Role of Entrepreneurial Competence, Entrepreneurial Education, Family Support and Entrepreneurship Policy in Forming Entrepreneurial Intention and Entrepreneurial Decision

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Abstract

This study proposes specific solutions to promote entrepreneurial intention and encourages converting entrepreneurial intention into entrepreneurial decisions in the future. In recent years in Vietnam, many studies have been conducted to find solutions to promote, encourage, and motivate young people in general and students, in particular, to participate in entrepreneurship to meet up the goal of 2.0 million enterprises by 2030 as a driving force to promote economic development. For the same purpose, the paper uses AMOS software with the SEM structure model and a sample size of 432 graduated students in business, financial and technical universities in Vietnam to clarify the relationship between the factors of entrepreneurial competence and education, family support, and entrepreneurship policy on the process of forming the entrepreneurial intention and entrepreneurial decision. The study concludes that entrepreneurial competence, entrepreneurial education, and family support have positive effect on entrepreneurial intention and finally entrepreneurial intention has a positive effect on entrepreneurial decision.

Keywords: entrepreneurial competence, entrepreneurial education, family support, entrepreneurial policy, entrepreneurial intention, entrepreneurial decision, family background.

1. Introduction

Promoting entrepreneurial intention (EI) and entrepreneurial decision (ED) play a vital role in enhancing the country's entrepreneurship and economic development. In the literature, EI and ED have been mentioned by many scholars, starting with the article by Shapero & Sokol (1982), then many other studies continued to be conducted, especially within the last 10 years (Rasool et al., 2018). Research on EI is approached in many different ways such

as: research on factors that directly affect EI is done by (Turker & Selcuk, 2009), (Koe et al., 2012), (Denanyoh et al., 2015); examine the relationship between Entrepreneurship Education (EE) and EI made by (Arranz et al., 2017; Bae et al., 2014; Peltonen, 2015); a study of the relationship between family beliefs, motivation and support with EI was done by (Altinay et al., 2012), (Tsai et al, 2016), (Odoardi et al., 2018) or the relationship between personal characteristics and EI (Molino et al., 2018), (Hueso et al., 2021). On the other hand, many studies have been conducted to examine the impact of supporting elements , for example, policies, support from relatives and family, and the business environment for startup (Altinay et al., 2012; Molino et al., 2018). In addition to the studies of influencing factors and the relationship in EI and ED, there are also many overview studies on EI and ED which are carried out according to the systematic literature review method (Hueso et al., 2021) to summarize and make specific comments on the approaches of the studies before as a basis for inheritance and future research development. One of the common points of most research on EI and ED is that most of the research is conducted on students at some universities in Turkey (Turker & Selcuk, 2009), in Malaysia, Gana, Afghanistan (Bullough et al., 2014; Denanyoh et al., 2015; Koe et al., 2012; Mamun et al., 2017), or a large-scale study of university students from European countries (Arranz et al., 2017; Gasse & Tremblay, 2011). Thus, the approach to EI and ED research is very diverse and is conducted in most countries around the world or with transnational cooperation.

In terms of research approaches, most of the studies use mixed methods in which the main tendency is to build models and test the relationships and impacts of individual and environmental factors, education and training, trust to EI (Liñán & Fayolle, 2015; Rasool et al., 2018). Some studies in recent years using SEM structure model with the presence of intermediate variables, control variables and regulatory variables such as gender, (Molino et al., 2018) or family support (Odoardi et al., 2018), or others experience, social situation, and creativity (Bellò et al., 2018; Koe et al., 2012) in considering the impact on EI and ED.

The reason EI and ED are of great interest is because EI and ED play a very important role, a prerequisite for business creation, while enterprises as force for economy of each country. Therefore, research on EI and ED is also conducted with the aim of helping to detect support and recommend policies and strategies at the national macro level to support the best environment for EI and ED development (Bae et al., 2014) or propose solutions to support education, training, self-confidence and creativity to promote EI, ED among young people, especially students (Denanyoh et al., 2015; Hassan et al., 2021; Mamun et al., 2016; Turker & Selcuk, 2009). Also, Nam & Huy, (2021) mentioned roles of young generation and minorities for start-ups.

