



Research Article

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University's Factors Influencing the Entrepreneurial Drive of Business Students: Empirical Study in Vietnam

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Abstract

This study explores and examines the effects of the curriculum and content of entrepreneurship as well as perceived university support on the entrepreneurial drive of students who are majoring in business administration. The research was conducted with a sample of 156 senior students at the most popular universities in the business fields in Hanoi, the capital city of Vietnam. Based on a quantitative methodology using PLS-SEM, the study has revealed that the curriculum and content of entrepreneurship significantly affected the students' entrepreneurial drive. However, this study has not found a relationship between perceived university support and entrepreneurial drive. Based on the discussion of the findings, the study has generated novel suggestions for universities and business faculties with similar characteristics in completion of their curriculum and content of entrepreneurship. Furthermore, this study also suggested further research directions to develop the appropriate approaches to university support.

Keywords: Entrepreneurial drive, Curriculum and content of entrepreneurship, Perceived university support, Business students

1. Introduction

Enhancing entrepreneurship in less developed countries is an inevitable objective due to its important contribution to the prosperity of society. Therefore, entrepreneurship plays a crucial role in sustaining the economic development in Vietnam (Nguyen Hai Quang, 2017; Phan Anh Tu, 2015) and in many other countries (Boldureanu et al., 2020; Iwu et al., 2019). Recently, entrepreneurship has been boosted by the government under a national program in Vietnam and many other developing countries. It is also supported by non-governmental organizations and many other agencies. Nevertheless, according to a report of the Vietnam Ministry of Labor, War Invalids and Social Affairs, there is an increasing number of fresh graduates finding no jobs or doing jobs that are not related to their training majors. Along with that, more and more universities were established,

and consequently, there is an increasing number of graduates, which generates growing pressure on the labor market. Therefore, enhancing entrepreneurship is an important strategic direction in creating jobs, generating higher income, and positively contributing to the overall development of the country.

Facing this situation, the Vietnam Ministry of Education and Training has cooperated with agencies, unions and enterprises to carry out many action campaigns in order to support students in developing skills and knowledge. This program also aims to create a supportive environment at the university for students to generate and realize start-up ideas, which play an important role in creating jobs for them after graduating. This program showed that the Vietnamese government considers entrepreneurship to be the activity that needs to be nurtured at university. Thus, the program particularly emphasises boosting the entrepreneurial drive of students. Accordingly, the Ministry of Education and Training has officially requested universities to design entrepreneurship courses as compulsory or elective training modules in accordance with the university's practice. In order to implement this national program, many universities have introduced entrepreneurship-related modules for their students. However, there have been no assessments on the quality and impact of this program on university performance or entrepreneurship.

It can be said that university students are the most important and largest potential resource for promoting the country's entrepreneurship program in the coming years (Dao Le, 2020). Therefore, research to find solutions to enhance students' entrepreneurial drive has strategic implications for the formation and development of a start-up country. In particular, this is especially crucial for students majoring in business since they are the most capable and likely community that would be prepared to launch a new firm or manage an existing one. While previous research has also considered student's entrepreneurship, there is no research to clarify the relationship between the training curriculum, the content of entrepreneurship, university support and the entrepreneurial drive of Vietnamese students enrolling in business programs. The findings of this study will provide solid guidance for universities in designing appropriate training content and supportive policies as well as for the government in making supportive policies in Vietnam and other developing countries.

2. Literature Overview

2.1 Entrepreneurial Drive (ED)

According to Shapero and Soko's (1982) model, a person's entrepreneurial drive is determined by how that person feels in respect of their desire to launch a business and the viability of doing so. The stronger the ambition and investment to start a business, the greater the viability and desire to start a firm. As a result of the tight relationship between feasibility and desire, high feasibility boosts the desire to start a firm and vice versa (Ali et al., 2012; Fitzsimmons & Douglas, 2011).

This means that the desires of start-up entrepreneurs who are aware of the feasibility of entrepreneurship are reinforced, which encourages them to see it as an option for their career future. The effect of the desire to start a business on the feasibility of a start-up shows that when individuals find a start-up is what they desire, they are more likely to make more effort to achieve that desire on the basis of using their own knowledge, skills and abilities (Ali et al., 2012; Wang et al., 2011). On that basis, human intentions about entrepreneurship are primarily motivated by the individual's desire to perform the behaviours and also by an awareness of the feasibility of such behaviours (Fitzsimmons & Douglas, 2011).

