Chapter I: INTRODUCTION

1.1. Research rationale

The startup movement is no longer strange to young people around the world and Vietnamese students are no exception. To help young people develop a stronger entrepreneurial spirit, the Vietnamese government has supported new universities. In 2016, the Prime Minister approved the "National Program to support the innovative startup ecosystem in Vietnam until 2025" allocating a budget of VND 3,000 billion. The main goal of the program is to support newly established businesses (MPI, 2022).

According to the OECD in 2021, small and medium enterprises (SMEs) account for 96% of the total number of business units in Vietnam and employ 47% of the workforce. Small and medium-sized enterprises are very important to the Vietnamese economy. Young people can also take advantage of this opportunity to establish small businesses to start their careers

Numerous academics have researched to examine the factors influencing people's propensity to pursue an entrepreneurial path because of the crucial role that entrepreneurship plays in promoting economic growth (Gelaidan & Abdullateef, 2017). According to Kazi and Akhlaq (2017), for students, the time following graduation is a crucial turning point in their career decision-making process. Understanding the reasons behind their decision to pursue an entrepreneurial career is therefore crucial for their professional advancement.

Generation Z is the heart and soul of Vietnam's future economic growth because they are the generation that will design and run the country's next economy and help the country develop. Therefore, when a young person starts a business, in addition to needing capital, their personality, confidence, and social influences also greatly affect their intention to start a business.

Since the target audience is students and there are currently numerous studies on the same subject—factors affecting entrepreneurial intention—but these studies have not been contextualized in the context of Vietnam, this topic is even more important. These studies, while useful as references for this thesis, cannot take the place of it. To make recommendations with significant and useful

management implications, research on the factors influencing students' entrepreneurial intentions in relatiaboutse students' reality is required. Because of this, the author decided to conduct research on the subject of " **Factors impact to entrepreneurship intention of young generation- in len of personality trait**."

1.2. Objectives

Reasearch question:

What factors affect to entrepreneurial intention of the young generation in Vietnam?

Research objective:

Firstly, Identify which factors of personality effect to entrepreneurial intention of the young generation in Vietnam

Second, Investigate the factors that effect to the entrepreneurial intention of young generation in Vietnam

Third, what solutions are needed to create entrepreneurial intention among students in Ho Chi Minh City?

Regarding time:

Statistical data for research is collected in the period from June 1, 2023 - September 15, 2023

Research method:

Quantitative method by distributing online suveys

1.3. Study structure

The article is structured as follows:

Chapter I: Introduction about the reason for choosing this topic

Chapter II: Concepts of basic theories and hypotheses

Chapter III: Research methods applied to the study;

Chapter IV: Findings, followed by discussion and implications;

Chapter V: Conclusion

Chapter II: LITERATURE REVIEW

2.1. Personality traits

An individual's internally consistent reactions to the outer world are referred to as personality traits. According to several of the meta-analyses discussed, a person's personality traits will directly influence their thoughts, words, and actions. They can also be used to anticipate their behavior and reactions. Because a company's growth strategy depends on the choice of the management level, which in turn affects the performance of the firm, researchers believe that an entrepreneur's success factor significantly depends on his or her personality features.

FFM of personality (Goldberg 1992) is a widely used personality model and Thompson (2008) developed the international Big-Five Mini-Makers (IEBFMM) in English and confirmed the structural invariant property, FFm models have been studied in several cultures. FFM structure includes 5 emotional aspects abbreviated as OCEAN including extraversion, openness, neuroticism, conscientiousness, and agreeableness. Here are the details of each personality:

Extraversion is a personality type characterized by people who feel comfortable, and receive positive energy when being around people and the outside world. They are easy to make friends, sociable, enthusiastic, assertive, talkative and they are often looking for excitement and stimulation. People with high levels of extroversion tend to take more risks in their work and relationships than introverts, and they frequently cooperate and work well in groups, making them appropriate for professions active work, communicating, and interacting with others. Low extroverted individuals typically dislike being the center of attention, chat to themselves after the events of the day, make more cautious judgments, and feel much better when they are alone. In the workplace, introverts will thrive in a setting that needs a lot of thought because they tend to work independently and consistently.

Openness is a personality trait that is part of a big 5-factor structure that is used to assess how creative and out of our comfort zones we are. People who score well on openness frequently develop the practice of letting themselves

learn from new experiences; others view them as creators, forerunners in the innovation of established concepts, and adaptable in all circumstances. Low openness scorers typically prefer familiar surroundings, have a limited range of interests, and are straightforward and practical. In response, they are very respectful of the established schedule and maintain the customs of the community predictability about the surroundings they are accustomed to, and familiarity.

Neuroticism is a personality type that tends to experience negative emotions, often experiencing feelings of anxiety, insecurity, fear, sadness, hostility, depression, self-doubt, and other negative emotions. According to research, people with high levels of neuroticism (HN) are often easily agitated, worried about everything, have mood swings, and have low levels of neuroticism (LN). . People with low-level neurotic disorders often have a calm, calm, confident and relaxed personalities, and it is easier for them to handle situations in difficult situations. HN people have less self-control than LN people and feel more insecure and anxious in uncertain situations and are more susceptible to social pressure in new situations.

For example, the study by VanderZee, K. et al. 1996. in the health sector revealed that HN people (people with health problems) prefer to seek more information about comparable people and relationships than LN people.

Conscientiousness is an aspect of a person's personality that is associated with being self-disciplined, well-organized, thoughtful, and goal-oriented. It shows a person's level of responsibility, attentiveness, discipline, organization, planning and reliability. People with high conscientiousness (HC) scores are often perfectionists at work, they have high determination to complete tasks, are results-oriented and do not give up easily. However, high levels of conscientiousness can lead to bad actions because they are perceived as unpleasant, such as being fastidious, compulsively neat, or workaholic (Wang et al. 2015). People with low conscientiousness(LC) scores often live erratically and work by inertia. People with low conscientiousness scores do not necessarily lack moral principles, but they are less strict in applying those principles (Wang

et al. 2015). People with high conscientiousness are more thoughtful than people with low conscientiousness , HC are more likely to spend more time examining the situation and coming up with possible solutions rather than learning, initiating or copy others

Agreeableness is a personality trait of people who tend to be more selfless, cooperative, caring, gentle, and warm toward others. People with a high degree of agreeableness tend to be more empathetic and helpful to others, They prefer to be in relationships with positive individuals, but at the same time, they are also easily manipulated by others, hindering their ability to work and negotiate because they both want to maintain harmony. On the contrary, people with low agreeableness scores are often described as those who tend to be aggressive, selfish, cruel, unwilling to cooperate with others, easily frustrated and annoyed, and don't care about those around them.

2.2. Self-efficacy

Since self-efficacy is a key antecedent of behavior, it affects a person's attitudes and actions regarding career development and career choice. People choose careers in fields where they are most competent and stay away from those where they are less competent or less competitive. People who believe they are competent for a job are more likely to choose it, to invest more time and effort into their career preparation, and to succeed in it (Lent et al. 1996; Bandura et al. 2001; Pinquart et al. 2003). Because of their higher goals and success expectations, determination to solve problems, and passion for fending off threats, people with higher self-efficacy typically choose careers where they will be able to create new opportunities and act pro-actively (Pinquart et al. 2004; Forbes 2005).

An individual's self-efficacy relates to their confidence in their ability to carry out the behaviors required to generate particular performance attainments (Bandura, 1977, 1986, 1997). The concept of self-efficacy is central to Albert Bandura’s social cognitive theory, which emphasizes the role of observational learning, social experience, and reciprocal determinism in personality development. The belief in one's capacity to exercise control over one's own

motivation, behavior, and social environment is known as self-efficacy. The goals for which people strive, the amount of effort put out to obtain goals, and the possibility of achieving particular levels of behavioral performance are all influenced by these cognitive self-evaluations. Self-efficacy beliefs, unlike conventional psychological notions, are anticipated to change according to the operating domain and the environment in which an action occurs.

