

Building up the Entrepreneurial Intent Construct among Technical Students in Vietnam

Trang Doan Thi Thu¹ & Hoc Le Hieu²

Abstract

Theory of planned behavior - TPB (Ajzen, 1991) stated that single best predictor of the behavior to establish a new venture is entrepreneurship intention. Entrepreneurship intention could be seen as the key to understanding the entrepreneurial process and the first step in the complex process of entrepreneurship. Therefore, deeply understanding the determinant factors of this phenomenon can be referred to as the key method to efficiently propose policies and solutions promoting the rate of firms started. This research aims to suggest a conceptual entrepreneurial intent construct among technical students in Vietnam who are seen as the potential sources of nascent innovative entrepreneurs. The construct is mainly based on TPB with three intention anticipants including (1) attitude toward the new venture creation, (2) subjective norm and (3) perceived behavior control. In addition, three more influencing factors are added to the construct, namely (4) perceived risks, (5) demographic factors and (6) entrepreneurship education programs. We wish to develop a comprehensive entrepreneurial intention scale for measuring entrepreneurial intention and its affecting factors that can trigger and enhance individual entrepreneurial intention among technical students in a contextual circumstance specific to a factor driven economy in Vietnam.

Keywords: entrepreneurship intention, constructs theory of planned behavior, technical students, Vietnam

1. Introduction

Entrepreneurial activity is the fundamental developmental instrument for innovation economic growth, social mobility, and most importantly a rich source of job creation, especially the case of developing nations (van Praag and Versloot 2007). In this regard, almost governments have put the stimulation of entrepreneurship high on their agenda (Potter & Storey, 2007) with the hope to become entrepreneurial economies that pick the fruits of dynamic capitalism (Thurik et al., 2013). A fundamental question dominated in entrepreneurship research, policy mechanism is why only some people see new business opportunities, and only some people take actions to exploit the opportunities they do see by involving in entrepreneurship actions (Shane & Venkataraman, 2000). Since entrepreneurship is rare, hard to observe, not well defined, and involves unpredictable time lags together with its nature as a complicated and long-life process (Krueger & Brazeal, 1994), the answer for that question to fully understand individual entrepreneurial behavior is not easy to get, even if impossible in some cases (Wu, 2010). To offer a mean for better explaining and predicting entrepreneurship, instead of directly observing entrepreneurship actions, much literature on entrepreneurship focuses on the concept of entrepreneurial intention, viewing much of entrepreneurship as intentional behavior and the formation of an intention to start a business as a necessary step in the process of founding an organization (Schlaegel & Koenig, 2014). In the same line, we find established practical evidence that someone's intention to act towards something in a certain manner is the most obvious indicator of his actual behavior.

¹International Cooperation Department, Hanoi University of Science and Technology, No. 1 Dai Co Viet Road, Hanoi, Vietnam

² Department of Management Science and Law, School of Economics and Management
Hanoi University of Science and Technology; No. 1 Dai Co Viet Road, Hanoi, Vietnam

For instant, Krueger et al. (2000) stated that entrepreneurship activities are intentional based and planned behavior, in which entrepreneurs started with some extent of entrepreneurial intention before they turned out to become ones. Stam & Scutjens (2006) have discussed entrepreneurial intentions to show that people will not indulge in starting new firms as a reflex, but rather they consider the option much more carefully and quite well in advance. According to the theories of planned behavior (TPB) developed by Ajzen (1991), entrepreneurial intentions is the key to understand entrepreneurial process. Since entrepreneurial behavior is intentional, many researchers agreed that it can be predicted by entrepreneurial intention. In other words, people will not become an entrepreneur in a sudden without certain triggers and most importantly, intention (Krueger and Carsrud, 1993). Intentions have been proved to be the single best predictors of individual behaviors particularly when the behavior is rare, hard to observe or involves unpredictable time lags such as new venture creation (Krueger & Brazeal, 1994). As indicated by Bird (1988), the most proximal predictor of the decision to become an entrepreneur is seen in entrepreneurial intention, which signals how intensely one is prepared and how much effort one is planning to commit in order to carry out entrepreneurial behavior. Even if people may have significant potential, they will refrain from making the transition into entrepreneurship when they lack the intentions (Krueger et al., 2000). Thus, as Schwarz et al. (2009) pointed out, in entrepreneurship research, understanding what factors affecting entrepreneurial intent is critical to explain why a person involves in long, complicated and risky entrepreneurial process but others not. Observing the entrepreneurial intention and investigating determinants of entrepreneurial intention is a crucial step in identifying ways to develop competitive entrepreneurs.