Recent years, in Vietnam, start-up in general and start-up among students is a topic of interest not only by researchers but also as a major policy of the government. Specifically, 2016 was selected as the "National Start-up Year ", on October 30, 2017, the Prime Minister signed Decision No. 1665/QĐ-TTg about the approval "Supporting students to start a business until 2025" project, since then, start-up activities have grown strongly with impressive numbers. Every year, over 110.000 businesses are established and operated, bringing the total number of businesses to more than 800.000 by 2021 (Ministry of Planning and Investment, 2021). Having that success is the effort of a process of

implementing programs and policies to support as well as create the best environment for Start-up (Nam & Huy, 2021). One of those activities is to form and develop a system of Business Incubators right in universities, which is expected to encourage the formation of ideas, entrepreneurship intention and achieve successful startups. However, not many studies so far analyzing relationship between EI and BI as well as considering the overall relationship between training activities; start-up capacity; environment and policies to support start-ups with the formation of students' EI and ED intentions after graduation. In addition, studies on the relationship between EI and ED, the determinants of ED, are also rarely conducted, so there are certain gaps that need to be studied to improve the theory as well as propose policies to increase entrepreneurial performance.

This study will focus on clarifying the relationship between the factors of entrepreneurial competence, Entrepreneurial education, family support, and start-up support environment to the formation of EI and ED. Then, the study examines the relationship between EI and ED under the regulation of family background - this is a prerequisite factor in the orientation of entrepreneurial education effectively in students, thereby proposing specific solutions to promote EI as well as encourage the transition of EI to ED in the future.

2. **Literature Review and Hypotheses Development**

2.1 Entrepreneurial Competence

Entrepreneur competence (EC) is ability (total) of an individual to be successful in entrepreneurship (Man et al., 2002). EC is an important factor to form, develop and succeed business, it has a great impact on EI formation and ED (Mitchelmore & Rowley, 2010). EC includes many components, including knowledge, motivation, skills, vision and responsibility, which are factors that help maintain and develop a business (Thuy & Loan, 2019). Man et al., (2002) researched and proposed 6 factors constituting entrepreneurial capacity, and influence students' entrepreneurial intention formation. Inheriting and promoting the research of Man et al., (2002), a study of Mamun et al., (2016) once again confirms the role of EC on students in Malaysia. Research results show that all 6 factors affect EI, which have the strongest influence. Particularly, the information-seeking competencies factor has a positive impact on the search for ideas on job opportunities for comparison, assessment, and career orientation as well as startup activities. According to research by (Baron & Ensley, 2006) identifying opportunities and finding information helps students practice skills and improve self-awareness of responsibility in choosing a career or forming EI. The study of (Hassan et al., 2021) also confirmed once again the important role of competence (including knowledge, skills, attitudes) on the process of forming EI of students and youth.

- ➢ **H₁a:** EC affects (positively) on students' EI after graduation.
- ➢ **H₁b:** EC has a positive effect on students' ED after graduation.

2.2 Entrepreneurial (Entre.) Education (EE)

Entre. Education (EE) has long been proven to have a decisive impact relationship, is the driving force of EI (Khan et al., 2020), the results brought by EE will be much and lasting during idea formation, EI and ED, operating the business (Dao et al., 2021; Henderson & Robertson, 1999). Liñán et al., (2011) also showed that EE has a direct relationship with

the attitude, intention and operating process of the startup or in other words education has a causal relationship with intention and ED. The same view Bae et al., (2014), Anwar & Saleem, (2019) is based on the Theory of human capital proving the relationship of EE and EI, SD. Specifically, through school training or self-training, supporting corporate governance, thereby forming the basic conditions to form EI and move forward ED. In another study with TPB further demonstrated that education is considered as a motivating factor promoting the process of forming intentions and deciding to start a business (Hoang & Huy, 2021; Liñán & Fayolle, 2015; Lv et al., 2021; Nguyen et al., 2019) Leung et al., (2012) compare students with entrepreneurship training and without training to see that the role of training with effect (significant) on students' entrepreneurship mind. Souitaris et al. (2007) experimentally compared there is a non-zero difference (>0) in students' ability and EI before and after entrepreneurship education; specifically, after training, students have clearer, more stable EI than before. Also, related to entrepreneurship training Arranz et al., (2017) and Lv et al., (2021) there is a specific approach to the influence of the main and extracurricular training program on EI, the research shows relationship (positive) between training program content and EI. In Vietnam, the Ministry of Education and Training encourages schools to actively include business start-up modules in training programs or integrate other courses. The content of entrepreneurship training is included in the formal training process and is being evaluated as having a positive impact on the students' entrepreneurship process, so the following hypothesis is formulated:

