individual sources, the personal trait, the contextual factors and the entrepreneurial intention of students at IU. We use a mixed method – a combination between quantitative and qualitative methodologies. Initially, the quantitative research for testing the SEM was explored by analyzing 250 students. The results show that the self-confident is a key mediator, which has a strong effect on two complex relationships between, i> the perceived educational support and the entrepreneurial intention as well as ii> the perceived structural support and the entrepreneurial intention. Meanwhile, the perceived relational support has no impact on the entrepreneurial intention. Specifically, as differentiating two groups, we find some interesting results in the active mode and the reflective mode group. Subsequently, we implement some in-depth interviews to explain the results of the quantitative research in previous. Thus, the study not only contributes to empirical results, but also gives some valuable implications for the policy makers and educators.

2. LITERATURE REVIEW

2.1. Theory of Planned Behavior

It is both conventional and expedient to divide the Method section into labeled subsections. These usually In the psychological area, the Theory of Planned Behavior (TPB) delivers a general concept to study the relationship between beliefs and behavior Ajzen (1991). The application of TPB has been used in various studies

among beliefs, attitudes, behavioral intentions and others. TPB points out a general framework to analyze the entrepreneurial intention of a person. Regarding to Bird (1988), it can define intentionality as a state of mind directing a human's attention, experience and action towards a specific goal or a path to for an achievement. Hence, an entrepreneurial action can be classified as an intentional behavior (Turker and Selcuk, 2009). Furthermore, it is indicated that the intention is a predictor of the planned entrepreneurial behavior (Krueger, 1993).

2.2. Entrepreneurship Education and Individual Sources Affecting Entrepreneurial Intention

The first potential factor affecting the entrepreneurial intention is the entrepreneurial education. Definitely, several lectures and courses pertinent to the entrepreneurship are a main source of the entrepreneurial motivation and knowledge. There are three different arguments, which have been used to explain why they should increase the entrepreneurial intentions. The first argument is that entrepreneurship students learn a variety of methodologies to generate basic business ideas via creativity techniques and to confirm the features of a given idea such as new and valuable market analysis. This knowledge can indicate the increment in both the number and the innovativeness of opportunities comparing to the same technology. Secondly, such lectures and courses can be transferred to the market efficiently and feasibly. It seems that the course participants share their know-how with their fellow students, and in turn, these actions contribute to the diffusion of entrepreneurial knowledge and inspiration. Thirdly, Kolvereid (1996) points out a positive link between the social desirability and the entrepreneurial intentions. There are two distinct modes of the entrepreneurship education proposed by Learning Style Theory via active modes and reflective modes. In the active modes, students acquire knowledge through active experiments such as conducting business plans, attending seminars and performing simulations. In the reflective modes, students acquire knowledge through reflective observations such as theory lectures.

The second potential factor affecting the entrepreneurial intention is the individual sources such as role models and working experiences. Firstly, according to the social learning theory, parental role models are the most powerful source of entrepreneurial knowledge and motivation. Playing the crucial role in the primary socialization of their children, they can transfer consciously or unconsciously entrepreneurial attitudes, norms and know-how, hence increasing the likelihood of their children turning to an entrepreneurial career in the future. Moreover, there is a significant empirical evidence for a positive link between the existence of role models and entrepreneurial activities. Secondly, working experience known as another source of entrepreneurial expertise and motivation can provide essential training skills (Shane, 2003). Through such experience, students acquire knowledge in areas pertinent to an entrepreneurial career (Walter & Dohse, 2009).

2.3. Personal Traits and Contextual Factors Affecting Entrepreneurial Intention

Luthje and Franke (2003) proposed the integrating model between personality traits and contextual factors. The study indicated that the impact of attitude towards self-employment might be linked to two personality traits and two contextual factors. In subsequent years, Turker and Selcuk (2009) investigated the impact of internal factors and external factors on the entrepreneurial propensity of university students. Consequently, the study found that two internal factors and the perceived support were significant factors. They proposed the entrepreneurial support model (ESM), which considered predominantly the impact of the contextual factors (such as the perceived educational support, the perceived relational support and the perceived structural support) on the entrepreneurial intention.

The first dimension of the model – the educational support – was considered that the professional education in universities is an efficient way of receiving necessary knowledge about the entrepreneurship. The second factor – the structural support – was indicated as economic and political mechanisms directly affecting the entrepreneurial intention. These mechanisms are governed by the actors in the private, and governmental and non-governmental sectors. In such a system, there are various opportunities and threats for entrepreneurs. The third dimension – the relational support – was considered that the support of family and friends in terms of sentimental and monetary items is likely to affect one's career selection and entrepreneurial career. In this study, we follow Tucker and Selcuk (2009) to establish a conceptual research model.

