Journal of Information Systems Engineering and Management
2025, 10(41s)
e-ISSN: 2468-4376
https://www.jisem-journal.com/

Research Article

Factors Affecting the Entrepreneurial Intention of Students of the Academy of Public Administration and Governance

Ngo Dam Mai Anh[1], Phuong Huu Tung[2]
[1] *Student, Faculty of Economics, Academy of Public Administration and Governance, Vietnam*
[2] *Lecturer, Faculty of Economics, Academy of Policy and Development, Vietnam*
Email: phuonghuutung@apd.edu.vn

ARTICLE INFO

Received: 18 Dec 2024

Revised: 10 Feb 2025

Accepted: 28 Feb 2025

ABSTRACT

The purpose of the article is to identify factors affecting the entrepreneurial intention of students of the Academy of Public Administration and Management. The study presents the underlying theories as the basis for the study such as: entrepreneurial event theory, planned behavior theory and reasoned action theory; provides definitions for each research concept. The proposed research model includes the dependent variable: Entrepreneurial intention of students of the Academy of Public Administration and Management and 4 independent variables: Personal initiative, attitude towards entrepreneurial behavior, subjective norms and perceived behavioral control. In addition, the author also analyzes demographic variables such as: Gender, age, school/training field, family business tradition and permanent residence. Next, the author presents the research design, constructs scales for factors, preliminarily evaluates the scales, introduces the official scales in quantitative research, presents the research method as well as proposes data analysis methods.

Keywords: Entrepreneurship; Entrepreneurial intention; Students; APAG.

1. INTRODUCTION

In recent times, start-ups have been considered one of the activities that have a certain influence on the country's development and are an effective solution to the increasing unemployment situation. Many policies to encourage start-ups for young people have been issued by the Government. Among them, projects to promote the spirit of start-ups among students have always been focused on, typically the project "Supporting students to start a business until 2025" (called Project 1665) was signed by the Prime Minister on October 30, 2017. It can be said that students with their youthfulness, dynamism and diverse sources of start-up ideas will be potential start-ups in the future.

However, in reality, students' business ideas only stop at the idea level. Most students are not bold enough to start a business after graduation, even students in the economic group.

In Vietnam, there are also some studies on factors affecting entrepreneurial intentions, but they are mainly conducted at universities in big cities such as Ho Chi Minh City (HCMC) or Can Tho, and currently there is no complete study on entrepreneurial intentions of students of the Academy of Public Administration and Management. In addition, depending on the characteristics of each university as well as the circumstances of each locality, the factors affecting students' entrepreneurial intentions will also be approached from different aspects. For the above reasons, implementing the topic "Research on factors affecting entrepreneurial intentions of students of the Academy of Public Administration and Management" is necessary. The research results will provide school leaders with a comprehensive view of which factors really affect the entrepreneurial intentions of students of the Academy, thereby providing appropriate orientations and support for students starting businesses.

In addition to the summary, introduction and references, the content of the research paper includes theoretical basis, research methods, research results and discussion, conclusions and recommendations.

Journal of Information Systems Engineering and Management
2025, 10(41s)
e-ISSN: 2468-4376
https://www.jisem-journal.com/

Research Article

2. LITERATURE REVIEW

2.1. Start-up

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

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

Entrepreneurship is a process that begins with recognizing an opportunity, then developing an idea to pursue the opportunity by establishing a new company. Therefore, entrepreneurship is accepting the risk of being your own boss, creating a new business and hiring others to work for you. This study uses the definition: “Entrepreneurship is when an individual (alone or with others) takes advantage of a new business opportunity”.

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

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

2.2. Entrepreneurial Intention

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

Dohse and Walter's study (2012) has proposed a more concise and closer concept than previous studies on entrepreneurial intention, in which entrepreneurial intention is a state of mind in readiness to conduct self-employment, self-employment or establish a new business. Entrepreneurial intention in the scope of this paper is also understood according to the perspective of Dohse and Walter (2012).

2.3. General Theory

Theory of *business startup events*

Assuming that human behavior has an inertia that can be interrupted or replaced by something, Shapero argues that desirability and feasibility are based on determining the relative reliability of alternative behaviors and that entrepreneurial intentions arise in part from exposure to entrepreneurial activity (Shapero and Sokol 1982).