In other words, beginning business owners who are aware of the practicality of entrepreneurship find that their ambitions are strengthened and thus perceive it as a career alternative, and vice versa. In addition, the influence of the desire to establish a business based on the viability of a start-up demonstrates that when individuals discover that a start-up is what they want, they are more likely to put in more effort to attain that want by using their own knowledge, skills, and talents (Wang et al., 2011). According to Fitzsimmons and Douglas (2011), logically, human

intentions toward entrepreneurship are largely driven by the individual's desire to engage in the behaviors as well as an understanding of the feasibility of such behaviors.

Additionally, Krueger (1993) defines entrepreneurial feasibility as "the degree to which an individual believes he or she is capable of starting a business". In Aijen's intended behavioral theory, this idea is interpreted equivalently to the concept of self-efficacy (Clercq et al., 2013). Several research projects (for example, Fitzsimmons & Douglas, 2011; Saeed et al., 2014; Wang et al., 2011) have employed self-efficacy to assess feasibility. Furthermore, Krueger (1993) describes the urge to establish one's own business as "the degree to which a person perceives the attractive prospects of entrepreneurship; in essence, it reflects one's feelings for the start-up". Entrepreneurial drive feasibility and desire are also known as entrepreneurial drives (Florin et al., 2007). An Entrepreneurial drive is understood as an individual's perception of a desire for and the feasibility of entrepreneurship. The intention is to help the individual proactively seek opportunities to creatively adapt to the challenges, tasks, needs and obstacles of the start-up process, and to start a business with the feasibility of entrepreneurship (Clercq et al., 2013).

2.2 Curriculum and content of entrepreneurship (CC)

This study was developed based on the entrepreneurial curriculum and content as well as the definition of entrepreneurship (Boldureanu et al., 2020; Fayolle & Gailly, 2015; Keat et al., 2011; Iwu et al., 2019; Ying-Ying Ding, 2017). Accordingly, the curriculum and the content of entrepreneurship education are defined as the curriculum, content and process of education and training about the attitude, knowledge and skills of entrepreneurship related to certain personal qualities.

Entrepreneurship education can also be defined in terms of the goals of education, as Keat et al. (2011) emphasized that decisions about teaching methods in entrepreneurship education can be affected by these goals. Different educational and training goals include such objectives as: developing entrepreneurial drive, training students' essential skills for starting a business; and developing entrepreneurship to identify and exploit business opportunities (Jorge-Moreno et al., 2012). Additionally, Ismail and Ahmad (2013) define entrepreneurship education as "the process of providing individuals with the ability to identify commercial opportunities and detailed, specific information; self-esteem; the knowledge and skills to realize those opportunities". Likewise, Fayolle et al. (2006) define entrepreneurship as a pedagogical training program or an educational process that helps develop entrepreneurship attitudes and skills through the development of certain personal qualities.

According to Farasha (2013), entrepreneurship training increases entrepreneurial awareness by reducing the fear of failure in the start-up, increasing awareness of business opportunities (Uyen & Zainal, 2017a) and sustaining the leadership competency (Uyen & Zainal, 2017b). Accordingly, studies investigating the relationship between entrepreneurship training and entrepreneurship awareness have shown that entrepreneurship education and training have a strong influence on entrepreneurship awareness (Farashah, 2013; Murugesan & Jayavelu, 2015; Pouratashi, 2014).

The main goal of entrepreneurship education and training is to equip young people with the necessary knowledge and skills associated with entrepreneurial drive to help them start a successful business. Seven skill groups are considered essential to a successful start-up as identified by Breazeale et al. (2004), namely: communication skills; leadership and management qualities; personal qualities and abilities; business and economic skills; skills in using computers, quantitative and administrative information; technical and technology skills; work, study and other general experiences. Startup education and training programs and content are predicted to help advance entrepreneurship intentions among students. Previous studies have suggested that implementing entrepreneurship training and content are important in shaping entrepreneurship attitudes, helping to nurture interest and desire to learn. Examples include studies on developing students' competencies and skills (Keat et al., 2011; Muhammad et al., 2013). In these studies, the refinement and development of a business administration training content program helped build youth and entrepreneurial drive competencies and were able to directly influence career choices and future startup decisions.