3. RESEARCH MODELS AND HYPOTHESES DEVELOPMENT

Based upon the existing literature, it appears promising to integrate among the educational education (a demographic factor), individual sources (a demographic factor) and the contextual factors (the perceived educational, relational and structural supports) into the entrepreneurial intention model. Due to the appearance of the mediator (the self – confidence), we use two methods to explore the changes in relationship between the contextual factors and the entrepreneurial intention. Initially, model 1, the testing model without the mediator, is used to explore which factors impact on the entrepreneurial intention (see Figure 1). Finally, model 2, the testing model with the mediator (the self – confidence), is used to explore which relationships between the contextual factors and the entrepreneurial intention are affected by the mediator (see Figure 2).

H1: The self-confidence has a positive effect on the entrepreneurial intention in the testing model without a mediator.

H2, 3 and 4. The contextual factors (the perceived educational support, the perceived relational support and the perceived structural support, respectively) have positive effects on the entrepreneurial intention in the testing model without a mediator.

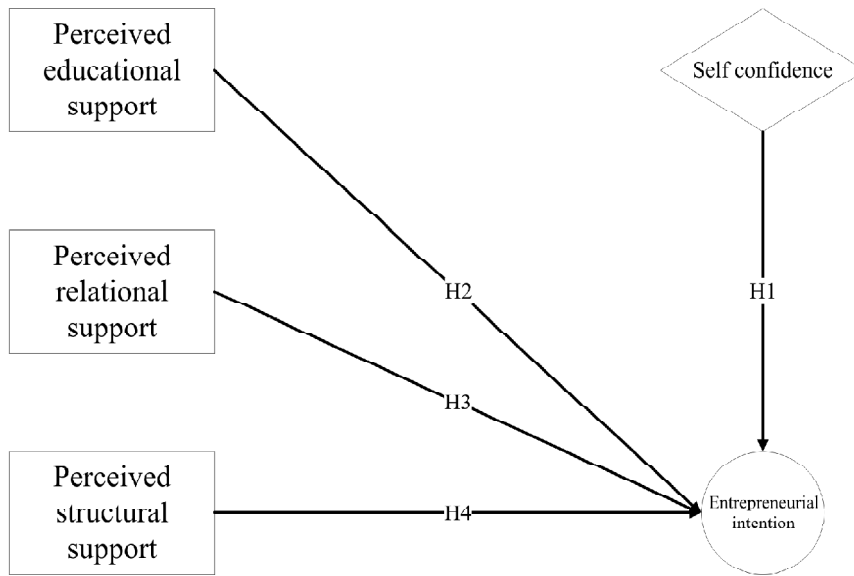


Figure 1: Testing model without mediator (model 1)

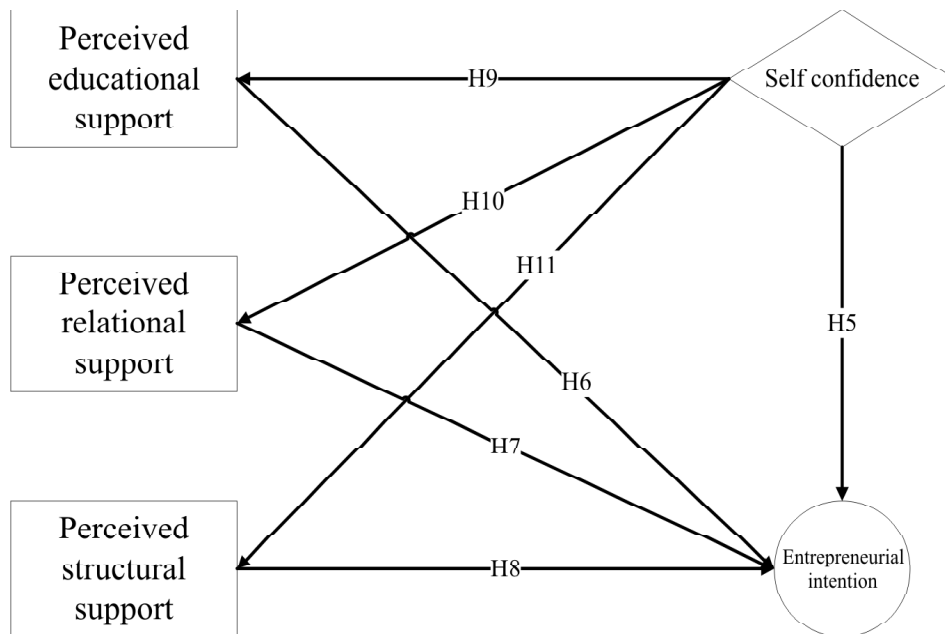


Figure 2: Integrating model of the entrepreneurial intention with a mediating influence (model 2)

H5. The self-confidence has a positive effect on the entrepreneurial intention in the testing model with a mediator.