Theory of planned behavior

This theory is designed to predict and explain human behavior in specific contexts. The theory of planned behavior asserts that attitudes and personality traits can only have an indirect effect on specific forms of behavior by influencing factors that are closer to the action in question (Ajzen, 1991).

It consists of five specific factors: attitude toward the behavior, subjective norms, perceived behavioral control, behavioral intention, and behavior. The basic tenet of this theory is that an individual's intention to perform a certain behavior is the main predictor of that behavior. Intentions provide guidance on action. The theory hypothesizes that behavioral intentions are determined by three main antecedents: attitude toward the behavior, subjective norms, and perceived behavioral control.

Theory of reasoned action

Journal of Information Systems Engineering and Management
2025, 10(41s)
e-ISSN: 2468-4376
https://www.jisem-journal.com/

Research Article

According to the theory of reasoned action (Ajzen and Fishbein, 1980), a person's intention is a function of two basic determinants:

One is the personal factor - It is the individual's positive or negative evaluation of performing the behavior. This factor is called attitude towards the behavior (Ajzen and Fishbein, 1980).

Second are other influences from the social side. This factor is a person's perception of the social pressure placed on him or her to perform or not perform the behavior in question and is called subjective norm (Ajzen and Fishbein, 1980).

According to this theory, attitude is a function of beliefs. A person who believes that performing a behavior will lead to positive outcomes will hold a positive attitude towards performing that behavior. Whereas a person who believes that performing a behavior will lead to negative outcomes will hold an unfavorable attitude.

2.4. Factors influencing entrepreneurial intention

Entrepreneurship knowledge provides a theoretical and strategic foundation, helping students understand the processes and operations of a business.

Soft skills help students apply knowledge into practice, manage teams, communicate with partners and customers, and solve problems during the startup process.

Inspiration from real-life models motivates and creates role models for students to learn from and strive for, especially entrepreneurs who have successfully started their own businesses.

In short, being fully equipped with knowledge about startups, developing soft skills and being inspired by real startup models are important factors that not only help students form the intention to start a business but also help them be more confident in the process of implementing business ideas. In addition, internal and external factors of students also greatly affect each student's decision to start a business.

3. RESEARCH METHODS

3.1. Research model

Based on theory and related research combined with the characteristics of students of the Academy of Public Administration and Management, the research team proposed factors affecting students' entrepreneurial intentions including: entrepreneurial intentions, internal factors, external factors and other factors.

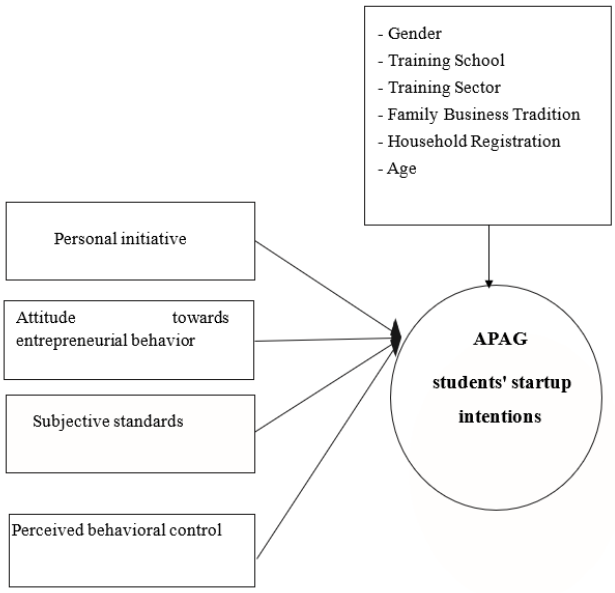

Fig 1. Research model proposed by the author group

Journal of Information Systems Engineering and Management
2025, 10(41s)
e-ISSN: 2468-4376
https://www.jisem-journal.com/

Research Article

3.2. Research hypothesis

- Hypothesis H 1: Personal initiative has a positive and positive influence on students' entrepreneurial intention.

- Hypothesis H2: Attitude towards entrepreneurial behavior has a positive and positive influence on students' entrepreneurial intention.

- Hypothesis H3: Subjective standards have a positive and positive influence on students' entrepreneurial intentions.