Self-efficacy is important because it plays a role in how you feel about yourself and whether or not you successfully achieve your goals in life.

2.3. Social Influence

It is the act of influencing someone else, either favourably or unfavorably. The behavior, personality, or beliefs of the affected person will be regulated. After interacting with others, they will modify their own opinions, alter their behavior, modify their personality, or reevaluate their ideas. Informational and normative social influence are the two basic types of social influence. The process through which people are influenced by what others do or say because they see it as a reliable, accurate source of information is known as social information influence. Normative social influence is a sort of influence that people must abide by to function in that society; it is the influence of others that compels us to do so to gain their favor and acceptance.

2.4. Entreperneurial intention

Entrepreneurial intentions and behaviors are closely related (Kautonen et al., 2015; Esfandiar et al., 2019; Neneh, 2019). To be more specific, entrepreneurial behavior is the process of searching, evaluation, and exploitation of business opportunities to make new business activities (Shane and Venkataraman, 2000) with entrepreneurial intentions being the very first and very important step of the whole process. Entrepreneurial intention, according to DeNoble et al. (1999), is the entrepreneur's innate cognition, preference, and behavioral tendency to start a new business. According to Krueger (2000), a potential entrepreneur's entrepreneurial intention refers to their individual attitude and expectation regarding whether they will engage in entrepreneurship activities or not. According to Thompson (2009), entrepreneurial intention refers to the

idea that business owners intend to launch a venture. In order to achieve entrepreneurial results, entrepreneurial intention can be defined as a psychological state that directs our attention toward particular business goals. It also acknowledges the fact that people take initiative to start new businesses or infuse fresh meaning into pre-existing ones. Entrepreneurial Intention expresses belief in the ability to open a business for yourself. People who intend to start a business are usually those who have a plan for a future start-up project.

2.5. Relationship of variables and hypothesis

2.5.1. Relationship between Personality traits, Self-efficacy, social influence and Entrepreneurial Intention

Personality qualities and entrepreneurial goals are significantly associated, according to earlier research. (¸Sahin et al., 2019; Arru, 2020; Bazkiaei et al., 2020)

According to several research, extraversion, openness, and conscientiousness are often high among entrepreneurs or those planning to start their own business, while neuroticism and agreeableness are typically low.(Brand- sta¨tter 2011; Liang et al. 2015; Zhao et al. 2010)

According to Lent et al. (1994), they took into account personality as an exogenous baseline factor that existed prior to the emergence of self-efficacy. The theory was specifically applied to the vocational domain to explain how interests emerge, job choices are made, and educational attainment. We assume, like Lent and colleagues, that personality is a driver of the development of self-efficacy, i.e., that the majority of personality development occurs before the development of occupational self-efficacy. For example, extroverted children enjoy interacting with other children. They make decisions that provide them with several chances to master social settings and boost their social confidence. Conversely, timid, reserved kids may not actively seek out socialization chances and may even find it unpleasant. Over time, these two kids' choice-making and mastering experiences would diverge significantly. As a result, it is clear that personality traits and self-efficacy are interdependent and support an individual's desire to start his or her own business.

According to research by Kiemute et al. 2019, Personality traits and social influence have a significant relationship. In 1998, Asendorpf and Wilpers discovered a substantial relationship between Extraversion and Sociability. As a result, an individual is, the more sociable they will be, and hence more prone to be socially influenced.

Instead of using social proof or confirmation by studying, copying, or mimicking others, people with high conscientiousness (HC) are more likely to spend more time evaluating the situation and coming up with answers in an uncertain circumstance.Second, because HC people are more goal-oriented than LC people, they frequently emphasize achieving personal goals over participating in social connections. As a result, HC people are often less susceptible to social influences than LC people.

We found that those high in Neuroticism (HN) are more likely to be susceptible to Social influence than those low in Neuroticism (LN). A plausible explanation for this finding is that HN individuals feel more insecure and anxious in uncertain situations and have less autonomy than LN individuals. Thus, they are more prone to social influences in new situations and in the face of uncertainties.

Additionally, the study by Alkş and Temizel 2015 and Anagnostopoulou et al. 2017 found that agreeable people tend to agree more and make social comparisons. Therefore, they are more likely to be subject to social influence.

According to Clark and Kemp's 2008 study, people with low openness (LO) are more imitators, while people with high openness HO are more proactive. Therefore, HO people are more difficult to be influenced by society because they tend to be creative rather than following standards or following the crowd.

So, it is clear that people have different personality traits that are closely related to their exposure to social influence.

2.5.2. References to hypothesize

For the purpose of designing these hypotheses, **i have resorted to the hypotheses of two earlier research publications by Wangs et al. (2015) and**

Awwad et al. (2021) on the association between personality traits and entrepreneurial intention. I use the hypotheses of the two above-mentioned research publications as a reference point and contextualize the hypotheses in the Vietnamese context.

Openness, conscientiousness, extraversion, and entrepreneurial intentions

Extraversion supports entrepreneurial intentions by enhancing intuition and leveraging the entrepreneur's charismatic image. (Caliendo and Kritikos,2008; Ahmad and Gul,2021; Gul et al.,2021a). Salespeople were described by Costa and McCrae as typical extroverts in 1992, when convincing a venture capitalist to fund their idea or convincing a customer to buy a good or service. their. Therefore, entrepreneurs often take on the position of a salesperson (Zhao and Seibert 2006).

Additionally, other studies have demonstrated a link between openness and the ability to adapt to change successfully (Yap et al. 2012). Entrepreneurs must test new concepts, apply their creativity to solve initial challenges, and use cutting-edge methods when creating products, services, and business strategies. a new company (Zhao and Seibert 2006).

People with high conscientious traits make goals, plan and organize their work, and continue to provide good performance, which increases their likelihood of becoming entrepreneurs compared to people with low conscientious traits. (Hogan and Ones,1997; Thompson,2002). The conscientious trait pertains to a person’s diligence, conformance with guidelines/processes, and persistent desire to keep high criteria of performance (Yong, 2007; Wang et al.,2016). With the help of a solid understanding of duty that fosters their reliability at work, conscientious people are diligent, ambitious, and determined.(Gul and Khilji,2021). It has been discovered that conscientious quality is connected to the organization's competitive advantages. (Ong and Ismail, 2008).Therefore, we will have three hypotheses below:

Hypothesis 1: Extraversion will positively predict entrepreneurial intention

Hypothesis 2: Openness will positively predict entrepreneurial intention

Hypothesis 3: Conscientiousness will positively predict entrepreneurial intention

Agreeableness and neuroticism entrepreneurial intentions

Entrepreneurial inclinations are strongly influenced by high extraversion, openness, and conscientiousness, whereas neuroticism and agreeableness have a weak impact on entrepreneurial intentions (Zhao et al., 2010; Brandstatter, 2011; Liang et al., 2015)

Trustworthy, cooperative, and pleasant individuals are agreeable (Goldberg, 1990). Generally speaking, they are forgiving, morally upright, and considerate. People with a low agreeableness index are suspicious, self-directed, and controlling. According to Zhao et al. (2010), agreeableness people are more interested in public-related careers, such as social work and teaching, than starting a business.

According to Costa and McCrae (1992; Gul et al. (2021d; Irfan and Khar, 2021), people with high neuroticism levels frequently display mood swings, irresponsibility, lack of confidence, arrogance, and depression. According to the research, entrepreneurs have a strong belief in their ability to control environmental effects, and this feature is linked to having low levels of neuroticism (Simon et al, 2000). Any kind of crisis that requires the management of limited resources and sales pressures poses a constant challenge for entrepreneurs (Raja et al., 2004; Bukhari et al., 2021a).Therefore, we will have two hypotheses below:

Hypothesis 4: Agreeableness will negatively predict entrepreneurial intention

Hypothesis 5: Neuroticism will negatively predict entrepreneurial intention

Self-eficacy and entreperneurial intention

Benight and Bandura (2004) also suggested that a person's own cognitive, motivational, affective, and decisional processes can control the activity through his or her sense of self-efficacy. As a result, a person's actual capacity to play is significantly influenced by their sense of their own efficacy in completing a task (Bandura, 1978).