There are various scales in place attempting to measure entrepreneurial intention of adults and students and its influent factors such as Chen et al.' s Entrepreneurial Decision Scale (1998), Krueger et al.' s Entrepreneurial Intentions Scale (2000), Thompson' s Individual Entrepreneurial Intent Scale (2009), and Liñán& Chen' s Entrepreneurship Intentions Questionnaire (2009). However, all of the scales were designed within the context of developed economies like USA where intentions to become entrepreneurs were based predominantly on a desire to be independent or to increase individual income. Few studies have been done outside of this territory with markedly different socio-cultural norms and low income economic conditions like Vietnam where individuals were more likely to enter entrepreneurship as the only option to survive or to maintain their income (Bosma et al., 2008). Brannback et al. (2007) highlighted the need for replication in order to advance scientific knowledge in developing economics area. Furthermore, it was claimed that intentions-based models are likely to vary across cultures, economic conditions and there is a need to test current models of entrepreneurial intentions as a means of observing the robustness of current theories and advancing the field of entrepreneurship (Morrison, 2000). In Vietnam, it could be stated that what influences entrepreneurial intentions is still an understudied phenomenon. By building up a comprehensive entrepreneurial intent construction, this study seeks to (1) identify and understand the perspective of technical students in Vietnam about the concept of entrepreneurial intention and (2) the factors that influence their career choice as self-employment. Hence, this type of study will fill this gap by focusing on the influence factors of entrepreneurial intentions among the technical students in an under-studied area like Vietnam. At the same time, the paper will demonstrate the usefulness of a previously tested model in this developing country.

We choose the sample of undergraduate technical students because literature shows that young people are more likely to engage in entrepreneurial initiatives that would lead them into establishing new business ventures (Kolvereid 1996). The 2001 Organization for Economic Cooperation and Development (OECD) statistics reports that hardly 10 percent of adult people are interested in starting business ventures comparing to the data of 35% of young people interested in. Yet students are regarded as being on a critical turning point as they are supposed to make career choices and lifestyles upon graduation. Obembe et al. (2014) also confirmed that undergraduate students are at the beginning of their life careers after graduation, this may be one of the best times to influence them to continue as entrepreneurs. Once the young people understand the importance of entrepreneurship and ready to venture into business, the unemployment rate can be reduced and the economy will experience an increase in growth. It is therefore evident that young individuals (students and graduates) who start a new venture for the first time after graduation constitute an exceptionally vital class for the development of entrepreneurial activities on the national economy level (Glinskiene & Petuskiene, 2011). More specifically, technical students are concentrated in this research since they are seen as potential innovative entrepreneur sources of a country. Because of the economic importance of high-tech companies as the determinant of a national economic viability, it is particularly important to understand the intentionality of potential academic entrepreneurs who have a critical role in the identification of commercializable technologies and in the subsequent transfer of the technology (Hoye & Pries, 2009).

The paper is organized as follows: The next section will present the literature review of entrepreneurship, entrepreneurship intention and factors affecting this intention. Then a proposal entrepreneurial intention construct and conceptual model among technical students in Vietnam are designed basing on that reviewing the literature, while implication and conclusion path marks the work is ending.