➢ **H₂a:** EE having effect (positively) on students' EI after graduation.

➢ **H₂b:** EE having effect (positively) on students' ED after graduation.

2.3 Entrepreneurship Policy (ES)

Entrepreneurship policy (ES) is understood in many different ways, from the macro environment to the micro environment that all have an impact on supporting the entrepreneurship process (Mamun et al., 2017), and the impact of the cultural environment on entrepreneurship (Gasse & Tremblay, 2011). Research by Denanyoh et al., (2015) and Turker & Selcuk, (2009) considers the startup support environment to be the support of infrastructure for startups or the support of capital, information and networking (Huang et al., 2021; Kristiasen & Indarti, 2004). The start-up support environment is researched and proven to have a positive impact and a decisive factor on EI (Denanyoh et al., 2015; Mamun et al., 2017; Turker & Selcuk, 2009). According to TPB, if an individual perceives a good and favorable start-up support environment such as easy access to capital, information and infrastructure, it will easily generate business intentions (Huang et al., 2021). Especially in a difficult period due to the negative impact of the pandemic and the current increase in unemployment, the supportive impact of the environment is more sensitive in encouraging the formation of entrepreneurial intentions (Nguyen et al., 2019). In this study, the ES will be considered as a whole from macro to micro and the component unit level that affects both EI and ED of students.

➢ **H₃a:** ES has a positive effect on students' EI after graduation.

➢ **H₃b:** ES has a positive effect on students' ED after graduation.

2.4 Family Support (FS)

For any individual when starting a business, it is also necessary to prepare certain psychology to cope with difficulties and challenges. Besides, if they have more support from their family, they will be more confident and braver to overcome challenges and move forward in business growth. Support from family can be encouragement, motivation and passion for them to strive to achieve their goals (Mamun et al., 2017). For those who grow up in good business families, their parents will become role models for them to aim for EI (Denanyoh et al., 2015). In addition to the support of family, friends and relatives also having vital role in motivating them to form entrepreneurial intentions. Specifically they need help with information, finance, advice or sympathy from acquaintances to improve ideas or encourage them to continue their efforts (Turker & Selcuk, 2009). Family support has been studied as an independent variable with a direct impact on EI (Mamun et al., 2017; Turker & Selcuk, 2009).

➢ **H4a:** FS having effect (positively) on students' EI after graduation.

➢ **H4b:** FS having effect (positively) on students' ED after graduation.

2.5 Entrepreneurial Intention (EI)

EI is understood as the activity towards an individual's decision to start a new business or wish to become an entrepreneur in the near future (Anwar & Saleem, 2019). EI is sometimes obvious but can also be latent, the strength or weakness of EI will determine the speed or slowness of the transition to ED, specifically, the stronger the EI, the sooner the formation of a business takes place (Liñán & Fayolle, 2015). EI is the second stage of the four steps of entrepreneurship and is affected by many internal and external factors, both objective and subjective (Denanyoh et al., 2015; Rasool et al., 2018). Specifically, EI is influenced by education (Turker & Selcuk, 2009).

➢ **H5:** EI having effect (positively) on students' ED after graduation.

2.6 Entrepreneurial Decision (ED)

Entrepreneurial Decision is understood as an individual's decision to start a business. ED is vital for new startups (Liñán & Fayolle, 2015). For startup Entre. Decision is vital factor. The decision to start a business is the final step in an individual's entrepreneurial behavior and is recognized by the plans, financial and personnel preparation, and ideas to be ready for the development of the business model. The decision to start a business is influenced by the intention to start a business, the business environment and the support of objective and subjective factors.