2.3 Perceived University Support (PUS)

According to Kraaijenbrink et al. (2010) and Saeed et al. (2015), perceived university support consists of three distinct components: educational support perceptions (ES), perceptions of support regarding knowledge, namely, Cognitive Development Assistance (CDS), and Perception of Business Development Support (BDS). These researchers point out that students might be given ES by imparting the abilities and understanding necessary for starting new projects within and outside of the classroom, via teaching and learning. The current PUS element resembles the elements proposed by Souitaris et al. (2007), which comprise the “taught” element, the “business planning” element and the element of “interacting with practice” of the institution.

Moreover, the higher education institution should provide a Cognitive Development Assistance element when the university wants to stimulate students' awareness, motivation and business ideas (Saeed et al., 2015). Referring to BDS, the university can support students who are prospective entrepreneurs by giving financial resources, assisting learners by getting the institution's prestige along with becoming potential clients when students start a business project (Saeed et al., 2015). According to Souitaris's et al.'s (2007) university support model, the current research identifies PUS as “Students' perceptions of a university's willingness to assist, tangible and intangible, in promoting student entrepreneurship activities, including assisting with model development and supporting business awareness”.

By providing the start-up environment and infrastructure, universities and colleges play an important part in enhancing students' cognitive efficiency in entrepreneurship and related start-up projects, thereby enhancing learners' perceptions of entrepreneurship feasibility (Hashemi et al., 2012). Furthermore, research shows regulations and procedures like institution venture capital grants (Lerner, 2005), entrepreneurship (Ollila & Williams-Middleton, 2011), institution incubator and means. Materials might stimulate the growth of student start-up ideas among learners. Consequently, the current research predicts how learners' perceptions of supportive students contribute to improving entrepreneurial drives and developing their intentions to become entrepreneurs.

Universities and colleges play an important role in transferring knowledge and practice through training programs, and they also need to create a highly supportive environment encouraging start-up activities from which a startup culture may be formed among students. Also pointed out in a study by Vanesaar et al. (2014), students need stronger incentive programs to support their startup foundations. According to Rasmussen and Sørheim (2006), higher education institutions might play an important role in encouraging entrepreneurial drive either by indirectly giving and imparting entrepreneurship education to learners or directly by commercializing projects and sponsoring new projects. In addition, university investment in supporting entrepreneurial drive correlates with students becoming entrepreneurs (Ekpoh & Edet, 2011). Likewise, Schwarz et al. (2009) found that students' positive perception of the start-up environment provided by universities leads to their will to create their own businesses in the future.

For these debates, Keat et al. (2011) have affirmed that the role of universities in supporting entrepreneurship is significantly correlated with both entrepreneurship programs and startup content and business appearance. The research found that three groups (the startup program and content, the entrepreneurship image and the institution's role in supporting entrepreneurship) correlate highly with business trends.

Consequently, Ho et al. (2014) urged university administrators to be accountable and assist in promoting student entrepreneurship. This is because a good start-up environment in universities is a school's way of showing students that starting a business is socially desirable and truly engaging. Moreover, Walter et al. (2013) are interested in building and promoting students' entrepreneurial drive. Based on the above discussion, current research suggests that students' positive perceived university support has a positive effect on their entrepreneurial drives

2.4 Hypothesis Development

2.4.1 The impact of curriculum and content of entrepreneurship (CC) on entrepreneurial drive (ED)

Farashah (2013) pointed out that the knowledge of entrepreneurship gained from participating in entrepreneurship training programs changes the perception of entrepreneurship by reducing the fear of failure and nurturing the Ying-Ying Ding, 2017; Iwu et al., 2019, ability to identify opportunities from the business environment. The awareness of entrepreneurship feasibility also helps increase the individual's initiative in accumulating the knowledge needed to start a business. Entrepreneurial education is believed to have a very positive influence on the entrepreneurial drive of graduates (Boldureanu et al., 2020; Garavan, 1994; Iwu et al., 2019, Liñán et al., 2013; Murugesan & Jayavelu, 2015; Perera, 2011; Pouratashi, 2014; Rauch & Hulsink, 2015; Walter et al., 2013; Clement K. Wang, 2004; Wei Lu, 2011; Ying-Ying Ding, 2017; Zahariah Mohd Zain, 2010). Given the fact that knowledge plays a very important role in the development of entrepreneurship, several studies have examined the relationship between entrepreneurship education and entrepreneurship awareness (Farashah, 2013; Murugesan & Jayavelu, 2015; Pouratashi, 2014; Walter et al., 2013).