2. Literature Review

2.1 Entrepreneurship

Entrepreneurship widely known to be a process through which new knowledge is transformed into products and services (Kauffman, 2008). It requires time, strong intention, involving both considerable planning and a high degree of cognitive processing (Thompson 2009). Similarly, Volkmann (2009) argues that entrepreneurship is not only about creating business plans and starting new ventures but it is also about creativity, innovation and growth, a way of thinking and acting relevant to all parts of the economy, society and the whole surrounding ecosystem. Shane (2003, p.4) provides a general definition of entrepreneurship which is "an activity that involves the discovery, evaluation, and exploitation of opportunities to introduce new goods and services, ways of organizing, markets, processes, and raw materials through organizing efforts that previously had not existed". To date, the word "entrepreneurship" has been defined in various ways and there is no single-agreed-upon definition (Baron & Shane, 2007), but all modern entrepreneurship definitions emphasize invention, innovation and creativity in the process of creating something new or better to the society. This is totally in contrary with the traditional economic system which focused too much on price factor and neglected the importance of invention and innovation (Mellor et al., 2009). Directly operating the entrepreneurship activities are entrepreneurs who seek opportunities and drive new ventures (Zahra & Dess, 2001) by doing of new things or the doing of things that are already being done in a new way which, in turn, is an important development factor of the economy (Schumpeter, 1947).

In the era of globalization, entrepreneurship and entrepreneurs have been declared to be highly essential. No double, entrepreneurship is an engine of economic, the main catalyst for economic growth and contributes significantly to economy, society as well as human kind (Baron, 2014). It is a potential incubator for technological advancement, enhancing products, services and financial market at large, thus the development and expansion of an economic are dependent on the stream of entrepreneurship and innovation (Teixeira & Davey, 2008). New venture creation and entrepreneurial activities are usually the strategies that are being employed in developed nations in order to quicken a stagnated economy and also dealing with unemployment issues by creating job opportunities thereby means of boosting the economy and encouraging growth (Teixeira & Forte, 2009). Recently, developing countries like Vietnam also put more effort in promoting entrepreneurial activities to access to a targeted knowledge-based economy.

2.2 Entrepreneurship Intention

According to Ajzen (1991, pp 181), intention refers to "the indication of how hard people are willing to try, of how much an effort they are planning to exert, in order to perform the behavior". Generally, the stronger the intention, the more likely that a person will perform a behavior. One of scholars that most cited in term definition of intention is Bird (1988) who stated that "Intentionality is a state of mind directing a person's attention (and therefore experience and action) toward a specific object (goal) or a path in order to achieve something (means)". Bird and Jellinek (1988) clarified that intention is a thinking situation involving concentration, experience and individual behavior towards a specific goal or certain behavior. It is practical to study intention to understand the behavior instead of directly observing the behavior because actual behavior is difficult to be measured in a research (Wu, 2010).

Basing on the famous intention definition of Ajzen (1991), Krueger & Carsrud (1993) stated that entrepreneurial intention represents the commitment of individuals to start a new business. Bird and Jellinek (1988) defined entrepreneurial intention as the level of cognitive awareness, which direct to set up a new business. Katz (1992) simply call employment status choice intentions as "the vocational decision process in terms of the individual's decision to enter an occupation as a salaried individual or as self-employed." while Wilson et al., (2007) briefly stated that entrepreneurial intention refers to a conscious goal to become an entrepreneur. It is crucial to comprehend the overall process of entrepreneurial intention because the intention is usually related in establishing a new business.

It is seen as the product of an individuals' self- efficacy, attitude and the subjective norms toward entrepreneurial behavior (Schlaegel& Koenig, 2014). Being the single best predictor for planned behaviors, such as starting a business, analyzing entrepreneurial intentions is of particular importance as new firms facilitate the transfer from innovations to marketable products and services, mitigate inefficiencies within an economy, and create new jobs (Zhao et al., 2005). When the target behavior affords a person complete control over behavioral performance, intentions alone should be sufficient to predict behavior, as explained in the theory of planned behavior (Ajzen, 1991). Intentions have been found to be an unbiased predictor of action, even where time lags exist, for example in career choices (Lent et al., 1994).