2.7 Family Background (FB)

Family Background shows model of members in family for children by creating an environment conductive to EI (Denanyoh et al., 2015; Gao et al., 2021). The same point of view, research by Chaudhary, (2017) confirms that the background of a self-employed family has a positive effect on an individual's business intentions, Dao et al., (2021) mentioned student startups affected by family. We get suggested hypothesis is:

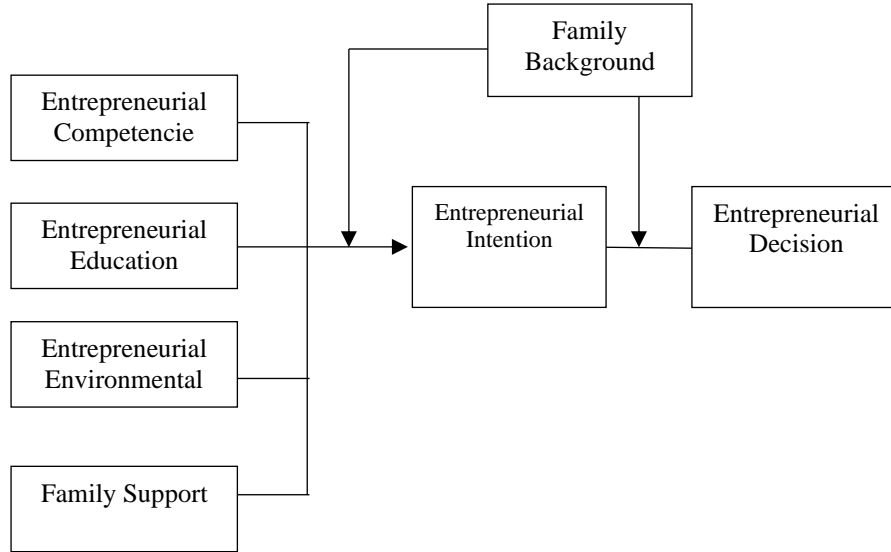➢ **H6:** FB of students has a moderating effect between EI and ED.

Figure 1: Research Model

3. Research Methodology

Based on the research model and objectives, the quantitative method used by the authors with convenient non-random sampling on a large scale at universities is suitable to answer the questions. This is a method that has been widely used in EI and ED research conducted by Turker & Selcuk, (2009), Bae et al., (2014) and Hassan et al., (2021). To achieve the research objectives, the AMOS software has been used to analyze the SEM structural model.

3.1 Sample and Data Collection

Authors perform exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) in SEM structure model, so it requires at least 05 -10 observations for 1 variable (Hair et al., 2019). From there to determine the appropriate sample size from 300 observations. The study uses cross-sectional data based on the survey of graduated students in economic and technical universities in Vietnam. The survey was conducted online through a Google Form from Sep 2021 to Jan 2022 of students from 15 universities in Thanh Hoa, Da Nang, Nghe An, Hanoi, and Ho Chi Minh City after graduating. As a result, 455 responses were

obtained, through screening 23 ineligible responses were removed, leaving 432 eligible responses for analysis.

The questionnaire is with the five-point Likert scale of 1 to 5 points (strongly disagree, disagree, neutral, agree, and strongly agree).

3.2 Questionnaire Development

The research model consisting of 6 factors EI, EE, FS, ES and EC, SD was selected and hypothesized about the relationships. From the results of theoretical analysis and research context, the authors adopt the scales of Kristiansen & Indarti (2004). Turker & Selcuk (2009), Mamun et al., (2016) and Hassan et al., (2021). A total of 32 questions were selected for inclusion in the study, which did not include descriptive statistical information on gender, education, and related personal information.