A comparable connection is also explored across cultures, through which a clear linkage between these groups has been identified in developed countries (Rauch & Hulsink, 2015) and less developed countries (Murugesan & Jayavelu, 2015; Pouratashi, 2014). The research shows that the program and content of entrepreneurial drive education play an active role in promoting student entrepreneurship.

In particular, the results of many relevant studies in Vietnam also provide additional evidence for the role of training content and programs in nurturing and developing entrepreneurial drive for students. Specifically, one of these is the study of Nguyen Thi Yen (2011) on "Factors affecting the intention to start a business of students of the National University of Ho Chi Minh City". Research with a related topic is the study of Phan Anh Tu (2015), "Researching the factors that influence the intention to start a business: The case of students in economics and business administration, Can Tho University". In general, these studies have successfully built research models and hypotheses as well as performed tests to assess the correlation between the impact factors. And these studies all show that the educational environment is considered one of the factors that have the greatest influence on students' desire to launch a company. Therefore, this study is to examine the following hypothesis:

H1. *Curriculum and content of entrepreneurship (CC) has a positive effect on Entrepreneurial drive (ED)*

2.4.2 The impacts of Perceived university support (CC) on Entrepreneurial drive (ED)

Kraaijenbrink et al. (2010) pointed out that the higher education institution environment promotes entrepreneurial drive by boosting learners' determination to start up. At the same time, Mustafa et al. (2016) stated the importance of the support from the university environment toward entrepreneurial drive by improving knowledge, and students' confidence. A favourable environment that supports entrepreneurial drive is believed to have the ability to increase entrepreneur drive, thereby helping students to be more engaged and encouraged to become a businessman. (Liñán, Nabi and Krueger, 2013).

Apart from the above-mentioned studies, the earlier research by Saeed et al. (2015) also identified the clear influence of the positive concepts of the students in the university environment on their entrepreneurial drive; the positive environment increased student confidence, thereby influencing their intentions regarding entrepreneurship programs. A favorable view of academic assistance is positively associated with a positive entrepreneurial drive, as might be predicted from the aforementioned explanations. Therefore, the hypothesis H2 is introduced as follows:

H2: *Positively perceived university support has a positive effect on the entrepreneurial drive.*

3. Methodology

3.1 Data Collection

This research was analyzed based on primary data collected from 3rd and 4th year students who were enrolling in business administration programs at five higher education institutions in Hanoi. They are Hanoi National Economics University, Thuongmai University, Foreign Trade University, Finance University and Vietnam National University Hanoi. The senior students had studied at university for 2-3 years therefore they had sufficient experience to understand the curriculum and content of training as well as the support of the university.

The questionnaires were designed in Google Forms and the online survey was implemented with the support of the secretary of the business administration faculties of these universities, leaders of the Youth Union, Student Union, and the administrators of the Facebook group of students. In total, the research team collected 156 qualified questionnaires filled out by 3rd and 4th year students of business administration after eliminating the ones that were answered by first- and second-year students or students of other majors.

3.2 Measures

The measures of the three variables were adopted and adapted from previous studies. First of all, Entrepreneurial drive (ED) was evaluated using the adaption of Solesvik et al. (2012), specifically in the following aspects: ED1. To be an entrepreneur is my wish; ED2. Becoming an entrepreneur is what I like very much; ED3. Becoming an entrepreneur is very attractive to me; ED4. Being an entrepreneur is possible for me; ED5. Becoming an entrepreneur is a practical choice for me; ED6. Starting a business is a possibility for me. In the study of Solesvik et al. (2012), all these items were verified with Cronbach statistic value greater than 0.70. The present study adapted the measures of Keat et al. (2011) for curriculum and content of entrepreneurship (CC). Items include: CC1. The instructors are experienced and competent course presenters; CC2. This training program helps me to better understand business; CC3. Instructors do a good job in connecting lectures to business practice; CC4. The training program has developed entrepreneurial knowledge and skills; CC5. Through the training program, Instructors stimulate an interest in entrepreneurship; CC6. Interest in entrepreneurship has increased after participating in a bachelor's degree program specializing in business administration; CC7. The program offers many new experiences; CC8. The program taught to deal with ambiguity in the real world; CC9. The program provides the opportunity to learn through practice. This measurement method of the CC has been verified and proved as reliable measures with the Cronbach value of 0.83 (Keat et al., 2011).