2.3 Determinants of Entrepreneurship Intention

Acting as the key to understanding the entrepreneurial process and the trigger step in the long and complex process of entrepreneurship, the study of entrepreneurship intention's determinants takes on particular relevance for understanding the entrepreneurship process. Hence, literature has focused strongly on the factors predicting entrepreneurship intention, some of the main antecedents as bellows: Demographic factors including age, gender, education level, ethnic background nationality, geography and so on (Cohen, 1980; Hisrich, 1986; Basu & Virick, 2008; Nizam et al., 2010). Demographic characteristics may relate indirectly to entrepreneurial intentions. Kolvereid (1996) found that demographic characteristics influence employment status choice indirectly, through the effects of those characteristics on attitudes, norms and self-efficacy. Crant (1996) found that males are more likely to have entrepreneurial intent.

Personality traits include need for achievement, locus of control, risk-taking, tolerance of ambiguity, need for independence, etc. One of approaches with the most solid empirical support explains entrepreneurship intention through the psychological particularities of entrepreneurs, indicating some of their specific personality traits, such as need of achievement, risk taking and internal locus of control (Brockhaus& Horowitz, 2002). Same results were observed by Panc et al. (2012) investigating the personality and other psychological characteristics that differentiate the Romanian students that became entrepreneurs from the aspiring ones. Personal characteristics such as technical professional ability, management capability, business expertise or experience in leadership and entrepreneurship (Scott & Twomey, 1988; Ang& Hong, 2000; Turker&Selcuk, 2009). Shapero (1982) and Bird (1989) emphasized the predictive role of personal characteristics factors in entrepreneurial behavior.

Family business tradition: Research suggests that individuals from families that own businesses are likely to shaped positive intention towards business ownership (Menaghan & Parcel, 1995). A family business tradition also influences the entrepreneurial behaviors of individuals. Through working in a family business, people can acquire certain business ideas and skills to start their own or continue their families' businesses (Basu & Goswami, 1999). In particular, research specifically related to entrepreneurial behavior has shown that entrepreneurs often have a family history where their mother or father was self-employed (Fairlie& Robb, 2007). Even if, in some cases, many entrepreneurs have indicated that they were often placed in positions of responsibility within their family's business at a very young age (Dyer & Handler, 1994). Entrepreneurial parents tend to use the family business as a mean to teach their children the skills, values, and confidence required to own businesses.

Culture factor: Culture is said to play an important role in influencing entrepreneurship (Morrison, 2000). Basing on Hofstede's national cultural dimensions – power distance, uncertainty, avoidance, masculinity/femininity, individualism/collectivism, research has been trying to prove that entrepreneurship intention is favored in cultures with a high degree of individualism, low uncertainty, high power distance and masculinity (Hayton et al., 2002). It has been found that national culture plays an influential role on entrepreneurial behaviors (Sivakumar& Nakata, 2003). Establishment of entrepreneurial priorities, making choices and reaching decisions to start a new business are shaped by values (Hayton et al., 2002) Entrepreneurship experiences: The social learning approach identifies several types of experiences that influence the entrepreneurial behavior and success: previous managerial, entrepreneurial or industrial experience manifested as competences or knowledge capital that allows the entrepreneur to identify opportunities, appreciate their potential and explore it (Pintea, 2004). Education Support: Turker & Selçuk (2009) argue that university education is an efficient way for obtaining necessary knowledge about entrepreneurship. By comparing the students' intention at MIT with two German- speaking universities (the Vienna University of Economics and Business Administration and the University of Munich), Franke and Luthje (2004) found very distinct patterns of entrepreneurial spirit in these universities under the positive impact of entrepreneurship education programs.