- Hypothesis H4: Perceived behavioral control has a positive and positive influence on students' entrepreneurial intention.

4. RESULTS AND DISCUSSION

4.1. Characteristics of survey sample

The sample was taken by stratum sampling method (Quota). Each stratum randomly selected representative classes to distribute questionnaires. A total of 40 questionnaires were issued for investigation.

In which, demographic factors can be listed as follows:

Table 1. Analysis of total survey sample

		Gender	Permanent residence	Does your family have a business tradition?	Age	Major	Second year student
N	Valid	501	501	501	501	501	501
	Missing	0	0	0	0	0	0

The collection of 501 valid samples without missing data shows that the survey process was carefully conducted and well controlled. This ensures the integrity of the data and increases the reliability of subsequent analyses. These variables cover the demographic characteristics and social background of students, which are important bases for analyzing factors influencing entrepreneurial intentions. The selection of these variables is consistent with the research objectives and allows for further analysis, such as testing the relationship between these factors and entrepreneurial intentions.

Table 2. Statistical sample by gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	361	72.1	72.1	72.1
	Female	140	27.9	27.9	100.0
	Total	501	100.0	100.0	

The proportion of male students is clearly dominant. This may reflect the tendency for men to be more interested in the field of administration and public administration or may be due to the specific recruitment characteristics of the Academy. However, it is necessary to consider whether this difference affects the learning environment and career development opportunities for female students.

Table 3. Statistical sample by permanent residence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	177	35.3	35.3	35.3
	Island	8	1.6	1.6	36.9

Journal of Information Systems Engineering and Management
2025, 10(41s)
e-ISSN: 2468-4376
https://www.jisem-journal.com/

Research Article

	Mountainous	127	25.3	25.3	62.3
	Countryside	189	37.7	37.7	100.0
	Total	501	100.0	100.0	

Students from rural and mountainous areas account for a large proportion (63% in total). This shows that the Academy attracts many students from non-urban areas, possibly due to preferential policies or the need to develop human resources for these areas. However, students from these areas may face difficulties in finance, access to information and startup support networks.

Table 4. Statistical sample by family tradition of business participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Have	361	72.1	72.1	72.1
	Are not	140	27.9	27.9	100.0
	Total	501	100.0	100.0	

The proportion of students whose families are involved in business is quite high. This can positively influence students' entrepreneurial intentions, as they are exposed to the business environment from an early age, can learn from experience and receive support from their families. However, it should be noted that not all students with a business family background intend to start a business, and vice versa.

Table 5. Statistical sample by age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	230	45.9	45.9	45.9
	20-22	258	51.5	51.5	97.4
	Over 22	13	2.6	2.6	100.0
	Total	501	100.0	100.0	

Most students are between the ages of 18-22, which is appropriate for university age. This is the stage when students are forming career awareness and may begin to be interested in starting a business. However, limited life and work experience may affect the ability to realize business ideas.

Table 6. Student statistics sample by school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year three	178	35.5	35.5	35.5
	Year two	135	26.9	26.9	62.5
	Year One	142	28.3	28.3	90.8
	Year four	46	9.2	9.2	100.0
	Total	501	100.0	100.0	

Third-year students accounted for the highest proportion, followed by first and second years. This suggests that most students are in the middle stages of their training program, and may have accumulated the knowledge and skills necessary to start thinking about starting a business. However, the low proportion of fourth-year students may be

Journal of Information Systems Engineering and Management
2025, 10(41s)
e-ISSN: 2468-4376
https://www.jisem-journal.com/

Research Article

due to them having completed the program or participating in an internship, which requires further investigation to understand the reasons.

Table 7. Majors

	Frequency	Percent	Valid Percent	Cumulative Percent
Public Policy	1	.2	.2	.2
Digital Marketing	2	.4	.4	.6
Graphics	1	.2	.2	.8
Information system	1	.2	.2	1.0
Engineering	1	.2	.2	1.2
Economy	93	18.6	18.6	19.8
LTH	1	.2	.2	20.0
Law	99	19.8	19.8	39.7
State management	1	.2	.2	39.9
Business administration	2	.4	.4	40.3
Human resource management	129	25.7	25.7	66.1
Office Administration	162	32.3	32.3	98.4
Pedagogy	1	.2	.2	98.6
Finance	1	.2	.2	98.8
E-commerce	5	1.0	1.0	99.8
Culture and tourism	1	.2	.2	100.0
Total	501	100.0	100.0	

Four majors account for almost the entire student body. These majors are closely related to the fields of administration, management, and law, providing a useful knowledge base for starting a business, especially in the service, consulting, or business management fields. However, the lack of diversity in majors can limit the diversification of business ideas.