Perceived University Support (PUS): This variable has been adapted from the study of Saeed et al. (2015) to match the actual characteristics of Vietnamese higher education institutions. Specifically, five out of six items are used for this study. The item of "how the school's support through being the lead customer of students' start-ups" is not used due to the fact that start-up projects vary in products and services and it would be very difficult for universities to be the leading customers for all of those products. Thus, the study uses the following items: PUS1. The university I attend gives students the perception of entrepreneurship as a completely possible choice for their career; PUS2. My university encourages students to start their own business; PUS3. My university arouses start-up ideas for students; PUS4. My university provides the necessary information and knowledge for start-up students; PUS5. My university instructs students to approach capital sources for start-up investment; PUS6. My school uses its reputation to help students get started. Saeed et al. (2015) also verified that this is a reliable scale, with a Cronbach value greater than 0.60, meeting the statistical reliability requirement (Hair et al., 2016).

The above items are measured based on the 5-point Likert Scale, in which 1 is the lowest level that shows the respondents' complete disagreement with the statement in the question, and 5

represents that the respondents fully agree with the respective statements made in the questionnaire.

4. Findings

The data preparation and cleaning process was performed in SPSS 22.0. Specifically, data entry errors and distribution characteristics of the data were checked to ensure the reliability of data for further analysis. After the data was cleaned and the general descriptive statistical values were reported and the profile of respondents was presented, this study used the PLS-Structural Equation Model with the assistance of Smart PLS software to analyze and examine the hypotheses.

4.1 General information and descriptive statistics

Out of the 156 questionnaires that qualified, 71.2% of the respondents are female and 28.8% are male. The rate of 3rd year students accounted for 64.1% while the 4th year accounted for 32.7% and students from years beyond the 4th year accounted for 3.2%. The data was collected exclusively through the online method, where each question must be filled before the respondent can move to the next section. Thus, there is no missing value in this data.

The statistical results show that both the Skewness and Kurtosis statistics are in the +/- 1 range, thus the distribution of data is normal. In addition, Table 1.1 indicates that the mean values of ED1, ED2, ED3 are quite high, while somewhat lower in the perception of the feasibility and practicality of the startup, specifically, ED4. Being an entrepreneur is possible for me; ED5. Becoming an entrepreneur is a practical choice for me; ED6. Starting a business is a possibility for me.

The items for the curriculum and content of the training as well as the perception of the university's support were evaluated by the students at average level, with an average value of 3.03 to 3.65. Similarly, the perceived university support is also assessed by students at medium level, with a mean value from 3.08 to 3.87.

Table 1 : Descriptive Statistics

Constructs	Items	Mean	Std. Deviation
Entrepreneurial Drive (ED)	ED1	4.16	.891
	ED2	4.12	.911
	ED3	3.99	1.053
	ED4	3.33	1.030
	ED5	3.40	1.058
	ED6	3.59	1.095
Curriculum and content of entrepreneurship (CC)	CC1	3.65	.832
	CC2	3.61	.877
	CC3	3.43	.910
	CC4	3.27	.904
	CC5	3.31	.927
	CC6	3.46	.986
	CC7	3.34	.954
	CC8	3.15	.910
	CC9	3.03	.980
Perceived University Support (PUS)	PUS1	3.56	.910
	PUS2	3.87	.930
	PUS3	3.56	.924
	PUS4	3.50	.933
	PUS5	3.17	1.015
	PUS6	3.08	1.053

4.2 Assessment of Measurement Model based on PLS-SEM

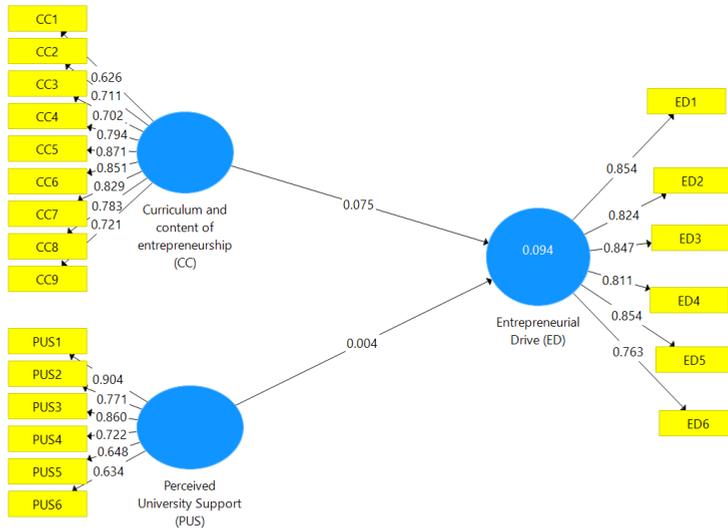


Figure 1: Measurement Model

Regarding the results of the measurement model analysis according to PLS-SEM, the statistics show that the measurement metrics meet internal consistency reliability and convergent validity in measure to reflect the true nature of each variable (Hair et al., 2016). Specifically, the results of data analysis are shown in Table 1 to show that all CR values > 0.7 ensure the internal reliability of the variables, and the outer loading values are all over 0.6. and AVE > 0.5