Similarly, based on the findings of their cross-cultural study, Henderson & Robertson (2000) argues that education programs, especially program concentrated on entrepreneurship should pay particular attention to positively influencing students' attitudes towards entrepreneurial activity. The result of an empirical study carried by Autio et al. (1997) on technology students from four different countries showed that entrepreneurial intentions are shaped by the positive image of entrepreneurship and supportive environment provided by their university. Research conducted by Zainuddin & Mohd Rejab (2010) found that student believed that entrepreneurship education contributes to increasing entrepreneurial self-efficacy and subsequently towards their self-employment intention. Similarly, finding of study conducted by Vasquez et al. (2011) shows that undergraduates' entrepreneurial self-efficacy seems to be mainly enacted by learning experiences of entrepreneurship knowledge and support to business start-up at the university. Different studies showed that entrepreneurship education could increase students' interest and intention in entrepreneurship, by providing them with knowledge, skills, and attitudes needed for successful entrepreneurial tasks (Wilson, et al., 2007; Rasli et al., 2013). Research has also suggested that there are significant differences between students who participate in entrepreneurship education in terms of intention (Packham et al., 2010). According to Kolvereid & Moen (1997), students who have taken a course or major in entrepreneurship have shown greater interest in choosing entrepreneur as their career (Chenget al., 2009)

Environment conditions include economic resources, lack of employment opportunities, political climate, etc. Stressed by Aldrich & Zimmer (1986), individuals cannot be viewed as atomized decision-makers who operate as autonomous entities, so did Robinson et al. (1991) state that the intention toward a new venture creation do not exist in isolation. Therefore, it is reasonable to focus on the entrepreneurial process as an embedded process in a social, cultural and economic context. Previous research that recognized the importance of external influence factors for an individual's interest to become an entrepreneur concentrated particularly on a person's social networks, on the image of entrepreneurs in society, on socio-cultural norms, and on perceived supports/barriers to entrepreneurship (Lu 'thje and Franke, 2003). For example, when students realized a hostile environment for business founders, e.g. credit conditions as being too restrictive, they were less likely to become entrepreneurs irrespective of their intention toward self-employment. Social factors such as the model role of entrepreneur in society, the supports from family and society (Birley, 1985; Dubini & Aldrich, 1991; Greve & Salaff, 2003). Linan & Chen (2009) suggest that social differences may influence perceptions of the entrepreneurship motivational antecedents. The bulk of empirical work on entrepreneurial intentions has focused on social support as the main determinant of entrepreneurial intentions (Gurel et al., 2010).

Besides a number of researches concentrating on a single factor or sole group of common factors as stated above, many authors recently switch to propose combined factors or combined groups of factors influencing entrepreneurial decisions and designed intention based models. For instant, Lango witz & Minniti (2007) propose three main groups affecting new venture creation intention, including socio demographic factors, perceptual variables, and contextual factors. According to Scherer et al. (1989), the influences can be divided in two types: specific to a person, therefore internal attributes (personality, characteristics, etc.) and specific to a group, therefore external attributes (competition, consumers, investors, etc).

Turker & Selcuk (2009) combined personality characteristics and external factors, tested on a sample of 300 university students in Turkey. Scott & Twomey (1988) analyzed the ambitions of university students and the results of the study identified parental influence and work experience as significant factors. Lu 'thje & Franke (2003) considered the impacts of both internal factors (motivation and self-confidence) and external factors (perceived level of education, opportunities and support) on entrepreneurial propensity of university students. De Clercq et al., (2013) agreed with this view by stating that entrepreneurial intentions depend on external factors such as the presence of an unfavorable economic environment or a lack of regular employment options.

However, not everyone develops the same intentions in the face of the same external circumstances. This scenario suggests an important role for individual factors, including personality, gender, and education. Veciana et al. (2005) tested the desirability, feasibility, and intentionality for entrepreneurship according to gender and entrepreneurial history of students in Spain and Puerto Rico. Ang & Hong (2000) concentrated specifically on the role of some personality traits (risk-taking propensity, tolerance for ambiguity, internal locus of control, innovativeness, and independence) and motivational factors (love for money, desire for security, and desire for status) in combination with the contextual factors. Wang et al., (2011) found that work experience and family background were the factors that influenced entrepreneurial intentions of college students.