According to Ajzen (1991), people would show a larger preference for a particular action and then develop the desire to carry it out if they think doing so will lead to a favorable outcome. Self-efficacy has been shown to influence people's goal-setting behaviour and conviction to accomplish this objective.

According to Boyd and Vozikis (1994), the self-efficacy of entrepreneurs is highly correlated with both their perceptions of their abilities and their entrepreneurial behavior. Accordingly, it is claimed in this study that entrepreneurs will have a more decisive entrepreneurial attitude if they believe they can carry out and accomplish an entrepreneurial assignment.

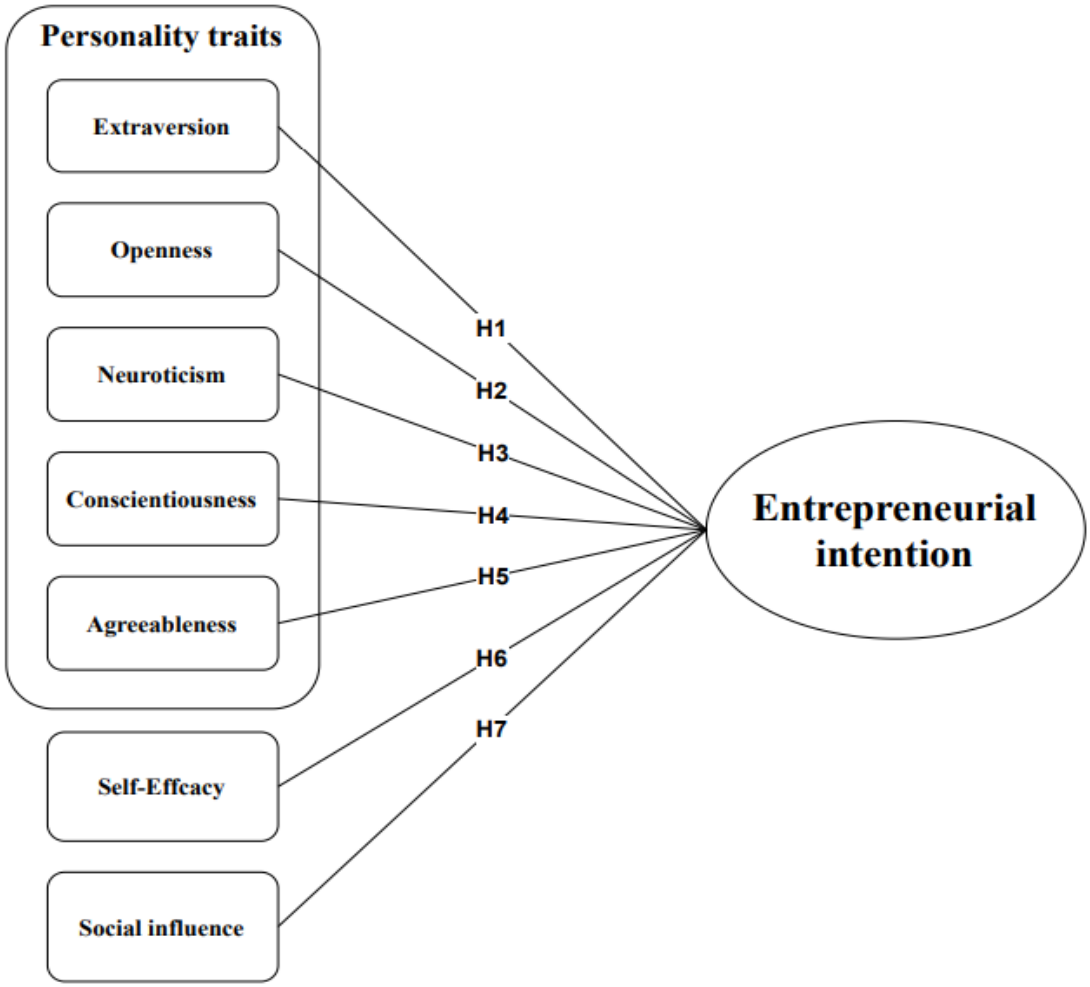
Based on these studies, we define entrepreneurial self-efficacy as the self-confidence of an entrepreneur in their ability to start a business and their belief in having the skills necessary to do so, or the entrepreneur's self-confidence that they should be able to complete a specific task related to entrepreneurship. Accordingly, this article proposes the following hypothesis:

Hypothesis 6: Self-efficacy will positively predict entrepreneurial intentions.

Relationship between social influence and entrepreneurial intention

According to the Hofstede website, the majority of Asian countries, especially those in Southeast Asia, are influenced by collectivism. Vietnam has a collectivism score of 80, meaning society greatly impacts its people. Children from families where one or more family members run a business can absorb their business methods and develop early entrepreneurial ideas. Because there is a link between social impact and entrepreneurial intention, the following is our hypothesis:

Hypothesis 7: Social influence will positively predict entrepreneurial intentions.



(Source:Adapted on the study by Wang et al 2015)

Figure 2.1: Relationship between dependent variable and independent variable

Chapter III: RESEARCH METHODS

3.1. Research process

This study conducts research according to a two-stage process: preliminary research and official research. Can be represented as diagram 3.1. as follows:

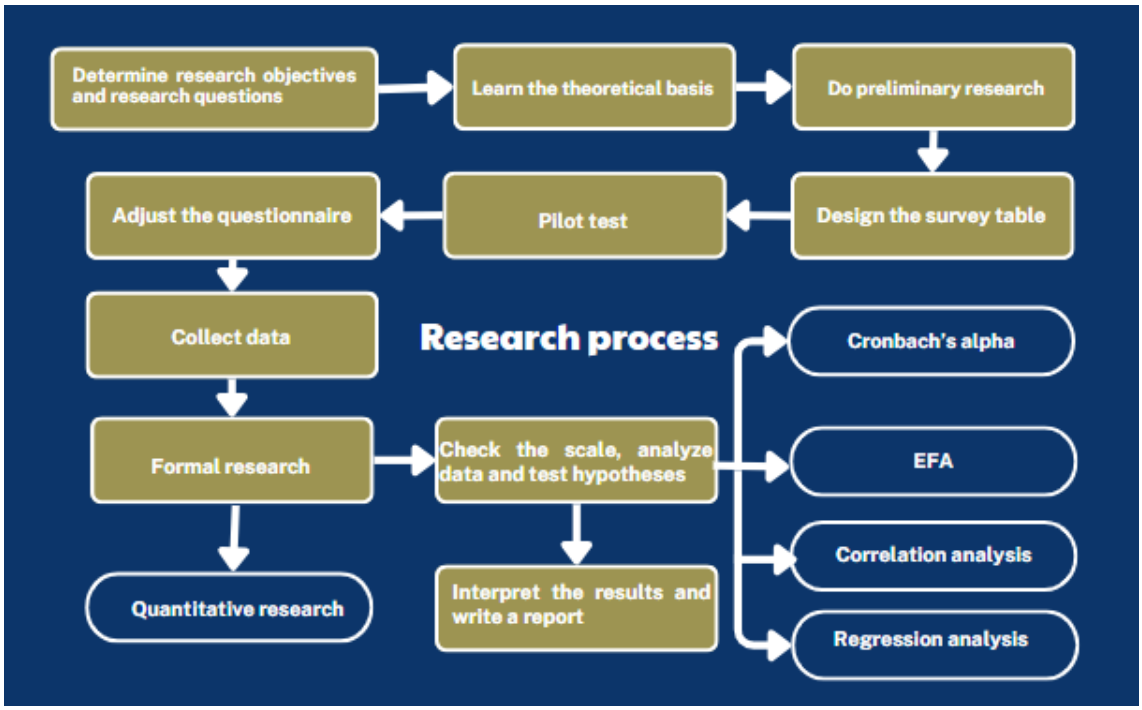


Figure 3.1: Research process

Preliminary research through analysis of secondary documents and in-depth interview results to check the reality of the model, then make adjustments if necessary to make the model better in the research context.