From the above data tables, it can be seen that students of the Academy of Public Administration and Management have many favorable factors to develop entrepreneurial intentions, such as:

A high percentage of students have families involved in business, creating conditions for early access to the business environment. The right age to start thinking and testing business ideas. Majors related to management and economics, providing the foundational knowledge for starting a business.

However, there are also some challenges to be aware of: Students from rural and mountainous areas may face financial difficulties and lack of entrepreneurial support networks. Gender disparities may affect the learning environment and development opportunities for female students. Lack of diversity in majors may limit the richness of business ideas.

To promote entrepreneurial intentions among students, the Academy could consider:

Organize training courses and seminars on entrepreneurship, especially for third and fourth year students. Establish funds to support student entrepreneurship, with priority given to those from disadvantaged areas. Encourage diversity in the training program, expanding into technology and innovation fields to stimulate new business ideas.

4.2. Analysis of discovery factors

a. KMO and Bartlett's test results

Journal of Information Systems Engineering and Management
2025, 10(41s)
e-ISSN: 2468-4376
https://www.jisem-journal.com/

Research Article

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.839
Bartlett's Test of Sphericity	Approx. Chi-Square	1512.421
	df	190
	Sig.	.000

KMO = 0.839>0.5 shows that there are enough observed variables needed to form an influencing factor.

Sig = 0.000 < 0.05 shows that the observed variables (independent variables) are correlated with each other and have a relationship with the dependent variable.

b. The extent to which factors explain variation

Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.152	20,762	20,762	2,184	10,919	10,919
2	1,841	9,206	29,968	2.123	10,613	21,532
3	1,174	5,871	35,839	1,974	9,869	31,400
4	1.121	5.606	41,445	1,614	8,068	39,469
5	1,049	5.244	46,688	1,444	7,220	46,688
6	.976	4,880	51,569			
7	.898	4,488	56,057			
8	.845	4,226	60,283			
9	.825	4.125	64,408			
10	.810	4,049	68,457			
11	.757	3,786	72,243			
12	.737	3,687	75,930			
13	.721	3,606	79,536			
14	.684	3,419	82,955			
15	.660	3,300	86,254			
16	.637	3,186	89,441			
17	.577	2,883	92,323			
18	.551	2,753	95,077			
19	.520	2,602	97,678			
20	.464	2,322	100,000			

Extraction Method: Principal Component Analysis.

The “Total Variance Explained” table shows the results of the exploratory factor analysis using the Principal Component Analysis extraction method. According to the Kaiser criterion (only retaining factors with Eigenvalues greater than 1), we see that a total of 5 factors are retained from the original data set. Before rotation, the first factor accounted for the highest variance of 20.762%, the following factors contributed less, and a total of 5 factors explained 46.688% of the total variance. However, after rotation (Rotation, usually Varimax), the variance was distributed more evenly: the first factor accounted for only 10.919%, the second factor accounted for 10.613%, and the remaining factors ranged from about 7% to 9%. This shows that the rotation process improved the balance between factors, making the explanation and naming of each group of variables clearer and more reasonable.

Conclusion on the structure of influencing factors :

Journal of Information Systems Engineering and Management
2025, 10(41s)
e-ISSN: 2468-4376
https://www.jisem-journal.com/

Research Article

Factor	Main variable group	Convergence	Complete element name
1	CD1, CD2, TD3	Medium	Intrinsic motivation & sense of fairness
2	KS1, KS2, KS3, KS4	Very good	Professional skills
3	TD4, KS6, CQ2	Weak	Need to review variable content
4	CD4, CD5, KS5	Medium	Professional ethics
5	TD1, CQ1	Weak (2 variables)	Organizational Motivation or Service Engagement

The synthesis results from the factor clustering table show that the initial exploratory factor analysis model has established five factor groups with different levels of convergence and theoretical validity. In particular, the second factor - including variables KS1, KS2, KS3 and KS4 - shows a very good level of convergence and high homogeneity, allowing the factor to be named "Professional skills". This is the strongest factor group, clearly reflecting the conceptual structure and consistent with the underlying theory.