Douglas & Shepherd (2002) suggested that personal traits (risk, need for independence) and income potential were important factors affecting career decisions. According to the famous Theory of Planned Behavior developed by Ajzen (1991), there are two factor groups affecting the entrepreneurship intention: the internal factors (attitude, self-efficiency) and external factor (social norm). As the statement of Weber et al., (2009), the main influencing factors are background factors and accompanying environment factors. Research from Fayolle & Gailly (2015) shows that entrepreneurial training programs and start up experience are main factors accounting for entrepreneurship intention. According to Bird (1988), intention can be defined as a way of thinking that is structurally rational and intuitive resulting from social, political, economic, personal history, personality, personal ability factors. Meanwhile, Learned (1992) suggested that the formation of intentions is the result of the interaction of psychological traits and background experiences of the individual with situations that are favorable to entrepreneurship. Intention to found assumes that some individuals will encounter situations that will interact with their traits and backgrounds that cause the intention to become self-employed. Schillo et al., (2016) pointed out that there are two levels of analyses, the individual level and the country level, and considering one without the other could result in an incomplete understanding of variances in entrepreneurial intention.

All above theory literature shows that there are multiple approaches to studying entrepreneurial intention's affecting factors but as suggestion of many researchers, given a specific context, researchers have selectively used different determinants to build their corresponding models (Shinnar et al., 2012; Siu & Lo, 2013). In the following part, we will propose a tailored entrepreneurial intent construct among technical students in the specific researched context of Vietnam.

3. Proposed entrepreneurial intent construct among technical students in Vietnam

The previous part demonstrates that there are various factors influencing the entrepreneurial intention and the findings on determinants that predict entrepreneurial intention varies across countries and cultures (Boulton & Turner, 2006; Moriano et al., 2011). Thus, studies are indeed needed at the local setting to increase the relevancy and accuracy of the results. In other words, given a specific context, researchers have selectively used different determinants to build their corresponding models (Shinnar et al. 2012; Siu and Lo 2013). Hence, the current research also builds up a specific entrepreneurial intent construct among technical students in Vietnam.

The first characteristic of our scale is that diversified affecting factors of entrepreneurial intent are accounted instead of single factor since the current theory states that research should focus more on various groups of affecting factor when considering the scale of entrepreneurial intent. This will bring a multi and comprehensive look for the research measuring mechanism (Hindle et al., 2009). Thus, this paper also looks for a combined factor model to adopt. Among the most used intentional models, we found that the standard theoretical model to explain student's entrepreneurial intentions and ultimately entrepreneurial behavior is theory of planned behavior (TPB). Unlike other models, the TPB offers a coherent and generally applicable theoretical framework, which enables us to understand and predict entrepreneurial intention by taking into account not only personal but also social factors (Krueger et al., 2000). According to Engle et al. (2010), TPB model does come into view to be an important cognitive process model for the evaluation of entrepreneurial intention. The model explains the complexity of relationship between human behavior and its relevant determinants. Most importantly, it identifies that human behavior is a cause of intention and three antecedents directly affect intention: attitude; subjective norm, perceived behavioral control. In other words, the three factors mentioned directly affect a person's intention to perform a behavior. In addition, Krueger et al. (2000) point out that entrepreneurship is a result of intentional and planned behavior.

Thus, using TPB to investigate entrepreneurial intention is considered viable. In fact, TPB has been found to be an effective model for studying and understanding entrepreneurial intention (Moriano et al., 2011; Van Gelderen et al., 2008). Using TPB to study entrepreneurial intention was found in various studies, for examples, Kautonen et al. (2010), Sommer and Haug (2011), just to name a few. Thus, we decided to adapt TPB in determining the factors affecting the technical undergraduates' intention in becoming entrepreneurs. Three anticipants of entrepreneurship intention in TPB are stated, as bellows: Attitude toward a behavior is defined as the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question (Ajzen, 1991). Subjective norm is defined as the person's perception that most people who are important to him think he should or should not perform the behavior in question (Fishbein & Ajzen, 1975). Perceived Behavioral Control (PBC) is related with people's confidence that they are capable of performing the behavior under investigation, and related with their beliefs that they have control over on that behavior (Ajzen, 2002).

PBC is related to the behavior's feasibility that individuals usually adopt behaviors they perceive as they will be able to control and master (Fayolle et al., 2006).