H6, 7 and 8. The contextual factors (the perceived educational support, the perceived relational support and the perceived structural support, respectively) have impacts on the entrepreneurial intention in the integrating model of entrepreneurial intention with a mediating influence.

H9, 10 and 11. The self-confidence has impacts on the contextual factors (the perceived educational support, the perceived relational support and the perceived structural support, respectively) in the integrating model of the entrepreneurial intention with a mediating influence.

H12, 13 and 14. The self - confidence plays a role as a mediator in the relationship between the contextual factors (the perceived educational support, the perceived relational support and the perceived structural support, respectively) and the entrepreneurial intention.

4. RESEARCH METHODOLOGY

We conducted a survey on students' entrepreneurial intention, those are studying or used to study in eight different schools and departments at IU. Basically, there are two types of questions in this survey, including the demographic and psychological questions. The bottom line is that we primarily used 5-point Likert Scale and dummy variables to measure various items. Initially, the preliminary and pilot tests were implemented three times on volunteers in the target population through the survey distribution and the direct discussion with students per time. These tests were used to develop valid scales for the constructs in the model through validity and reliability tests, such as Cronbach Alpha, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). Subsequently, the main survey was conducted on 305 respondents. Finally, only 258 samples over 305 original samples were chosen for the further analysis due to deleting invalid samples. Secondly, we conducted two in-depth interviews with one student graduated in 2008 and one senior student to seek the information explaining the quantitative research in the further steps.

5. RESULTS AND DISCUSSION

5.1. Descriptive Data

Table 1 presents some background information about the respondents. More than 60% female respondents participated in the study and approximately half of all respondents (52.3%) had a family entrepreneurial history. The descriptive results illustrate that IU students seldom undertake the current business (see Figure 3). Only 5% of the respondents were indicated to be self-employed with almost Arts

Table 1
Background Information about Respondents

Year of education	%	Major	%	Family entrepreneurial history	%
Freshman	21.3	Arts	82.6	Yes	52.3
Sophomore	51.2	Engineering	17.4	No	47.7
Junior	11.2	Gender			
Senior	7.1	Male	37.2		
Graduate	8.9	Female	62.8		

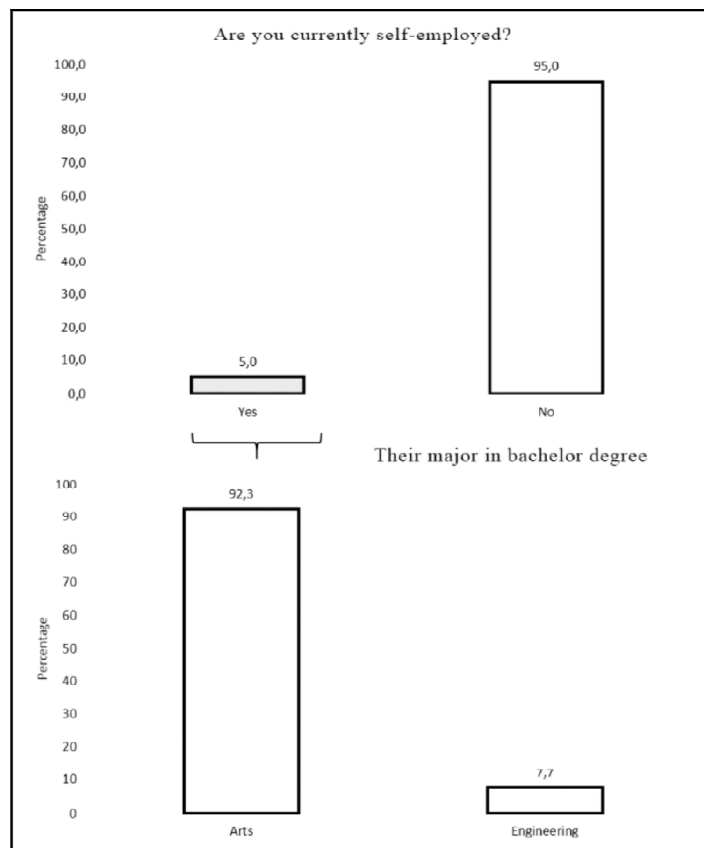


Figure 3: Descriptive finding on current self-employed students

students (92.3%). This may be explained that some Art students have many experienced entrepreneurial activities in order to accumulate fundamental skills and abilities.