Table 1: Summary of Items

Code	Item	Source
EC	**Entrepreneurial competencies**	Mamun et al., (2016)
EC1	I can seek information to find out idea	
EC2	I can recognize opportunity among many situations	
EC3	I can know how to do work better than others	
EC4	I take risk in business	
EC5	I can create new things/look new ways from previous	
EE	**Entrepreneurial education**	Mamun et al., (2017)
EE1	The education in university encourages me to develop creative ideas for being an entrepreneur	
EE2	My university provides the necessary knowledge about entrepreneurship	
EE3	My university develops my entrepreneurial skills and abilities	
EE4	My university develops my entrepreneurial attitude to take a business	
EE5	The education in university encourages me to develop creative ideas for being an entrepreneur	
ES	**Entrepreneurship policy**	Kristiansen & Indarti, (2004), Turker & Selcuk, (2009) Denanyoh et al, (2015), Mamun et al.,(2017)
ES1	Vietnamese laws (rules and regulation) are adverse to running a business	
ES2	In Vietnam entrepreneurs are encouraged by a structural system including private, public, and non-governmental organization	
ES3	I have good social networks that can be utilised when I decide to be an entrepreneur.	
ES4	I have access to supporting information to start to be an entrepreneur	
ES5	There are sufficient government subsidies available for new and growing firms in my country	
ES6	There is sufficient funding available from development organizations in my country	

ES7	New firms can get most of the required permits and licenses in about a week in my country	
ES8	Taxes and other regulations are applied to new and growing firms in a predictable and consistent way	
FS	**Family support**	Mamun et al., (2016), Turker & Selcuk, (2009)
FS1	My parents influence me in pursuing a career in entrepreneurship	
FS2	Asisting my parents in business has increased my desire to be an entrepreneur	
FS3	If I decide to be an entrepreneur, my family members will support me	
FS4	If I decide to be an entrepreneur, my relatives will support me	
EI	**Entrepreneurial intention**	Liñán and Chen, (2009), Mamun et al., (2017)
EI1	Becoming entrepreneur, I make anything	
EI2	Be an entrepreneur is my professional goal	
EI3	Running own firm with my efforts	
EI4	Startup with serious thinking	
EI5	I have got the firm intention to start a firm someday	
EI6	An entrepreneur as my career chosen.	
ED	**Entrepreneurial decision**	Mamun et al., (2017)
ED1	In startup I applied for job	
ED2	I have organized a startup team	
ED3	I have developed a product/service	
ED4	In startup I organize financing	
ED5	In business I contribute time (full)	
FB	Family background (Focus on Public servants, businessmen, farmers)	

4. Data Analysis and Findings

4.1 Reliability of the Scale

In the first run of the Cronbach's Alpha test, the Corrected Item – Total Correlations is larger after the EC3 variable is eliminated (0.862 > 0.795). Therefore, the author removes the EC3 variable and runs the test a second time with the following results:

Table 2: Results of Cronbach's Alpha analysis (The Second Round)

Factors	Number of Variables	Cronbach's Alpha
Entrepreneurial Competence (Ec)	4	0.862
Entrepreneurial Education (Ee)	4	0.863
Entrepreneurship POLICY (Es)	8	0.903
Family Support (Fs)	4	0.864
Entrepreneurial Intention (Ei)	6	0.896
Entrepreneurial Decision (Ed)	4	0.870

The result of the second run shows that all Cronbach's Alpha coefficients are in the range from 0.8 to 0.95, the Corrected Item – Total Correlations is greater than 0.5. Therefore, all remaining scales (30 scales) are valid and included in the next step of the analysis.

4.2 Exploratory Factor Analysis (EFA)

When conducting factor analysis, the authors use the extraction method which is principal components factoring with r*otation* to discover the latent sizes of a set of indexes in the survey.

KMO and Barlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.903
Barlett's Test of Sphericity	Approx. Chi-Square	5328.922
	DF	435
	Sig.	.000

KMO and Bartlett's test result shows that this data is suitable because the test value is 0.903 (ranging from 0.5 to 1) with the statistical significance level of 99% (Sig. = 0.000 < 0.005). This shows that factor analysis technique is completely possible in this study because this study uses an appropriate sample and the sample size is large enough (N=295).

Results of analysis of 6 groups of factors, including 1 dependent variable, 5 independent variables and 1 intermediate variable. Both 5 influencing factors are used and influential because the Eigenvalues >1 (*1.455*) satisfies the value condition; Cumulative of Variance is 68.296% > 50%. No new groups of variables arise during the EFA exploratory factor analysis.