Although the theory of planned behavior is already acknowledged as a robust theory and proven as an effective tool in entrepreneurial intention research, there is still a chance to add some variables that may influence the model (Sondari, 2014). Koe (2012) stated that it is important to integrate other relevant variable into TPB model to increase its ability to explain and predict intention since the intent to become self-employed does not depend exclusively on students' attitudes connected with entrepreneurship, the subjective norms from society or the self-efficacy of individual. Infact, TPB explains only 30 to 45% of the intention variable (Kolvereid, 1996; Liñán & Chen, 2009). In addition, due to the fact that individuals do not exist and act in isolation, they also take environmental conditions into account in their decision-making processes (Schwarz, 2009). Lu`thje and Franke (2003) demonstrate that perceived entrepreneurship-related barriers and support factors also directly affect the student's entrepreneurial intent. Bakotic and Kruzic (2010) add education as one environmental support variable that can influence entrepreneurial attitude and intention so do Hynes and Richardson (2007) and Schwarz (2009). Even if, the father of TPB also encouraged researchers to explore contextual determinants to bring more nuances to the finding (Ajzen 1991). In line with these arguments, we included three more factors that we think of having high possibility to affect to the self - employment intention of technical students in Vietnam, namely (1) Perceived risks, (2) Demographic factor and (3) Entrepreneurship Education Program.

Perceived risk factor is considered in our proposed intention construct because entrepreneurial activities are risky endeavors by nature, and examining risk is a central part of entrepreneurial intention (Zhang et al., 2015). As a business involves many risks, the personal trait that sets out a clear difference between an entrepreneur and an employee is the ability to take risks (Drucker, 1999). Risk describes a preference to uncertainty with a distribution of possibilities over certainty. In the definition of Linan & Chen, (2009), perceived risk is a personal viewpoint on unstable incidents. Kropp et al. (2008) concluded that start-up decisions were influenced by two elements and one of them is one's thinking about risks (perceived risk) in new venture creation. Research has shown that a positive attitude toward risk or a willingness to bear uncertain results is associated with entrepreneurial intention. In contrast, individuals with a high perceived risk had weaker levels of entrepreneurial intention (Hmieleski & Corbett 2006). Van Gelderen et al. (2006) concluded that a higher perceived market risk implies a higher chance of failure of nascent activities. Autio et al., (2001) underscored the impact of students' perceptions of risks on entrepreneurship as negatively influencing student intention towards envisaging an entrepreneurial career. This aspect is however not included in the original theory of planned behavior. By adding these important factors in our suggested model, we intended to verify if young people's attitude towards risk has a negative role in influencing their entrepreneurial intentions.

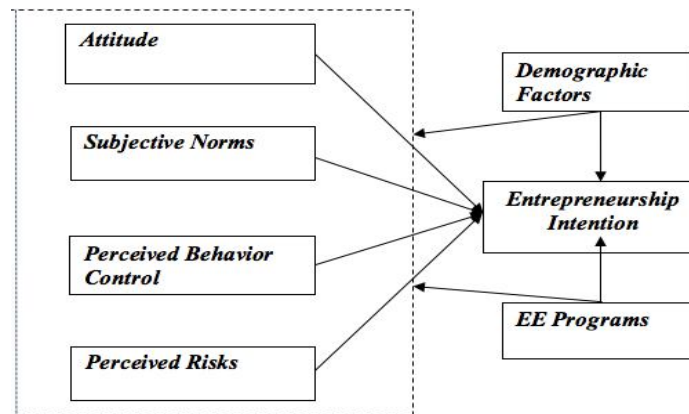
Demographic factors are added in our scale because in the literature these variables have been used to define a profile of a typical entrepreneur (Robinson et al. 1991). Various studies supported this approach by providing findings on the fact that demographic factors have an influence on intentions (Boyd & Vozikis, 1999). For gender, there is substantial overrepresentation of males among business founders in most countries (Scherer et. al, 1990). Scott & Twomey (1988) found that respondents whose parents owned a small business showed the highest preference for self-employment and the lowest preferences for employment in a large business. Matthews & Moser (1995) reported a significant relationship between the presence of parental role models and entrepreneurial intentions. Kent et al. (1982) argued that work experience during the formative years has an impact upon the decision to become an entrepreneur) and the relevance of experience and social influences (Davidsson 1995). In this sense, we will consider the inclusion of eight control variables in the analysis: age, gender, family location, parent occupation, and labor experience, prior exposure to entrepreneurial experiences, role models and social activities.