However, approximately half of respondents show that they “quite probably” (or agree) (38%) or “very probably” (or strongly agree) (9.3%) plan to be self-employed in the foreseeable future after leaving International University, including

almost (85.3%) Arts students (see Figure 4). Thus, it implies that Arts students are apparently a promising source of future business entrepreneurs.

Appendix A illustrates all descriptive statistics of all scale constructs. Generally, the perceived educational support has the means ranging from 3.59 to 3.90. The means of the perceived relational support vary from 3.67 to 4.48. The means of the perceived structural support range from 3.07 to 3.33. The self-confidence has the means varying from 2.934 to 3.965. Finally, the means of the entrepreneurial intention range from 3.03 to 3.61.

5.2. Model testing

5.2.1. EFA and CFA Analysis

EFA was conducted to estimate the underlying factorial structure of the scale. According to Hair (2010), independent and dependent factors were processed in

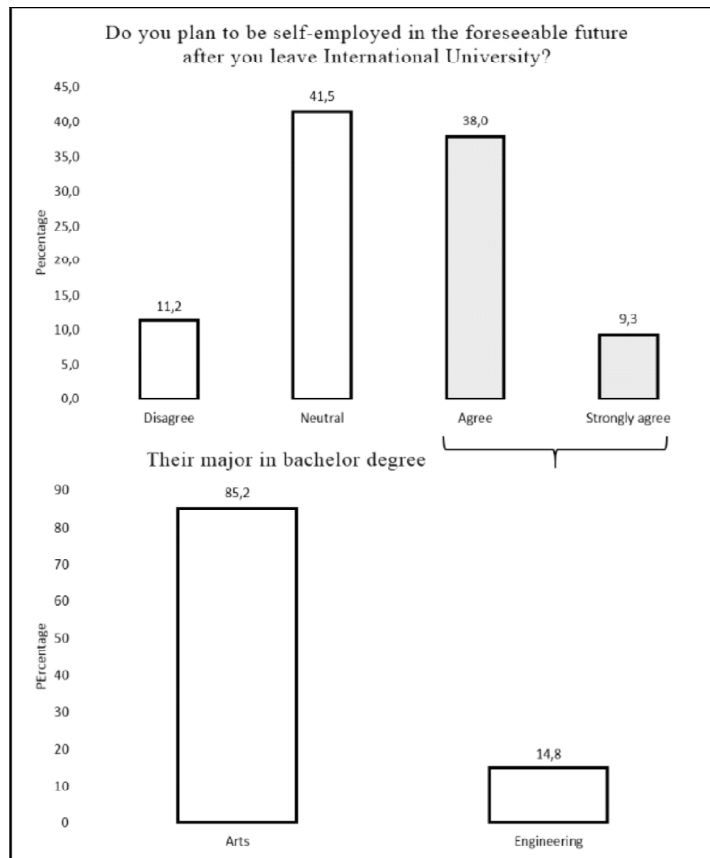


Figure 4: Descriptive finding on the entrepreneurial intention

different methods and checked with the similar bench mark of Kaiser-Myer-Olkin (KMO) greater than 0.5 (Hair, 2010). For the independent variables, the analysis revealed four different constructs with the factor loading greater than 0.5 (see Table 2). These subscales were labeled as the perceived educational support (PES), the perceived structural support (PSS), the self - confidence (SC) and the perceived relation support (PRS). For the dependent variable - the entrepreneurial intention (EI), Table 2 shows all results of EFA tests.

In CFA analysis, Table 3 demonstrates all indicators of global goodness-of-fit measures reached an acceptable level, according to Hair (2010).

5.2.2. SEM Analysis

5.2.2.1 *Testing model without mediator (model 1):* Without mediating influence, there are 2 significant effects between the independent variables and the dependent variable. At the significant level of 0.05, the perceived educational support has a

Table 2
EFA Analysis Excluding Factor Loadings less than 0.5.

<i>Construct</i>	<i>Measurement Items</i>	<i>Cronbach's Alpha</i>	<i>Loading range</i>	<i>Number of items</i>	<i>Extraction method</i>	<i>KMO</i>
Perceived educational support	PES3, PES2, PES4, PES1	0.808	0.575 - 0.87	4	Principal Axis Factoring Promax	0.751
Perceived structural support	PSS3, PSS2, PSS4	0.723	0.553 - 0.742	3		
Perceived relational support	PRS4, PRS2, PRS5	0.615	0.529 - 0.725	3		
Self-confidence	SC4, SC6, SC2	0.731	0.507 - 0.768	3		
Entrepreneurial intention	EI4, EI6, EI5, EI1, EI3	0.777	0.553 - 0.832	5	Principal Component Analysis	0.79