Table 2: Assessment of Measurement Model

Latent Variables	Indicators	Loading	Cronbach's Alpha	CR	AVE
Curriculum and content of entrepreneurship (CC)	CC1	0.626	0.922	0.928	0.592
	CC2	0.711			
	CC3	0.702			
	CC4	0.794			
	CC5	0.871			
	CC6	0.851			
	CC7	0.829			
	CC8	0.783			
	CC9	0.721			
Perceived University Support (PUS)	PUS1	0.904	0.907	0.928	0.683
	PUS2	0.771			
	PUS3	0.86			
	PUS4	0.722			
	PUS5	0.648			
	PUS6	0.634			
Entrepreneurial Drive (ED)	ED1	0.854	0.906	0.891	0.582
	ED2	0.824			
	ED3	0.847			
	ED4	0.811			
	ED5	0.854			
	ED6	0.763			

In addition, with the requirement to ensure the discriminant validity among the variables in the research model, the HTMT analysis table has also shown that the discriminant validity among variables also meets the requirements based on HTMT 0.85 (Henseler et al., 2015). Therefore, the variables in the model all achieve the distinctness of the nature of each variable and there is no multicollinearity problem.

In summary, with the above research results, the requirements for reliability and validity of variables in the Measurement Model all satisfy the requirements given by those studies (Henseler, et al., 2015; Hair et al. 2016).

Table 3: Discriminant Validity

HTMT		
CC		
PUS	0.81	
ED	0.236	0.11

4.3 Assessment of the Structural Model

The two hypotheses needing to be examined are as follows:

H1: Curriculum and content of entrepreneurship education is positively related to Entrepreneurial drive;

H2: Perceived university support is positively related to Entrepreneurial drive

Before evaluating the model to test the hypothesis, according to Diamantopoulos and Siguaw (2006) and Hair et al. (2016), the model needs to ensure there is no problem of multicollinearity, so the statistical value "Variance Inflation Factor" (VIF - Variance Inflation Factor) should be less than 5. In this study, the VIF for both explanatory variables reached 1,889, so VIF is less than 5, so the research model ensures no multicollinearity and that the results are reliable to perform the further analysis.

Based on hypothesis testing criteria synthesized by Hair et al. (2016), PLS-SEM analysis results (Table 4) proved the existence of hypothesis H1. The Entrepreneurial drive curriculum has significant impact on Entrepreneurial drive with a P-value at 0.002, a qualified Confidence Interval at low level (LL) and high level (UL) and an effect size at 0.075. However, Hypothesis 2 was not confirmed, which means that there is no evidence found for the positive effect of perceived university support on entrepreneurial drive (Table 4).

Table 4: Assessment of the Structural Model

Hypotheses	β	Std.	T Value	P Value	LL	UL	f ²	Decision
H1. CC->ED	0.359	0.123	2.918	0.002	0.144	0.515	0,075	Significant
H2. PUS->ED	-0.087	0.201	0.434	0.332	-0.42	0.278	0,004	Not significant

5. Discussion and Conclusion

The primary objective of this research was to test two hypotheses H1 and H2 in which, H1 is "the curriculum and content of entrepreneurship have a positive impact on Entrepreneurial drive"; H2: "The perceived university support has a positive influence on the Entrepreneurial drive". The results of this research are crucial to prove the characteristics and relationship between undergrad education and the Entrepreneurial drive of the Business Administration students in the business and economic schools in the North of Vietnam. Being the first study to evaluate this matter using this research methodology in a developing nation where start-up development plays a crucial strategic role in the development of the country, this study has contributed to enhancing knowledge regarding the positive impacts of education and training on entrepreneurship.