Table 3: Factor Loading of Measurements

Pattern Matrix [a]						
	Factor					
	1	2	3	4	5	6
ES3	.824					
ES6	.782					
ES2	.763					
ES1	.751					
ES8	.706					
ES4	.704					
ES7	.698					
ES5	.668					
EI4		.859				
EI6		.806				
EI1		.745				
EI5		.729				
EI3		.720				
EI2		.716				
EC4			.930			
EC1			.759			
EC5			.725			
EC2			.680			
EE4				.845		
EE3				.811		
EE1				.744		
EE2				.643		
ED1					.858	
ED4					.814	
ED3					.750	
ED2					.628	
FS4						.847
FS1						.758
FS3						.737
FS2						.721
Eigenvalues	10,589	3.025	2.228	1,710	1.482	1.455
Total Variance Explained	68,296					

Extraction Method: Principal Axis Factoring
Rotation Method: Promax with Kaiser Normalization
a. Rotation converged in 7 iterations

4.3 Confirmatory Factor Analysis

The CFA results show that the research model is suitable. The results of the P-values of variables - good representation in model. Chi-square adjusted for degrees of freedom (CMIN/df) is 1,860 < 2; the value sig.=0,000 - no difference (Carmines, E. G., & McIver, 1981). TLI = 0.927 and CFI= 0.934 show that the model is considered good (Bentler, P. M., & Bonett, 1980). RMSEA=0,054< 0,08 indicates that the model is considered very

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good, in agreement with market data (Carmines & McIver, 1981). The estimated weights are > 0.5 and the unestimated weights are all statistically significant (sig.<0.00) (Appendix) so the concepts have convergent values. Thus, the measurement results show that the model is valid, consistent, reliable, convergent, and discriminant, then completely suitable for SEM analysis.
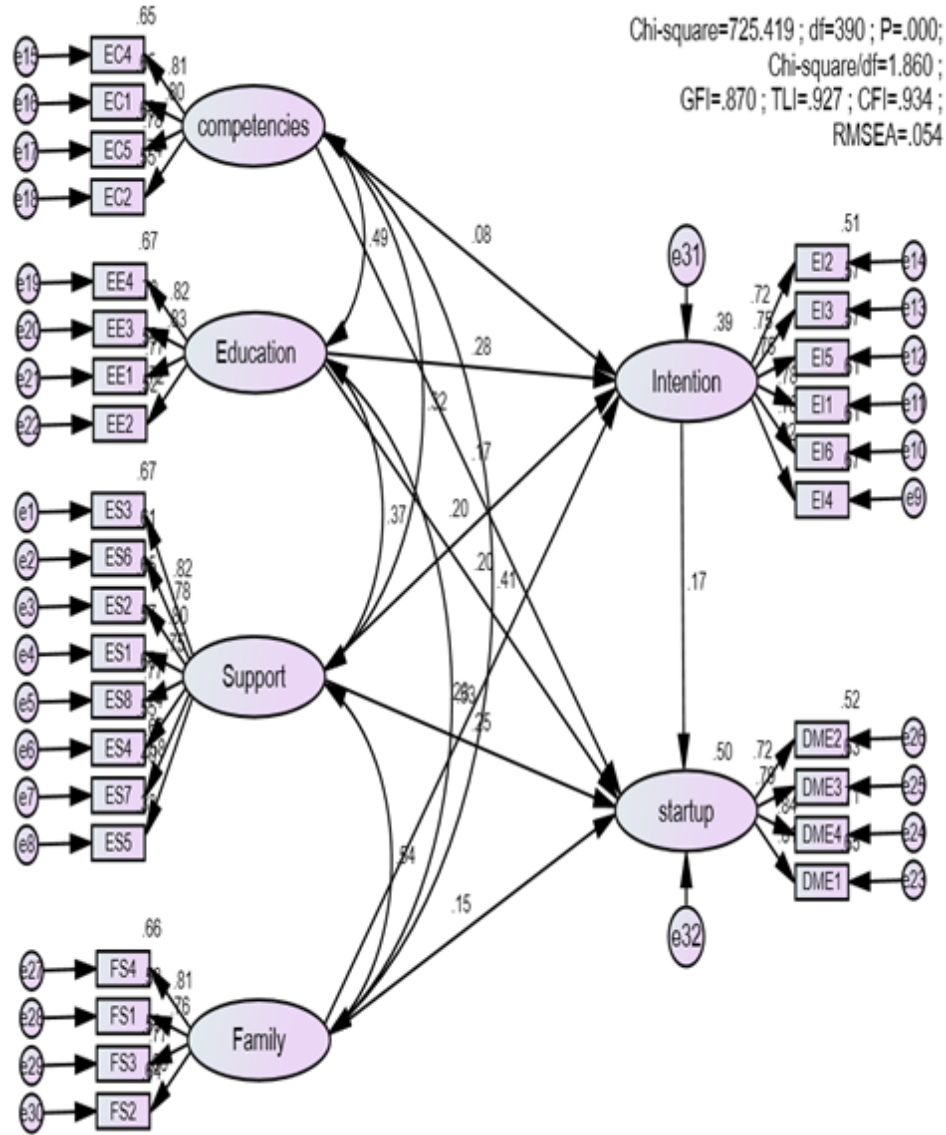