Table 3
CFA Analysis

<i>Fit index</i>	<i>Score</i>	<i>Criterion</i>	<i>Reference</i>
CMIN/DF	1.951	< 5	(Hair, 2010)
AGFI (Adjusted Goodness of Fit Index)	0.889	≥ 0.8	(Hair, 2010)
GFI (Goodness of Fit Index)	0.923	≥ 0.9	(Hair, 2010)
CFI (Comparative Fit Index)	0.923	≥ 0.9	(Hair, 2010)
RMSEA (root mean square error of approximation)	0.061	≥ 0.08	(Hair, 2010)
Standardized regression weight	> 0.5	(Hair, 2010)	

positive impact on the entrepreneurial intention (H1 is supported). Moreover, the self - confidence, a certain personal trait, has a positive impact on the entrepreneurial intention at the level of 0.001 (H2 is supported). In addition, the self - confidence has a stronger impact on the entrepreneurial intention than the perceived educational support does ($0.898 > 0.186$) (see Figure 5 and Table 4).

Table 4
Structural Model Results

<i>Path</i>	<i>Estimate</i>	<i>Remarks</i>
Model 1		
Perceived educational support → Entrepreneurial intention	0.186*	Supported
Perceived structural support → Entrepreneurial intention	-0.067	Not supported
Perceived relational support → Entrepreneurial intention	-0.090	Not supported
Self-confidence → Entrepreneurial intention	0.898***	Supported
Model 2		
Self-confidence → Perceived educational support	0.524***	Supported
Self-confidence → Perceived structural support	0.637***	Supported
Self-confidence → Perceived relational support	0.675***	Supported
Perceived educational support → Entrepreneurial intention	-0.749*	Supported
Perceived structural support → Entrepreneurial intention	-1.332*	Supported
Perceived relational support → Entrepreneurial intention	-1.410	Not supported
Self-confidence → Entrepreneurial intention	3.756*	Supported

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

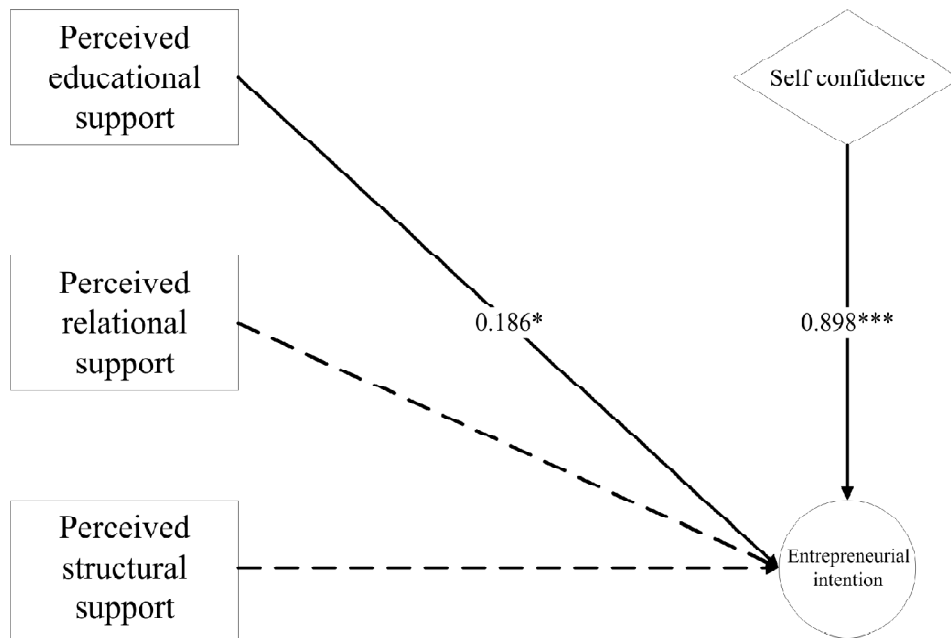


Figure 5: Model without mediating influence (model 1)

5.2.2.2. *Testing model with mediating influence (model 2)*: In the SEM model, the contextual factors (the perceived educational and structural supports) have negative impacts on the entrepreneurial intention at the significant level of 0.05 (H6 and H8 are supported). In addition, the self - confidence has positive impacts on all contextual factors at the most significant level (p-value ≥ 0.001) (H9, H10 and H11 are supported). Essentially, the self - confidence has the strongest effect on the entrepreneurial intention at the level of 0.05 ($\beta = *3.756$) (H5 is supported) (see Figure 6 and Table 4). The results are not consistent with previous studies. For instances, Luthje and Franke (2003) revealed that “the more insurmountable a student perceives barriers for founding a company to be, the weaker the individual’s intention to become self-employed - irrespective of his attitude towards entrepreneurship” and “the more favorable a student perceives supporting contextual factors to start up a new business to be, the stronger the individual’s intention to become self-employed - irrespective of his attitude towards entrepreneurship”.