Formal research aims to find results from the reality of the research area to make recommendations with management implications. Using quantitative research methods with questionnaire survey techniques to capture information and collect data on the impact of variables. The purpose of the official research phase is to retest the reliability of the scale and the theoretical model of factors affecting employee motivation using regression analysis to evaluate its validity. of the scales in this official study.

3.2. Scales in the research model

3.2.1. Entrepreneurial intention scale

The entrepreneurial intention scale can be shown in the table below:

Observed variables	Research question	References
EI1	I will do anything to become an entrepreneur	Wang et al 2015
EI2	My professional goal is to become an entrepreneur	
EI3	I will make every effort to establish and operate my own business	
EI4	I'm seriously considering starting a business	
EI5	I'm determined to become a professional business manager	
EI6	I'm determined to develop my business into a high-growth enterprise	

3.2.2. Extraversion scale

The extraversion scale can be shown in the table below:

Observed variables	Research question	References
E1	Do you feel comfortable in crowded places?	Wang et al 2015
E2	Do you have many topics to talk about with others?	
E3	Which parties make you feel interesting and excited?	
E4	Do you describe and express your experiences very vividly?	
E5	You feel like you want recognition from others	

3.2.3. Openness scale

The openness scale can be shown in the table below:

Observed variables	Research question	References
O1	Do you like new experiences and like to try new things?	Wang et al 2015
O2	Do you like to discuss and add opinions with others?	
O3	Do you have the skills to handle social situations?	
O4	Do you think art is important in life?	
O5	Are you good at reading body language?	

3.2.4. Neuroticism scale

The neuroticism scale can be shown in the table below:

Observed variables	Research question	References
N1	Is your mood easily changed by external factors?	Wang et al 2015
N2	Do you often worry that you are not good enough?	
N3	Are you often caught up in temporary anger?	
N4	Do you often feel sad?	
N5	Do you often have trouble with your negative thoughts?	

3.2.5. Agreeableness scale

The agreeableness scale can be shown in the table below:

Observed variables	Research question	References
A1	Do you easily cooperate with colleagues when going to work or doing group work?	Wang et al 2015
A2	Do you feel comfortable with yourself and your current life?	
A3	Do you treat people around you kindly?	
A4	Do you treat others with kindness and empathy?	
A5	Do you accept people the way they want?	

3.2.6. Conscientiousness scale

The Conscientiousness scale can be shown in the table below:

Observed variables	Research question	References
C1	Do you often change your plans?	Wang et al 2015
C2	Are you willing to take on many responsibilities to develop yourself?	
C3	Are you late for appointments with friends or deadlines?	
C4	Do you often plan your work and outings?	
C5	Are you a person with a neat and tidy lifestyle?	

3.2.7. Social influence scale

The social influence scale can be shown in the table below:

Observed variables	Research question	References
SI1	Are your personality, actions, and habits influenced by your surroundings (family, friends, society)?	Wang et al 2015
SI2	Do opposing opinions affect your confidence?	
SI3	Your idol greatly influences your thoughts, lifestyle, and goals.	
SI4	Do you feel that the success of your peers greatly affects your emotions?	
SI5	Did your parents' jobs influence your career decisions?	
SI6	Does your family background influence your self-esteem?	
SI7	Do other people's opinions influence your decision to start a business?	

3.2.8. Self-efficacy scale

The self-efficacy scale can be shown in the table below:

Observed variables	Research question	References
SE1	Can you achieve most of the standards you set for yourself?	Wang et al 2015
SE2	When doing a difficult task, are you confident that you will complete it?	
SE3	Do you believe you can succeed with the effort you are focusing on ?	
SE4	Can you overcome many challenges and succeed?	

SE5	Are you confident that you can effectively perform various tasks?	
SE6	Can you do an effective job in difficult problems ?	

3.3. Collect data

- Method: Quantitative research

- Time: 15/7 – 1/9

- The study uses yes/no questions about entrepreneurial intention to eliminate samples that have no business purpose and samples that do not meet the requirements during the sampling process to ensure accurate sampling. The author then uses a Likert scale for technical questions

- Data collection tool: Data is surveyed through an online survey using a Google form collected using a closed-ended questionnaire, surveying students at colleges and universities in the South of Vietnam.

3.4. Survey the survey panel

The content of the survey survey consists of 3 main parts as follows:

Part I: Introducing research objectives.

Part II: Personal information questions: Gender, age, education level, job position.

Part III: Includes questions about factors affecting students' entrepreneurial intentions. A Likert scale with 5 levels is used to measure all of these factors, response units range from point 1 "completely disagree" to point 5 "completely agree", specifically:

(1) Completely disagree.

(2) Disagree.

(3) No opinion (neutral).

(4) Agree.

(5) Completely agree.

The content of the interview questionnaire includes the following Chapters:

Part I. Information of interview participants.

Part II. Interview questions about entrepreneurial intentions, personality traits, social influence, and personal abilities

3.5. Quantitative research methods

Conduct a survey after conducting qualitative research on research subjects to understand more about the variables that affect entrepreneurial intention

The research object is the factors affecting the entrepreneurial tendency of students and has a database to compare with other studies to conclude the practical scientific value of the topic.

3.6. Sample size and sample selection

The experience of earlier studies has shown that sample size has an impact on research findings. The accuracy of the research findings is not assured if the sample size is limited. Contrarily, the research will be more accurate with a larger sample size, but it will also be more expensive in terms of money and time. The question of what sample size to use in research is so important for ensuring accuracy and reasonable research expenditures.

Because the sample must be at least 5 times larger than the observed variable (Hair et al., 2014). Sample size can be determined by the following formula:

N = K x P x M (with K=5, P is the number of analyzed variables M is the level of the scale)

We require a minimum of 220 samples because the scale has a total of 44 variables. Therefore, 367 samples were used by the author. These 367 samples came from the author's Facebook and Zalo survey groups and friends.

3.7. Data analysis

The author uses SPSS software version 20 to process collected data, test scale reliability coefficients, exploratory factor analysis, and linear regression equations. count. With the collected data set, the first thing is to filter out

inappropriate questionnaires, then enter data, clean and conduct some analysis methods on the software.

The data is analyzed in the following order:

Step 1: Enter the screened data into SPSS 20 software.

Step 2: Conduct data analysis according to the process

- Descriptive statistical analysis
- Reliability analysis (Cronbach's Alpha)
- Exploratory factor analysis (EFA)
- Correlation analysis
- Regression analysis

3.7.1. Check and clean data.

The research method focuses on the overall analysis of investigation data obtained from actual surveys. Data checking and cleaning is aimed at cleaning data and preliminary descriptions (data arrangement, schema, calculation of initial statistics, average, standard deviation, extreme values, tables). cross-disaggregation), considering overall coherence, data display, data structure, and classification according to survey methods.

3.7.2. Cronbach's Alpha reliability analysis

Cronbach's Alpha coefficient is used to evaluate whether the factors and observed variables are consistent with the scale or not. If the observed variables or factors do not meet the requirements, they should be removed so as not to affect the EFA exploratory factor analysis in the following step.

Cronbach's Alpha coefficient value (Hoang Trong, Chu Nguyen Mong Ngoc, 2005).

- From 0.8 to nearly 1: very good measurement scale
- From 0.7 to nearly 0.8: good measurement scale
- From 0.6 or higher: qualified measurement scale.
- Below 0.6: the scale is not qualified

If the total variable correlation coefficient is less than 0.3, the observed variable must be removed and factor analysis must be performed again until a qualified Cronbach's Alpha value is achieved.