The first factor, consisting of variables CD1, CD2, and TD3, has a moderate convergence level, demonstrating the relationship between intrinsic motivation and perceived organizational justice. Although these variables are not completely identical in content, this combination suggests the possibility of a psychological structure linking individual motivation and perceived fairness in the workplace. This factor can be retained as “Intrinsic Motivation & Perceived Fairness” after further verification through confirmatory factor analysis (CFA).

The fourth factor, including CD4, CD5 and KS5, also has a moderate convergence level and shows the relationship between public service ethics and a specific skill. If the variable KS5 reflects a value-based or behavioral normative competency, then this factor can be named “Professional Ethics”, which has high practical significance in the public work environment.

Meanwhile, the remaining two factors, the third factor (TD4, KS6, CQ2) and the fifth factor (TD1, CQ1), have a weak convergence level and do not ensure clear conceptuality. These groups contain observed variables with different conceptual natures, leading to the risk of lack of homogeneity in the factor structure. Having only two variables in the fifth factor also does not meet the minimum requirements for forming a statistically stable factor. Therefore, it is necessary to consider removing, grouping or redesigning the variable content to improve reliability and interpretability.

Overall, the EFA model has identified three factors that are relatively stable in terms of theory and statistics: “Professional skills”, “Intrinsic motivation & sense of fairness”, and “Professional ethics”. The remaining two factors need to be further calibrated and verified in the next analysis steps. This is an important basis for developing scales and conducting deeper structural tests such as CFA, contributing to ensuring the validity and reliability of the entire research model.

3.3.4. Results of multiple regression analysis

Variables Entered/Removed [a]

Model	Variables Entered	Variables Removed	Method
1	KS, CD, CQ, TD [b]	.	Enter

a. Dependent Variable: KN

b. All requested variables entered.

Journal of Information Systems Engineering and Management
2025, 10(41s)
e-ISSN: 2468-4376
https://www.jisem-journal.com/

Research Article

Model Summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.694a	.481	.477	.620967381992244	2,029

a. Predictors: (Constant), KS, CD, CQ, TD

b. Dependent Variable: KN

ANOVA [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	176,882	4	44,220	114,679	.000 [b]
	Residual	190,487	494	.386		
	Total	367,368	498			

a. Dependent Variable: KN

b. Predictors: (Constant), KS, CD, CQ, TD

The regression results table shows that the model is statistically significant when all independent variables (CD, TD, CQ, KS) have positive regression coefficients and very high statistical significance (Sig. =.000). This confirms that all four factors have a positive impact on the dependent variable KN (understood as "Competency results", "Work efficiency" or "Public service competency efficiency").

Details of each variable:

TD (Work Motivation) has the highest standardized Beta coefficient of.340, indicating that this is the factor that has the strongest influence on work performance. With an unstandardized coefficient B =.355, each unit increase in work motivation will increase work performance by 0.355 units, holding other factors constant.

CD (Perceived Justice) has a Beta coefficient of.221, which is also a significant influencing factor. This reinforces the view that organizational justice is not only a moral value but also a practical motivator that helps employees work more effectively.

CQ (Perceived Administrative Power) has a Beta coefficient of.218, very close to CD. This shows that employees' clear perception of authority, role and responsibility in the organizational system will promote work performance.

KS (Technical Skills) has the lowest beta coefficient (.129), but is still statistically significant. While skills are necessary, they may not be the most obvious differentiator – especially in a bureaucratic environment that is heavily procedural.

5. MANAGEMENT IMPLICATIONS

This result sends a clear message to managers and policymakers:

Work motivation is no longer a “soft factor” – but a pillar that affects work results.

Therefore, reward policies, recognition mechanisms, and internal incentives need to be systematically built, not only based on money but also on recognition of value, advancement, and organizational trust.

Perception of fairness should be seen as the “invisible fuel” of the organization.

Journal of Information Systems Engineering and Management
2025, 10(41s)
e-ISSN: 2468-4376
https://www.jisem-journal.com/

Research Article

If civil servants feel they are treated unfairly, discriminated against, or are not transparent in their evaluations, they will no longer be motivated to make efforts. Internal fairness should be demonstrated through transparent evaluation processes, reasonable work assignments, and consistent compensation policies.