Moreover, the self - confidence plays a vital role as a mediator in the complex relationship between the perceived educational support and the entrepreneurial intention (H12 is support). The mutual dependence mediation reveals the suppression outcome in which the relationship between the perceived educational support and the entrepreneurial intention controlling for the self - confidence is reduced substantially from a positive link to a negative link (from $*0.186$ to $*-0.749$) (see Figure 5, Figure 6 and Table 4). The results are not consistent with the previous study. For instance, Turker and Selcuk (2009) revealed that the educational and structural supports positively influenced the entrepreneurial intention of students by the impact of the self-confidence as moderator.

Table 5
Multi-group Analysis for SEM

<i>Interaction</i> <i>Role model</i>	<i>Estimate p-value</i>		<i>Estimate p-value</i>		<i>z-score</i>
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	
Self-confidence → Perceived structural support	0.311	0.003	-0.420	0.140	-2.406**
Perceived structural support → Entrepreneurial intention	-0.356	0.165	0.159	0.088	1.887*
<i>Entrepreneurial education</i>	<i>Reflective mode</i>		<i>Active mode</i>		
Self-confidence → Perceived educational support	-0.340	0.081	0.521	0.003	3.272***
Self-confidence → Perceived structural support	-0.132	0.515	0.577	0.002	2.57**
Self-confidence → Perceived relational support	-0.076	0.693	0.524	0.009	2.158**
Perceived educational support → Entrepreneurial intention	0.386	0.005	-0.193	0.188	-2.878***
Perceived relational support → Entrepreneurial intention	0.278	0.144	-0.447	0.234	-1.72*

*** p-value < 0.01; ** p-value < 0.05; * p-value < 0.10

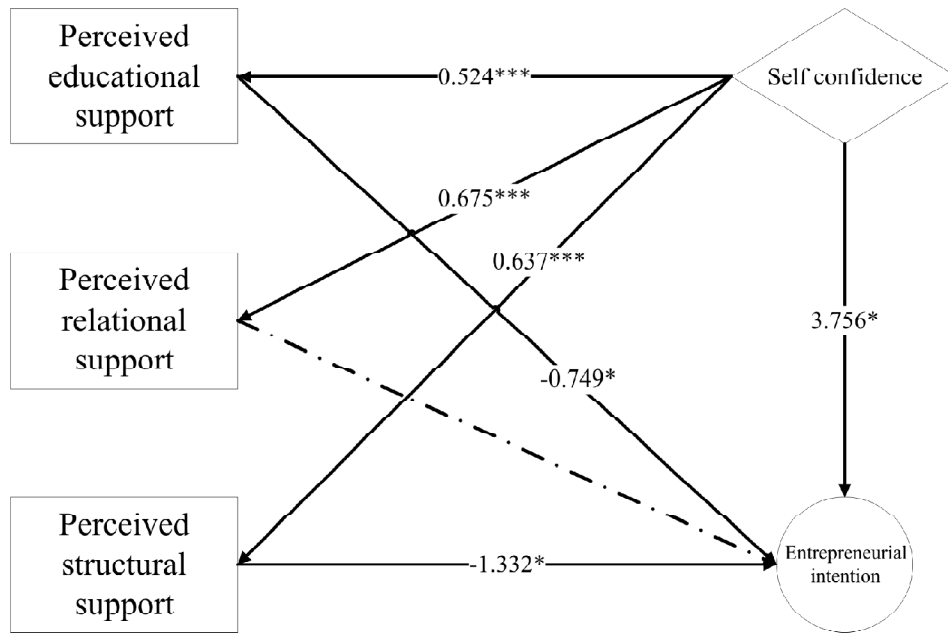


Figure 6: SEM model with mediating influence (model 2)

5.2.2.3. *Multi-group analysis for SEM:* In terms of the role model, there are significant differences between two groups. The student group which had had previously or currently self - employed parents postulated that the self - confidence has a positive impact on the perceived structural support, whereas another group pointed out the negative trend on this relationship at the significant level of 0.05. In addition, the perceived structural support has a negative influence on the entrepreneurial intention among the students having entrepreneurship parent role models, otherwise this relationship has a positive link in another student group at the level of 0.1 (see Table 5).