3.7.3. Exploratory Factor Analysis (EFA)

Used to reduce a set of many interdependent measurement variables into a smaller set of variables (called factors) so that they are more meaningful but still contain most of the information content of the original set of variables. (Hair et al. 2009).

To give EFA an idea:

- KMO must be greater than 0.5, if it is smaller, the factor is not suitable.
- Sig index must be less than 0.05.

Then, remove bad variables with component loadings less than 0.5, variables that appear in two factors at the same time but have a difference of less than 0.3, and variables that do not belong to any factor. Then perform EFA analysis until consistent results are obtained.

3.7.4. Correlation analysis

After EFA analysis, realizing that the scale meets the requirements, Pearson correlation analysis is conducted to confirm the linear relationship between the dependent variable and independent variables, and the variables are independent of each other.

3.7.5. Regression analysis

After concluding that the variables have a linear relationship with each other, this cause-and-effect relationship can be modelled using linear regression (Hoang Trong and Chu Nguyen Mong Ngoc, 2005).

Chapter IV: RESEARCH RESULTS AND DISCUSSION

4.1. Description of the research sample

The research sample consisted of 500 participants from various colleges and universities in Southern Vietnam. Exploratory factor analysis (EFA) was used to collect participants as a validation sample to verify the factor structure of the scale. As a result, 500 responses were obtained, of which 134 responded with no entrepreneurial intention, leaving 367 responses (reaching a rate of 73.4%). The number of responses had entrepreneurial intentions and was included in the data analysis and was structured according to the characteristics of the sample as follows:

Describe	Quantity	Percent
Quantity emitted	500	100
Survey is valid	367	73.4
The survey is not valid	133	26.6

4.1.1. About gender

The gender of the sample is shown in Table 4.1 below:

		Quantity	Percent
Gender	**Male**	195	53,13%
	Female	172	46,87%
Total		367	100%

Table 4.1: Gender structure

Of the total 214 respondents, the majority of 195 participants were male, accounting for 53.13%, while only 172 were female, accounting for 46.87%. Participation is completely optional, private and anonymous.

4.1.2. About age

The age of the sample is distributed as in Table 4.2. down here:

	Quantity	**Percent**
Under 20 years old	96	26,16%
From 20 to 30 years old	269	73,3%
Over 30 years old	2	0,54%
Total	367	100%

Table 4.2: Age structure

Since the research target of this study was students, the age range of the sample ranged from 18 -30 years old, with participants between 20 and 30 years old being the largest group (73,3%).

Accounting for 19.6% with 20.68% freshmen, 32.54% sophomores, 24.41% juniors, and 22.37% seniors

4.1.3. The intended period for starting a business

	Quantity	**Percent**
Currently starting a business	66	17,98%
After graduating, I plan to establish my own company within 2 years.	144	39,24%
After graduating, I plan to establish my own company within 5 years.	101	27,52%
Will inherit the family business	56	15,26%
Total	367	100%

Table 4.3: Structure of the student's expected start-up period

The majority (66.76%) of those aiming to start a company within two and five years after graduation, accounting for 39.24% and 27.52% respectively. 17.98% of students are actively starting businesses, while 15.26% are involved in continuing the family business. This proves that more needs to be done to encourage students to establish businesses because the number of young people starting businesses in our country is still too low.

4.2 Descriptive statistics.

Observed variables	Research question	N	Min	Max	Mean	Standard deviation
EI1	I will do anything to become an entrepreneur	367	1	5	3.44	1.056
EI2	My professional goal is to become an entrepreneur	367	1	5	3.60	.989
EI3	I will make every effort to establish and operate my own business	367	1	5	3.53	.931
EI4	I'm seriously considering starting a business	367	1	5	3.39	.968
EI5	I'm determined to become a professional business manager	367	1	5	3.48	.966
EI6	I'm determined to develop my business into a high-growth enterprise	367	1	5	3.44	.964
E1	Do you feel comfortable in crowded places?	367	1	5	3.10	1.060
E2	Do you have many topics to talk about with others?	367	1	5	3.43	1.045

E3	Which parties make you feel interesting and excited?	367	1	5	3.70	.985
E4	Do you describe and express your experiences very vividly?	367	1	5	3.44	1.090
E5	You feel like you want recognition from others	367	1	5	3.73	.992
O1	Do you like new experiences and like to try new things?	367	1	5	3.76	1.041
O2	Do you like to discuss and add opinions with others?	367	1	5	3.59	1.146
O3	Do you have the skills to handle social situations?	367	1	5	3.97	.929
O4	Do you think art is important in life?	367	1	5	3.50	1.121
O5	Are you good at reading body language?	367	1	5	3.54	1.098
N1	Is your mood easily changed by external factors?	367	1	5	3.34	.855
N2	Do you often worry that you are not good enough?	367	1	5	3.60	.938
N3	Are you often caught up in temporary anger?	367	1	5	3.82	.908
N4	Do you often feel sad?	367	1	5	3.74	.848
N5	Do you often have trouble with your negative	367	1	5	3.65	.845

	thoughts?					
A1	Do you easily cooperate with colleagues when going to work or doing group work?	367	1	5	3.31	1.266
A2	Do you feel comfortable with yourself and your current life?	367	1	5	3.46	1.229
A3	Do you treat people around you kindly?	367	1	5	3.70	1.054
A4	Do you treat others with kindness and empathy?	367	1	5	3.73	1.129
A5	Do you accept people the way they want?	367	1	5	3.23	1.247
C1	Do you often change your plans?	367	1	5	3.65	1.051
C2	Are you willing to take on many responsibilities to develop yourself?	367	1	5	3.40	1.420
C3	Are you late for appointments with friends or deadlines?	367	1	5	3.70	1.112
C4	Do you often plan your work and outings?	367	1	5	3.40	1.094
C5	Are you a person with a neat and tidy lifestyle?	367	1	5	3.47	.913

SI1	Are your personality, actions, and habits influenced by your surroundings (family, friends, society)?	367	1	5	3.60	.926
SI2	Do opposing opinions affect your confidence?	367	1	5	3.47	1.116
SI3	Your idol greatly influences your thoughts, lifestyle, and goals.	367	1	5	2.92	1.220
SI4	Do you feel that the success of your peers greatly affects your emotions?	367	1	5	3.43	1.101
SI5	Did your parents' jobs influence your career decisions?	367	1	5	2.81	1.355
SI6	Does your family background influence your self-esteem?	367	1	5	3.59	1.144
SI7	Do other people's opinions influence your decision to start a business?	367	1	5	3.12	1.174
SE1	Can you achieve most of the standards you set for yourself?	367	1	5	3.65	1.051
SE2	When doing a difficult task, are you confident that you will complete it?	367	1	5	3.60	.938

SE3	Do you believe you can succeed with the effort you are focusing on?	367	1	5	3.82	.908
SE4	Can you overcome many challenges and succeed?	367	1	5	3.74	.848
SE5	Are you confident that you can effectively perform various tasks?	367	1	5	3.65	.845
SE6	Can you do an effective job in difficult problems?	367	1	5	3.64	.841

Table 4.4: List of research questions

According to descriptive statistics, only variables SI5 and SI3 have an average value below 3 while all other variables in the research model have an average value above 3. Research results demonstrate that through the indicator The average Mean of the variables: Extraversion, Openness, Neuroticism, Conscientiousness, Agreeableness, Entrepreneurial Intention, Social Influence and Self-Efficacy all achieved widespread agreement from the majority of survey participants.