Figure 2: SEM Model

The results -not statistically significant (P-value = 0.215>0.05 with 95% confidence). Therefore, removing that relationship factor from the model and re-analyzing the SEM

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model show that the relationships are all statistically significant. So the hypothesis H_1a,b; H_2a,b; H_3a,b, H_4a; H_5 is accepted. The hypothesis H4b, H5 is rejected.

Table 4: 2nd Results of SEM Analysis the Relationships of Each Factor

Hypotheses				Estimate*	SE	CR	P	Result
H2a	EI	<---	EE	.312	.083	4.474	.000	Accepted
H3a	EI	<---	ES	.210	.064	3.125	.002	Accepted
H4a	EI	<---	FS	.243	.073	3.127	.002	Accepted
H1b	ED	<---	EC	.170	.070	2,680	.007	Accepted
H2b	ED	<---	EE	.201	.089	2.746	.006	Accepted
H3b	ED	<---	ES	.252	.064	3,850	.000	Accepted
H4b	ED	<---	FS	.148	.072	1,976	.048	Rejected
H5	ED	<---	IE	.174	.069	2.559	.010	Rejected

Estimate*: Estimated coefficient

The results show that the estimated weights are all positive, so the variables; entrepreneurial competence (EC), entrepreneurial education (EE) and family support (FS) all positively affect the EI and the EI has a positive influence on ED.

Surprisingly, the study results showed that competencies had no effect on EI but did affect ED, a finding that is in contrast to the study of Mitchelmore & Rowley (2010) và Mamun et al., (2016). This can be explained that for those who have the ability to start a business, it is common for people to decide immediately, not to nurture their intentions before deciding. Usually, these people are so confident in their abilities that when they have an idea, they go ahead and implement it and skip the nurturing stage.

Family support was found to be positively associated with students' entrepreneurial intentions. This result is similar to the study of Mamun et al., (2017). At the student age, they are still very dependent on their families for economic and advice; Or simply encouragement from family members also plays a huge role in promoting the entrepreneurial spirit of students, giving them confidence to start their entrepreneurial journey. Therefore, when students have family support (both materially and spiritually), their intention to start a business will be higher.

The Entrepreneurship policy having relationship (positively) with students' entrepreneurial intentions. The students have all learned through business-related knowledge, so they understand that business is not a separate activity, just being strong is enough, but it is also affected by the combined effects of many external factors (Denanyoh et al., 2015; Gasse & Tremblay, 2011; Huang et al., 2021; Turker & Selcuk, 2009) therefore, when realizing a good and favorable start-up support environment such as easy access to capital, through information and infrastructure, it is easy to generate intentions and decisions to start a business (Nguyen et al., 2019).

4.4 Analysis of the Regulation of Family Background

Using the SEM analysis method by groups to test the influence of factors on the EI and whether the influence of the EI on ED is different between different family backgrounds or not (public servants, businessmen, farmers). According to the Chi-square test for the variable model and the invariant model, the P-value = 0.002<0.05 shows that there is a difference between the invariant model and the variable model (Thọ, 2012). Therefore, the authors select the variable model (because of the higher compatibility) to analyze the SEM structure for each group.