Specifically, the research results affirmed the existence of the relationship between the curriculum and content of entrepreneurship and entrepreneurial drive. It indicated the importance of developing educational programs to promote entrepreneurship to students after graduation since the entrepreneurial drive in the final years of college has a decisive influence on the intention to start a business. This result is consistent with the previous findings in Vietnam which mentioned the importance of higher education to business start-ups, such as Yen's (2011) study on "Factors that influence the intention to start a business of the students in the National University in Ho Chi Minh City"; research by Phan Anh Tu (2015) on "Factors affecting the intention to start a business: The case of students in economics and business administration, Can Tho University", and research by Nguyen Hai Quang (2017) on "Factors affecting the intention to start a business of the business administration students of the University of Economics - Law".

In addition, this result also shows the consistency with the previous research worldwide, that are related to start-up intention students in Malaysia (Zahariah Mohd Zain, 2010), in Singapore" (Clement K. Wang, 2004); in China and the US (Wei Lu, 2011); and a number of other studies showing the influence of entrepreneurship education and Entrepreneurial drive (Liñán et al., 2013; Pouratashi, 2014; Walter et al., 2013).

Thus, knowledge, skills and a positive attitude toward entrepreneurship can be fostered and developed through a suitable education program in which instructors have good teaching ability and experience. These are the understandings identified: this training program helps students to have a better understanding of business; the lecturer is responsible for transferring the lecture to actual business practice; the training program has developed entrepreneurship knowledge and skills; through the training program, instructors stimulate a concern in entrepreneurship; interest in entrepreneurship has grown after participating in a bachelor's degree program specializing in Business Administration; the program offers various new experiences; the course(s) taught how to navigate uncertainty in daily life; and the program provides the opportunity to learn through practice. As a result, when the entrepreneurial drive is developed at a high level it will be the preparation that drives students' entrepreneurial intentions and behaviors, especially after graduation.

However, unlike the Hypothesis 1, Hypothesis 2 is not supported in this study. No positive effect was found between the perceived university support and Entrepreneurial drive. This result is consistent with the findings of Yusoff et al. (2016), however, it is quite different from those provided by previous studies such as those by Mustafa et al. (2016), Saeed et al. (2013, 2015). The explanation for this may also be due to the certain deviations from the perceptions of the 3rd and 4th year students, especially the 3rd year students when they have not experienced all the learning process at university to have the most objective and complete perceptions about university's support. It is also due to the difference of the context in Vietnam where the university's support for student's entrepreneurship is not popular enough.

In addition to the main focus on testing the two above hypotheses, this study also analyzed the basic characteristics of the entrepreneurship spirit and characteristics of the training program as well as students' perceptions about the university's support through descriptive statistics. With the analysis results shown above with most mean and fair mean values, universities, especially the Faculty of Business Administration need to pay more attention to these variables to promote Entrepreneurial drive. The start-up motivation is at a high level, especially in terms of the sense of the viability of a startup. This will be an important prefix to materialize into entrepreneurial intentions and behaviors for students upon graduation.

The factors regarding the training program in particular are the group of factors tested that showed an important and positive influence on entrepreneurship. This indicates that universities that have business administration programs, and the department itself, need to direct special attention to ensuring these factors are in condition to act positively on the development of Entrepreneurial drive. The factors for success in this endeavor include: experienced Instructor and good teaching competency; training programs to help students understand business better; there is a linkage

between the lecture and business practices; the training program has developed entrepreneurship knowledge and skills; through the training program, instructors stimulate an interest in entrepreneurship; interest in entrepreneurship should be increased after participating in a bachelor's degree program specializing in Business Administration; the program offers many new experiences; the course(s) taught how to navigate uncertainty in daily life; the program provides the opportunity to learn through practice.

Furthermore, each specialist teacher needs to actively improve their professional qualifications and practical knowledge about entrepreneurship as well as start-up business management. Second, the school needs to strengthen cooperation with businesses to strengthen cooperation between instructors and enterprises in research, consultation and training. The cooperation also opens up more practical experience opportunities for students as well as helps students gain practical knowledge and to be inspired by successful entrepreneurs.

Third, the educational programs on cognitive thoughts, ethics, and self-development skills to nurture and develop Entrepreneurial drive need to be replicated and developed. In addition, in order for the curriculum to be successful and to create a stronger boost for Entrepreneurial drive, students should also increase their initiative to actively participate in the active learning process. Students need to be active in acquiring new knowledge, improving critical thinking and interacting with teachers during the class, and to be creative as well as proactive about becoming involved in practical activities.

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