4.3. Test the scale using Cronbach's Alpha reliability coefficients.

Observed variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The concept of Entrepreneurial Intention (EI), Cronbach alpha = 0.864				
EI1	17.43	14.733	.585	.856
EI2	17.28	14.801	.632	.846
EI3	17.35	15.332	.602	.851
EI4	17.49	14.305	.730	.828
EI5	17.40	14.835	.648	.843
EI6	17.44	14.121	.764	.822
The concept of extraversion (E), Cronbach alpha = 0.777				
E1	14.30	9.062	.622	.710
E2	13.97	8.898	.668	.694
E3	13.70	9.669	.574	.728
E4	13.96	9.320	.549	.737
E5	13.67	10.884	.350	.797
The concept of openness (O), Cronbach Alpha = 0.81				
O1	14.59	9.914	.804	.709
O2	14.77	10.133	.660	.753
O3	14.38	11.068	.701	.748
O4	14.86	12.313	.342	.850

O5	14.82	11.082	.544	.790
The concept of Neuroticism (N), Cronbach Alpha =0.835				
N1	14.81	7.991	.608	.810
N2	14.55	7.664	.601	.814
N3	14.32	7.497	.673	.792
N4	14.41	7.592	.718	.780
N5	14.49	8.119	.588	.815
The concept of Conscientiousness (C), Cronbach Alpha = 0.757				
C1	13.96	10.728	.634	.677
C2	14.21	10.785	.364	.793
C3	13.91	9.756	.749	.629
C4	14.22	11.525	.468	.733
C5	14.14	12.177	.499	.725
The concept of Agreeableness (A), Cronbach Alpha = 0.837				
A1	14.12	13.415	.682	.792
A2	13.97	13.371	.719	.781
A3	13.72	14.212	.758	.776
A4	13.70	13.873	.736	.778
A5	14.20	16.213	.356	.881
The concept of Social Influence, Cronbach Alpha = 0.809				
SI1	19.34	24.912	.504	.792

SI2	19.47	22.856	.593	.776
SI3	20.02	24.696	.350	.819
SI4	19.51	22.589	.632	.769
SI5	20.13	21.139	.598	.775
SI6	19.35	23.639	.492	.793
SI7	19.82	21.607	.681	.759
The concept of Self-Efficacy (SE), Cronbach Alpha = 0.836				
SE1	17.67	18.119	.658	.800
SE2	17.92	18.427	.383	.870
SE3	17.61	16.195	.857	.757
SE4	17.92	19.021	.513	.828
SE5	17.84	20.093	.510	.828
SE6	17.61	16.195	.857	.757

Table 4.5: Test the scale using Cronbach's Alpha.

According to the Cronbach's alpha test result, all factors have a Cronbach's alpha coefficient better than 0.7, and all observed variables have a total variable correlation coefficient larger than 0.3. The scale was approved for factor analysis as a result.

4.4 Exploratory Factor Analysis (EFA)

All scales are appropriate after considering Cronbach's Alpha, and no scale is eliminated. This study continues to perform factor analysis for the variables.

After the observed variables have been tested for reliability, they will be included in exploratory factor analysis (EFA). 43 observed variables are included

in the exploratory factor analysis, the purpose of factor analysis. The discovery is to once again look at testing the scale through values such as convergent validity and discriminant validity.

Besides, meaningful exploratory factor analysis helps test the scale for concepts that measure those concepts well.

Used to reduce a set of many interdependent measurement variables into a smaller set of variables (called factors) so that they are more meaningful but still contain most of the information content of the original set of variables. (Hair et al. 2009).

The factor analysis was performed using the Principal Components method with the following conditions considered in the processing results:

– First, the KMO (Kaiser-Meyer-Olkin) coefficient must reach a value of 0.5 or higher to be considered eligible. (Hair et al., 2006).

– Second, the Bartlett Test to see whether the observed variables are correlated with each other or not. If Sig Bartlett's Test coefficient is below 5%, it means that the observed variables are correlated with each other and the EFA is meaningful.

– Third, the Total Variance Explained must be greater than 50% for the EFA results to be appropriate. (Gerbing and Anderson, 1988).

– Fourth, Factor Loading, also known as factor weight, must be greater than 0.5. This value represents the correlation between the observed variable and the factor. The higher the factor loading coefficient, the greater the correlation between that observed variable and the factor and vice versa. (Hair et al., 2009)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.822
Bartlett's Test of Sphericity	Approx. Chi-Square	5624.600
	df	465
	Sig.	.000

Table 4.6: KMO and Bartlett’s Test

In the second EFA run, the KMO index reached 0.822, and the Sig index was 0.000, less than 0.05. This means that the variables are correlated with each other and so both indices satisfy the condition.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.767	18.603	18.603	5.767	18.603	18.603	3.625	11.693	11.693
2	5.140	16.581	35.184	5.140	16.581	35.184	3.336	10.761	22.454
3	3.041	9.811	44.994	3.041	9.811	44.994	3.164	10.206	32.660
4	1.869	6.030	51.025	1.869	6.030	51.025	2.955	9.532	42.192
5	1.624	5.240	56.265	1.624	5.240	56.265	2.833	9.140	51.332
6	1.465	4.726	60.991	1.465	4.726	60.991	2.582	8.328	59.661
7	1.270	4.098	65.088	1.270	4.098	65.088	1.683	5.428	65.088
8	.881	2.842	67.930						
9	.821	2.649	70.579						
10	.759	2.450	73.029						
11	.720	2.322	75.351						
12	.693	2.236	77.587						
13	.628	2.027	79.614						
14	.589	1.899	81.513						
15	.584	1.884	83.397						
16	.546	1.761	85.158						
17	.485	1.566	86.724						
18	.442	1.426	88.150						
19	.431	1.391	89.540						
20	.403	1.301	90.842						
21	.372	1.200	92.042						
22	.336	1.085	93.127						
23	.317	1.022	94.149						
24	.308	.994	95.143						
25	.280	.902	96.046						
26	.263	.848	96.893						

27	.246	.794	97.687						
28	.223	.720	98.407						
29	.194	.626	99.033						
30	.167	.538	99.570						
31	.133	.430	100.000						

Table 4.7. Total Variance Explained

Special values (Eigenvalue of variance) >= 50%, the explanatory rate of the factors is extracted. In this analysis, the research result reached 65.088%. This is a good result for factor analysis.

Rotated Component Matrix							
	Component						
	1	2	3	4	5	6	7
SE4	.819						
SE3	.801						
SE6	.710						
SE2	.706						
SE5	.692						
SE1	.632						
SI7		.781					
SI4		.732					
SI2		.726					
SI5		.681					
SI6		.632					
SI1		.631					
A4			.866				
A3			.851				
A1			.782				
A2			.773				
C2				.834			
C5				.816			
C1				.693			
C4				.655			

C3				.609			
O1					.881		
O2					.809		
O5					.779		
O3					.762		
N3						.832	
N4						.735	
N1						.733	
N5						.701	
E1							.821
E3							.765

Table 4.8. Rotated component matrix

Based on the above results, after eliminating variables with loading factors (Factor Loading<0.5), this study eliminated some observed variables that did not meet the standards in factor analysis including E2, E4, SE1, O4, N2, SI3, E5, A5. These variables were removed from the next EFA run to ensure accuracy in the exploratory factor analysis

After eliminating inappropriate observed variables in the scale through factor analysis, the research was able to select 7 factors that affect students' entrepreneurial intention. They are Extraversion, Openness, Neuroticism, Conscientiousness, Sociability, Entrepreneurial Intention, Social Influence and Self-Efficacy

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.770
Bartlett's Test of Sphericity	Approx. Chi-Square	1440.438
	df	15
	Sig.	.000

Table 4.9. KMO and Bartlett’s Test 3

Component Matrix	
	Component
	1

EI6	.866
EI4	.845
EI5	.760
EI2	.748
EI3	.714
EI1	.702
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

Table 4.10. Component Matrix

After eliminating inappropriate observed variables in the scale through factor analysis, the research can show 6 observed variables belonging to the variable Entrepreneurial intention.