Table 5: The SEM Structure Analysis for Each Group

Hypotheses			Officer	Businessmen	Farmer
EI	<---	EE	.594	.235	.000
EI	<---	ES	.007	.096	.261
EI	<---	FS	.375	.098	.101
EI	<---	EC	.913	.136	.927
ED	<---	EC	.484	.000	.185
ED	<---	EE	.023	.321	.040
ED	<---	ES	.301	.660	.000
ED	<---	F WILL	.086	.037	.967
ED	<---	EI	.008	.844	.148

For the effect of EE on EI: For students with a family tradition of public servants and businesses, education has no effect (P-value=0.594 and 0.235), but for peasant families it has an effect (P-value = 0.000). That is, for students whose parents are farming, the better the education, the higher the EI, while other families do not have enough grounds to conclude.

B.t students from different family backgrounds (no difference) in family support for EI (P.value > 0.05). This shows that, regardless of economic background (civil servants, businessmen or farmers), the support for their children in starting a business is the same.

Similarly, for the effect of EC on EI: B.t students from different family backgrounds on the intention to start a business - no difference (P value > 0.5). However, for EC and ED: For families that are civil servants and farmers, competency does not affect the ED (p value = 0.484 and 0.185), but for business families it does (P. value = 0.000). This shows that in the business families, the higher the competency, the larger the ED, and the other families do not have enough grounds to conclude.

For the influence of EE, FB, and EI on ED: B.t students from families with different family traditions - no difference (P. values are all greater than 0.05). For the influence of FS on ED: The results show that the students who are from the family of a farmer, the greater the support, the higher the decision to start a business, while the students from the family of civil servants, business found no difference in this relationship. Thus, the relationship between the FS and the EI is not different, but there is a difference when considering the

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relationship of this factor to the ED. Sometimes, for children whose parents are farmers, they understand the hardships of farming, so when they have the support of their family, they decide to do it. Moreover, it is possible that for students whose parents are farmers, they have not had the opportunity to be exposed to many real business activities, so they have not yet imagined what stages they need to go through in reality, so as long as they are supported, they make decisions.

5. Conclusion

With the goal of the Vietnam government to acquire 1.5 million businesses by 2025, improving the entrepreneurial intentions and business activities among youths is crucial (Nguyen et al., 2019). Our study highlighted the levels of entrepreneurial intentions among Vietnamese youths and analyse the impact of entrepreneurial competencies, entrepreneurial education, environmental support, family support on entrepreneurial intention and entrepreneurial decision. Besides that study also observed the role of moderator variable, family background, on the relationship between entrepreneurial intention and entrepreneurial decision. The result shows that the estimated weights are all positive, so the variables entrepreneurial competence (EC), entrepreneurial education (EE), and family support (FS) all positively affect the EI and the EI has a positive influence on ED. entrepreneurial education has the strongest effect on the entrepreneurial intention, this the same with resaerch findings of Anwar & Saleem, (2019), Dao et al., (2021) and Liñán et al., (2011). The relationship between the FS and the EI is not different, but there is a difference when considering the relationship of this factor to the ED via the moderator of family background. To promote entrepreneurship activities among young people in Vietnam necessary to encourage guidance career and startup capacity training for students, starting with changing the training program's content towards application-oriented startups. Moreover, strengthening extra-curricular activities aimed at entrepreneurship and innovation is a premise for forming the intention and decision to start a business.

6. Limitation and Future Study

As with any study, there are some limitations in our research that we suggest being addressed in the future. First, we use the entrepreneurial intentions and entrepreneurial decision construct instead of entrepreneurship behavior, which may make a difference from reality. Therefore, we suggest that future studies should consider combining entrepreneurship behavior construct to the research model to assess the effects of constructs on entrepreneurial intentions and from intention to behavior in reality of new opening business activities. Second, in this study, we do not analyze the student from different majors which may impact on entrepreneurial intentions. Although the aim of this study did not include how to analyze major of students impacts entrepreneurial intentions.

However, it would be an interesting topic for future study, our research is cross sectional, therefore, causal inferences need to be further verified in the longitudinal studies in the future.

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