In terms of the entrepreneurial education, there are several high significant differences between two groups, including the reflective mode and active mode groups. In the active modes, students acquire knowledge through active experiments such as conducting business plans, attending seminars and performing simulations. Otherwise, students acquire knowledge through reflective observations such as theory lectures in the reflective modes. In the active mode group, the self - confidence has a positive impact on all contextual factors, whereas the study found out a negative trend on these relationships within reflective mode group ($p < 0.05$). Moreover, active mode student group postulated that the contextual factors (the perceived educational and structural supports) have negative effects on the entrepreneurial intention, otherwise another group has positive links at the significant level of 0.1 (see Table 5).

6. QUALITATIVE RESEARCH

We conducted a qualitative research by interviewing two IU students representative for current entrepreneurs from two typical Arts and Engineering majors. The first interviewer is Mr. X - a senior student at School of Business with Business Management major. During the time studying at IU, he experienced various jobs outside at some working positions in marketing, catering, education and information technology areas. However, he decided to choose a career as an entrepreneur and operated a small business pet trading. The time working as an employee helped him realize that his personality may be unsuitable for working at the company due to disliking following any certain rules and regulation. The experiences working at these positions in different sectors also helped him know how to operate a business, how to make the profit from trading, how to manage a business, and etc.

One reason related to the personality leading to his entrepreneurship is a strong passion for pets. Mr. X has a family entrepreneurial history that is playing an important role on a positive role model influencing his entrepreneurship in the future. His parents have had a business trading famous handicrafts produced from beer cans at Dong Khoi Street - the center of Ho Chi Minh City attracting many foreigners. However, due to the difficulties and the risks in business, his mother disagreed with his decision becoming an entrepreneur. On the other hand, his father encouraged him try his best to launch a new business - an essential influence on him. Mr. X said that "I would dedicate my life to establishing a new business even if my parents were strongly against it, and I will keep on trying until I succeed." Moreover, his friends recognized as his networking has become a crucial relational support due to running business together, and sharing the target customer pool.

In general, the family plays the spiritual and material incentives on his entrepreneurship, otherwise his friends assist and share the professional knowledge on his trading area. In terms of the entrepreneurial education, he evaluated that the teaching method has been changed from reflective mode to active mode in three recent years at School of Business in International University. There are some positive role models in teaching which most of them have had their own ventures. In particular, not only they bring the knowledge and real experiences into their lectures but also their opening quote is "in my company."

The second interviewer is Mr. Y - a graduate student at School of Computer Science and Engineering. After graduation, he worked at five software companies that had a head office in five distinct nations including The United States, Thailand, Vietnam, Netherlands and Japan. However, he decided to choose a career as an entrepreneur and operated a new enterprise on business analysis four years ago, which such business had been running during the time working in the enterprises.

There were two reasons for quitting the last job because he was unable to complete the company assignments accompanying with running his own enterprise, and he wanted to dedicate his life for running his new business.

One reason related to the personality leading to his entrepreneurship is to pursue his strong passion and to create his “spirit son.” Mr. Y said that “Even if I launch a new business and fail many times, I will keep on trying until I succeed because the failure will bring a ‘valuable lesson’ to me. Currently, Mr. Y is the general director of Company Z specializing in training and consultancy in the business analysis. In terms of the relational support, his friends at IU recognized as his networking have become a crucial support due to running business together, assisting in business, appealing investments outside and sharing the target customer pool. On the other hand, their parents and relatives disagreed with his entrepreneurship due to taking risks and without family entrepreneurship history. According to Mr. Y, he acquired the entrepreneurial knowledge from his friends and the managerial learning program “Institute of Potential Leaders.” This learning program has promoted many positive role models as successful CEOs and top managers in order to inspire the entrepreneurial spirit in the learners.

Thus, the case of the second interviewer is indicated that the entrepreneurial education would be a priority to the active mode by sharing real experiences in business and using the positive inspiration of the active teachers. In terms of the perceived structural support, it was difficult to approach the financial aids from banks and government due to complicated procedures and requirements. In fact, the Vietnamese economy which has been instable in all industrial and commercial sectors may provide many opportunities for entrepreneurs. Therefore, policy makers should reconsider the general structural support to encourage the entrepreneurship which may contribute to accelerate the economic development.

Consequently, the qualitative research supported the explanation of the quantitative research above in the relationship of the contextual factors and the entrepreneurial intention among International University students. Especially, there are two new factors such as the networking and the passion which would have impacts on the entrepreneurial intention.

7. IMPLICATIONS AND CONCLUSIONS

The present survey indicates that Arts students are apparently a promising source of future business entrepreneurs. Thus, International University should deploy the suitable teaching method and provide various experiences in entrepreneurial environments for this student group in order to increase their entrepreneurial intention effectively.