4.5. Pearson correlation test

Correlations

		Mean_EI	Mean_E	Mean_O	Mean_N	Mean_C	Mean_A	Mean_SI	Mean_SE
Mean_EI	Pearson Correlation	1	-.011	.384**	-.072	.525**	.472**	-.048	.514**
	Sig. (2-tailed)		.000	.000	.170	.000	.000	.355	.000
Mean_E	Pearson Correlation	-.011	1	-.010	.672**	-.046	-.001	.485**	-.038
	Sig. (2-tailed)	.000		.000	.000	.383	.000	.000	.472
Mean_O	Pearson Correlation	.384**	-.010	1	-.095	.387**	.226**	-.041	.403**
	Sig. (2-tailed)	.000	.000		.068	.000	.000	.429	.000
Mean_N	Pearson Correlation	-.072	.672**	-.095	1	-.102	-.004	.438**	-.094
	Sig. (2-tailed)	.170	.000	.068		.050	.935	.000	.073
Mean_C	Pearson Correlation	.525**	-.046	.387**	-.102	1	.311**	-.050	.993**
	Sig. (2-tailed)	.000	.383	.000	.050		.000	.341	.000
Mean_A	Pearson Correlation	.472**	-.001	.226**	-.004	.311**	1	.032	.297**
	Sig. (2-tailed)	.000	.000	.000	.935	.000		.545	.000
Mean_SI	Pearson Correlation	-.048	.485**	-.041	.438**	-.050	.032	1	-.044
	Sig. (2-tailed)	.355	.000	.429	.000	.341	.545		.403
Mean_SE	Pearson Correlation	.514**	-.038	.403**	-.094	.993**	.297**	-.044	1

	Sig. (2-tailed)	.000	.472	.000	.073	.000	.000	.403	
**. Correlation is significant at the 0.01 level (2-tailed).									

Table 4.11. Pearson correlation test

The table above shows that the independent and dependent variables are correlated with each other. (Sig < 5%) Among them, the variable Mean_C (Conscientiousness) has the largest correlation coefficient, and the variable Mean_SE (Self-Efficacy) has the second highest correlation coefficient. In summary, there are 7 dependent variables accepted to continue the regression analysis, including 4 correlated variables (+) and 3 correlated variables (-)

4.6. Regression analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.856[a]	.733	.724	.57560
a. Predictors: (Constant), MEAN_SE, MEAN_A, MEAN_O, MEAN_N, MEAN_SI, MEAN_C, MEAN_E				

Table 4.12: Model Summary test

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	90.396	7	12.914	38.976	.000[b]
Residual	118.944	359	.331		
Total	209.340	366			
a. Dependent Variable: MEAN_EI					
b. Predictors: (Constant), MEAN_SE, MEAN_A, MEAN_O, MEAN_N, MEAN_SI, MEAN_C, MEAN_E					

Table 4.13: ANOVA test

Regression analysis was performed to evaluate the impact of factors influencing entrepreneurial intention. The results of regression analysis using the Enter method show that the F test in ANOVA has a significance level of p (sig.) = 0.000, so the regression model is appropriate. The coefficient of determination R2 = 0.724 and adjusted R2 = 0.724, or in other words, the independent variables explain 72.4% of the variance of the dependent variable of students' entrepreneurial intention.

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.679	.265		2.561	.011
MEAN_E	.052	.056	.052	.926	.000
MEAN_O	.182	.041	.182	4.148	.000
MEAN_N	-.032	.062	-.029	-.518	.205
MEAN_C	.907	.342	.907	2.493	.013
MEAN_A	.258	.035	.315	7.267	.512
MEAN_SI	.043	.045	.043	2.908	.000
MEAN_SE	.577	.330	.557	-1.527	.000
a. Dependent Variable: MEAN_EI					

Table 4.14: Coefficients

The processing results show that the coefficient R2=0.724 ≠0, so the model's analytical results are valid. Test results F = 38,976 and sig = 0.000

Looking at the Table, we see that the independent variables included are Extraversion, Openness Conscientiousness, Social Influence and Self-Efficacy with a significance level of <0.05, so these variables are statistically significant. In other words, this variable is both consistent and statistically significant in the model of students' entrepreneurial intentions. In a practical sense in Vietnam, most students, after completing their college or university studies, will start working and their personality traits, social influences and personal abilities will have a direct impact. into their career choice decisions.

Therefore, understanding the above factors to partly shape their careers, help Vietnam's economy grow and reduce unemployment is inevitable. A regression equation that will cover students' entrepreneurial intention is necessary and this is the result of this research.

Accordingly, the regression equation has the form:

Entrepreneurial Intention = + 0.907 * Conscientiousness
+ 0.577 * Self-Efficacy
+ 0.182 * Openness
+ 0.052 * Extraversion
+ 0.043 * Social Influence

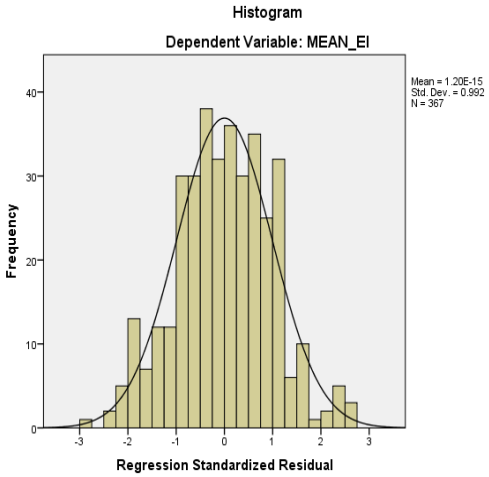


Figure 4.1. Histogram diagram

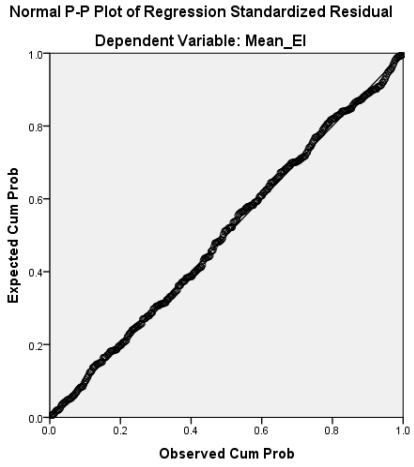


Figure 4.2. Normal P-P Plot Diagram

The Histogram graph follows the normal distribution rules, the mean value Mean is close to 0 and the Normal P-P Plot has percentile points that rotate around the straight line (in an upward direction).

⇨ That shows us that the data put into the model meets the requirements

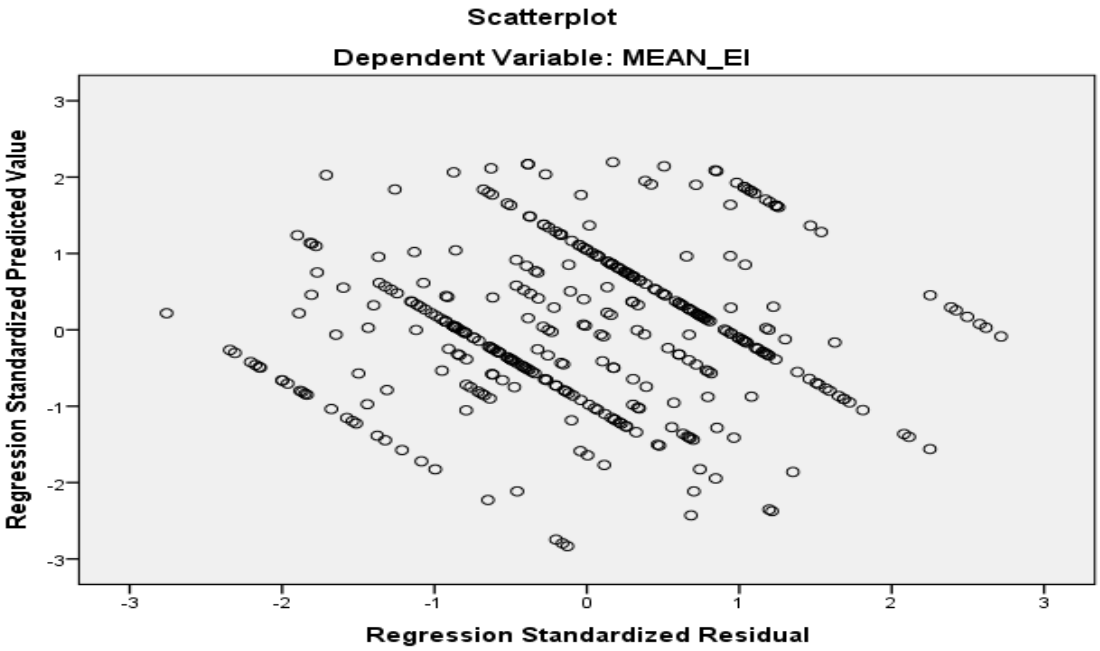


Figure 4.3. Scatterplot diagram

Scatter Plot The scatter plot between standardized residuals randomly distributed around the 0-intercept line and the shape forming a straight line shows that the linear relationship is not violated.