Entrepreneurial education is the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them. It includes instruction in opportunity recognition, commercializing a concept, marshalling resources in the face of risk, and initiating a business venture (Jones & English, 2004). Many literatures show that the potential impacts of higher education on students include three aspects: the first is about their personal development, including changes in attitudes and values; the second is to do with changes in their abilities; and the third with possible social impacts (Wu & Wu, 2008).

Based on this rationalization, therefore, we can predict that (i) students who perceive entrepreneurship-education positively are more likely to have positive attitudes toward entrepreneurship, (ii) students who perceive entrepreneurship-education positively are more likely to have positive subjective norms, and (iii) students who perceive entrepreneurship-education positively are more likely to have higher perceived behavior control, and those lead to entrepreneurial career intention of students. Thus, entrepreneurship education programs play a central role on triggering and promoting entrepreneurship intend among students. These arguments have been raised in Sondari (2014)'s research and get the approval conclusions. Entrepreneurship education must be defined as structured formal intervention (Wu and Wu, 2008).

Adopting three determinants of entrepreneurial intention on the theory of planned behavior, adding with three more suggested factors, our proposed entrepreneurial intentions-based model is depicted accordingly in Figure 1. In this model, the dependent variable of entrepreneurial intention is hypothesized to be affected by four independent variables (attitude toward the venture creation, subjective norms, perceived behavior control and perceived risks) and two control variables (demographic factors and entrepreneurship education programs).

Figure 1: Proposed Entrepreneurial Intentions-Based Model



4. Implication and Conclusion

Pozen (2008) defined entrepreneurship as a dynamic process of vision change and creation. Being a process, entrepreneurship requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Central to this process is the creation or recognition of opportunities by individuals followed by the will and initiative to seize such opportunities that present themselves. Therefore, the study of entrepreneurial intention is necessary as it helps and offers a means to better explain as well as predict entrepreneurship. Krueger (2007, p. 124) also emphasizes, "behind entrepreneurial action are entrepreneurial intentions," and not all individuals will have such intentions, either before or after they find by serendipity a new business opportunity. The "intentionality" of would-be entrepreneurs has therefore long been stressed as an important variable in understanding the formation of new business ventures (Bird, 1988). In line with these statements, this paper has built up an entrepreneurial intention scale which will be applied to measure entrepreneurial intention and its affecting factors among technical students at undergraduate level in the specific context of Vietnam.

In the future researchers, we will design the measuring item scales for each variable of the scale and get the data with structured questionnaire form based on research sample of technical students in Vietnam. We plan to apply SPSS 18.0 and AMOS 18.0 to analyze the data collected based on a wide range of qualitative analysis methods within which the main method is structural equation modeling (SEM). This method involves the simultaneous analysis of relationships between indicators and their respective latent variables (using confirmatory factor analyses) and posited causal relationships between latent variables (using latent path analysis). The tests aim to measure entrepreneurial intention level of technical students in Vietnam and affecting level of each determinant on this intention. These indicators could help policy makers and universities know well what are the main moderators influencing the intention of self-employment among technical students in Vietnam. In this regards, suitable entrepreneurship educational programs and policies to promote entrepreneurship intention could be built up which will soon lead to entrepreneurship activities and thereby producing a healthy economy and independent individuals.

In conclusion, the paper has discussed what give birth to entrepreneurship, i.e entrepreneurship intention. In this regards, an entrepreneurship intent scale was suggested with six proxies. It is hoped that this paper could develop a comprehensive entrepreneurial intention scale for measuring entrepreneurial intention and its moderators in order to know potential entrepreneurs and factors that can influence them to establish firms in a contextual circumstance specific to a factor driven economy in Vietnam.

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