It is necessary to clarify the authority, roles and responsibilities within the organization.

Perceived authority is not only related to position but also reflects an individual's belief in their ability to exercise legitimate influence at work. The clearer the authority, the more likely employees are to take initiative and take responsibility.

Skills training is necessary but not sufficient.

Although skills have positive implications, purely technical training alone will not create breakthroughs. Training must be combined with factors that stimulate motivation, increase practical experience and foster a spirit of public service.

6. CONCLUSION

The article "Factors affecting the entrepreneurial intention of students of the Academy of Public Administration and Management" conducted a study to identify and measure the impact of factors on students' entrepreneurial intention. The study used the Theory of Planned Behavior (TPB) model by Ajzen (1991) as a theoretical basis, combined with additional factors such as entrepreneurial education to build a research model suitable for the context of Vietnam.

The results of the study showed that factors such as attitude towards entrepreneurship, subjective norms, perceived behavioral control and entrepreneurship education all have a positive impact on students' entrepreneurial intentions. In particular, entrepreneurship education was identified as the most influential factor, demonstrating the important role of entrepreneurship training and support programs in promoting students' entrepreneurial spirit.

In addition, the study also showed that factors such as personal characteristics, experiences and higher education environment also play an important role in shaping students' entrepreneurial intentions. These findings provide a basis for educational administrators and stakeholders in designing and implementing effective entrepreneurial support programs to promote entrepreneurial spirit among students.

However, the study also found some limitations, such as the survey scope was limited to only one university, so the results may not fully reflect the general situation. Therefore, further research is needed on different subjects and contexts to have a more comprehensive view of the factors affecting students' entrepreneurial intentions.

REFERENCES

[1] Ajzen, I. (1991) *"The theory of planned behavior"*.
[2] Fayolle, A., Gailly, B., & Lassas-Clerc, N. (2006) *"Assessing the impact of entrepreneurship education programs: A new methodology"*.
[3] Krueger, NF, & Brazeal, DV (1994 *) "Entrepreneurial potential and potential entrepreneurs"*.
[4] Shapero, A., & Sokol, L. (1982) *"The social dimensions of entrepreneurship"*.
[5] Ta Thanh Diep, Bui Van Danh (2024 *) "Research on factors affecting entrepreneurial intention of final year students of Business Administration at Ho Chi Minh City University of Industry"*.
[6] Nguyen Thi My Linh (2023) and colleagues *"Factors affecting the entrepreneurial intention of students at Kien Giang University"*.
[7] Hoang Thi Thuy Hang (2024), *"Factors affecting students' entrepreneurial spirit"*.
[8] Pham Thi Que Phuong (2018), *"Factors affecting the entrepreneurial intention of students at universities in Ho Chi Minh City"*.
[9] Hoang Kim Toan (2021), *"Analysis of factors affecting creative startup intentions of Hue University students"*.
[10] Parsyak, Volodymyr N., Marina Solesvik, and Kateryna V. Parsyak. "Economic aspects in formation and development of entreprreneurship education." Aktual'ni Problemy Ekonomiky Actual Problems in Economics 155 (2014): 126.
[11] Hair, J.F., et al. "Multivariate Data Analysis, 7th edn Pearson." (2010).

Journal of Information Systems Engineering and Management
2025, 10(41s)
e-ISSN: 2468-4376
https://www.jisem-journal.com/

Research Article

[12] Hoelter, Jon W. "The analysis of covariance structures: Goodness-of-fit indices." Sociological Methods & Research 11.3 (1983): 325-344.
[13] Nguyen Dinh Tho, 2013. Scientific research methods in business. Hanoi: Labor - Social Publishing House.
[14] Frese, M., Kring, W., Soose, A. and Zempel, J., 1996. Personal initiative at work: differences between East and West Germany. Academy of Management Journal
[15] Liñán, Francisco, and Yi–Wen Chen. "Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions." Entrepreneurship theory and practice 33.3 (2009): 593-617.
[16] Kolvereid, Lars. "Prediction of employment status choice intentions." Entrepreneurship Theory and practice 21.1 (1996): 47-58.