Chapter V: CONCLUSION

5.1. Conclude

The project's research goal is to identify the factors that have an impact on students' entrepreneurial intentions, as well as their importance and level of influence, to draw conclusions that will help students' entrepreneurial intentions be maintained and strengthened. Based on the theory from previous studies, the author synthesizes and proposes a research model on factors affecting students' entrepreneurial intentions including 5 factors: Extraversion is the first trait listed, openness, consciousness, social influence, and self-efficacy.

After checking the reliability using Cronbach's Alpha coefficient and conducting exploratory factor analysis, as a result, 5-factor components were extracted. Five independent factors are found with the dependent variable by regression analysis.

According to the findings, five primary characteristics influence students' entrepreneurial intentions, listed here in order of importance: Several managerial implications are suggested based on the personality traits of (1) conscientiousness, (2) self-efficacy, (3) extraversion, (4) openness and (5) social influence

Research results show that a high conscientiousness index is the factor that has the strongest positive impact on students' intention to start a business, it has a Beta coefficient = 0.907. An entrepreneur must put in a lot of effort and carefully monitor the development of his business in the early stages when there are not many employees. Therefore, the fact that a person has a high Conscientiousness index is directly proportional to the intention to start a business because a business owner needs to be extremely meticulous and take care of every small detail.

Research results show that this is also a Self-Efficacy factor that has a positive influence on student's entrepreneurial intention because it has a Beta coefficient = 0.857. Showing us high self-confidence and entrepreneurial ability, they have an enterprising mindset and an entrepreneurial spirit to overcome difficulties to achieve success.

Research results show that this is also a factor that has a positive and positive impact on student's entrepreneurial intention because it has a Beta coefficient = 0.182. Young entrepreneurs with little practical expertise will face various challenges as they begin their entrepreneurial path. The key to opening new doors for their enterprises to continue to develop or just survive at that point will be to adapt, learn from, and listen to the experiences and suggestions of elders.

Research results show that this is also a factor that has a positive and positive impact on student's entrepreneurial intention because it has a Beta coefficient = 0.182. Young entrepreneurs with little practical expertise will face various challenges as they begin their entrepreneurial path. The key to opening new doors for their enterprises to continue to develop or just survive at that point will be to adapt, learn from, and listen to the experiences and suggestions of elders.

Research results show that this is also a factor that has a positive impact on student's intention to start a business because it has a Beta coefficient = of 0.043. Through these influences, entrepreneurs gain the basic premises to start a business more smoothly. Young people should share their ideas with people who can grasp them fully and have a solid basis, who will be the ones to give good advice to entrepreneurs.

5.2. Theoretical implications

This study applies the Big-5 model to the Vietnamese context for the first time to examine the relationship between students' personalities and entrepreneurial intentions.

Second, one of the main goals of business administration educators at colleges is to increase students' interest and choice in entrepreneurship activities, thereby promoting interest and motivation. strive to establish a suitable environment for students who want to start a business

Third, entrepreneurship drives economic efficiency, creates new goods and services, and creates new job opportunities.

5.3. Practical implications

This research article helps readers identify personality of oneself or another object. First, employers can refer to this new employee recruitment research article to discover and find employees with personalities suitable for specific jobs, thereby creating conditions for employees to develop. by further training, going to school.

Second, helping parents understand their children's personalities, desires and potential abilities, families should support their children's plans to start a company. Family support will help them have the courage to develop more confidence.

Third, the school refers to this research article to identify the outstanding personalities of many students, giving priority to equipping students with basic understanding of entrepreneurship so that they can have a comprehensive picture of entrepreneurial activities. Universities and colleges promote human education and are a stepping stone for students to enter the workforce in Vietnam and other countries. This research article can be used as a guide to apply appropriate teaching methods to groups of people with different personality traits, arousing students' career interests. Core teaching materials must address entrepreneurship; it is important to highlight entrepreneurship as an essential component of education and a key concern for students. Course materials focus on topics including the importance of entrepreneurship, entrepreneurial skills, mobilizing resources, choosing a startup industry, predicting startup trends... Through lessons that help Students absorb theory and create a vivid practical experience environment to help students gain motivation and strong belief in themselves.

Additionally, additional legislation must be passed by lawmakers to support students who want to start a business. For their part, students who want to start businesses must see themselves as a group of young, smart individuals who can promote the development of the country as a whole.

5.4. Limitations

Firstly, this research article may have many shortcomings due to the author's limitations in knowledge because this is the author's first time doing scientific research.

Second, the article only researches personality, personal capacity and social influence, which are just a few aspects of many influences on students' entrepreneurial intentions, so more research is needed on other factors to have a better understanding. more objective view

Appendix

Question list

Question list of entrepreneurial intention

1. I will do anything to become an entrepreneur
2. My professional goal is to become an entrepreneur
3. I will make every effort to establish and operate my own business
4. I'm seriously considering starting a business
5. I'm determined to become a professional business manager
6. I'm determined to develop my business into a high-growth enterprise

Question list of extraversion

1. Do you feel comfortable in crowded places?
2. Do you have many topics to talk about with others?
3. Which parties make you feel interesting and excited?
4. Do you describe and express your experiences very vividly?
5. You feel like you want recognition from others

Question list of Openness

1. Do you like new experiences and like to try new things?
2. Do you like to discuss and add opinions with others?
3. Do you have the skills to handle social situations?
4. Do you think art is important in life?
5. Are you good at reading body language?

Question list of Neuroticism

1. Is your mood easily changed by external factors?
2. Do you often worry that you are not good enough?
3. Are you often caught up in temporary anger?
4. Do you often feel sad?
5. Do you often have trouble with your negative thoughts?

Question list of Agreeableness

1. Do you easily cooperate with colleagues when going to work or doing group work?
2. Do you feel comfortable with yourself and your current life?

3. Do you treat people around you kindly?
4. Do you treat others with kindness and empathy?
5. Do you accept people the way they want?

Question list of Conscientiousness

1. Do you often change your plans?
2. Are you willing to take on many responsibilities to develop yourself?
3. Are you late for appointments with friends or deadlines?
4. Do you often plan your work and outings?
5. Are you a person with a neat and tidy lifestyle?

Question list of Social influence

1. Are your personality, actions, and habits influenced by your surroundings (family, friends, society)?
2. Do opposing opinions affect your confidence?
3. Your idol greatly influences your thoughts, lifestyle, and goals.
4. Do you feel that the success of your peers greatly affects your emotions?
5. Did your parents' jobs influence your career decisions?
6. Does your family background influence your self-esteem?
7. Do other people's opinions influence your decision to start a business?

Question list of self-efficacy

1. Can you achieve most of the standards you set for yourself?
2. When doing a difficult task, are you confident that you will complete it?
3. Do you believe you can succeed with the effort you are focusing on?
4. Can you overcome many challenges and succeed?
5. Are you confident that you can effectively perform various tasks?
6. Can you do an effective job in difficult problems?

Link gg form

https://docs.google.com/forms/d/e/1FAIpQLSf0YNShBkkXbcFea7EbdgLSmBsGtYz0mxCXVyO39RO13LFEZw/viewform?usp=sf_link