Initially, the study provides an evidence that the perceived educational support and the self- confidence play significant roles in the entrepreneurial intention

among International University students. However, the perception may be altered by the appearance of the self-confidence as a mediator. This leads to a substantial reduction on the relationship between the perceived educational support and the entrepreneurial intention, changing from the positive link to the negative link. It seems that International University has provided necessary entrepreneurial knowledge, skills and experiences for students but these foundations may be insufficient to start a business. The students have recognized this truth by their self-confidence.

Next, the findings also indicate that the International University students, those who have had previously or currently self-employed parents, are more likely to start up a new business. From the positive role models of their parents on entrepreneurship, they have realized that the self-confidence plays an important part in receiving the structural support from the government and some financial organizations. However, the perceived structural support may be reverse to starting an enterprise. It seems more promising to focus the stimulating activities on the right students, particularly those with a high self-confidence who have had previously or currently self-employed parents. To avoid misdirected budgets, policy makers and the university may identify these students and encourage them to participate in many entrepreneurship programs. On the other hand, the image of entrepreneurship as a career option would be improved and supported from the intensified public and university environment.

In addition, the active mode in the entrepreneurial education was indicated that students who have a high self-confidence may receive more and more contextual supports. However, they have realized that these contextual factors (the perceived educational and perceived relational supports) may be reverse to starting a company among this student group. Thus, the new active teaching method in entrepreneurship helps the students recognize a really entrepreneurial environment in Vietnamese education, economy and society.

Finally, there is an evolution in teaching method from reflective mode to active mode at International University suitable for modern education in order to improve the entrepreneurial education, which issue the educators and policy makers should consider soon. Thus, there are many remaining issues to think about how to encourage the entrepreneurship in Vietnam. Altering in the educational method accompanying with changing in the macro and micro-economies may create more and more entrepreneurs who will contribute to develop our country in general. The networking and the passion would be considered as new factors in further entrepreneurial researches.

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Appendix A. Descriptive statistics

Code	Measurement scale	Mean	SD
	Perceived educational support (Turker and Selcuk, 2009) (Saeed et al., 2014)		
PES1	The education in university encourages me to develop creative ideas for being an entrepreneur.	3.59	0.771
PES2	My university provides the necessary knowledge about entrepreneurship.	3.75	0.755
PES3	My university develops my entrepreneurial skills and abilities.	3.69	0.776
PES4	My university offers project work focused on entrepreneurship.	3.70	0.879
PES5	My university arranges conferences/ workshops on entrepreneurship.	3.90	0.837
	Perceived relational support (Ron et al., 2003)		
PRS1	My family and my friends shows me that they love me.	4.48	0.650
PRS2	My family and my friends let me decide as often as possible.	3.93	0.796
PRS3	My family and my friends criticize (give me advise about) my opinions about religion, philosophy of life or social engagement.	3.85	0.975
PRS4	If I decided to be an entrepreneur, my family members support me.	3.91	0.869
PRS5	If I decided to be an entrepreneur, my friends support me.	3.67	0.820
	Perceived structural support (Turker and Selcuk, 2009)		
PSS1	In Vietnam, entrepreneurs are encouraged by a structural system including private, public, and non-governmental organizations.	3.33	0.782
PSS2	Vietnamese economy provides many opportunities for entrepreneurs.	3.07	0.957
PSS3	Taking loans from banks is quite easy for entrepreneurs in Vietnam.	2.94	0.884
PSS4	State laws (rules and regulations) are not adverse to running a business.	3.21	0.931
	Self - confidence (Parnell, 1995) (Lee et al., 2005)		
SC1	Starting one's own business is a great opportunity for success.	3.744	0.7918
SC2	I do not like working for someone else.	3.256	0.9963
SC3	I believe I could operate a successful small business.	3.872	0.7401
SC4	I would rather operate a small business than be a middle manager in a large organization.	2.934	0.9416
SC5	If I launch a new business, I can provide my own funds and human resources.	3.965	0.8385
SC6	I am confident that I can successfully launch a new business on my own.	3.016	0.9622
SC7	I am confident that I can select a business with good potential if I launch a new business of my own.	3.535	0.7845
			<i>contd</i>

Code	Measurement scale	Mean	SD
	Entrepreneurial Intention (Parnell, 1995) (Walter and Dohse, 2009), (Luthje and Franke, 2003), (Keong, 2008) (Lee <i>et al.</i> , 2005)		
EI1	Do you plan to be self-employed in the foreseeable future after you leave International University?	3.45	0.813
EI3	I want to launch a new business of my own before graduation.	3.03	0.994
EI4	I am more interested in establishing my own business than getting a job.	3.59	0.991
EI5	I would dedicate my life to establishing a new business even if my parents were strongly against it.	3.23	0.970
EI6	Even if I launch new business and fail many times, I will keep on trying until I succeed.	3.61	0.924