

Research on Factors Affecting Innovative Start-Up Intention of University Students in Vietnam

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Abstract

The purpose of this research is to determine the relationship of personality traits, human capital, and the surrounding environment on the innovative start-up intention of university students, through the mediators of perceived desirability and risk-taking propensity. Using the SPSS 26 and AMOS 26 research tools, analysis techniques and hypotheses of the linear structural model were tested. The research data was collected through interviews with 1,046 university students in Vietnam. The research results show that factors related to personality traits, human capital, surrounding environment, perceived desirability, and risk-taking propensity have a positive direct and indirect impact on the innovative start-up intention of university students. This is a new finding in the context of Vietnam's socio-economic landscape. The research also reveals differences in the impact of these factors on the innovative start-up intention of students, between male and female groups, family backgrounds, and field of study. For the group with prior exposure to innovative entrepreneurship, social norms have a significant impact on entrepreneurial intention. The research results provide a basis for local authorities and universities to develop policy implications and management approaches to better support and enhance the innovative start-up intention of students, in order to contribute to the country's socio-economic development.

Keywords: Start-Up Intention, University Students, Vietnam.

INTRODUCTION

In recent times, the innovative start-up has been seen as one of the activities with a significant impact on the development of the country and an effective solution to the increasingly growing unemployment situation. The Government has issued many policies to encourage innovative entrepreneurship among young people. Among them, initiatives to promote the innovative start-up intention among students have always been a focus, with the typical example being the "Supporting students' entrepreneurship by 2025" project (Project 1665) issued by the Prime Minister on 30/10/2017. It can be said that students, with their youthfulness, dynamism, and diverse entrepreneurial and innovative ideas, will be potential future innovative entrepreneurs.

The issue of innovative entrepreneurship among students is playing an increasingly important role in the development of countries around the world, including Vietnam. Many studies have proven the contribution of successful students' innovative start-up to the development of the national economy, especially through job creation and increasing the diversity of the economy (Lien, 2020). In Vietnam, the issue of innovative entrepreneurship among students has been receiving attention in recent years, after the Government launched the national innovative start-up movement and declared 2016 as the National Entrepreneurship Year. Many universities have incorporated innovative start-up education into their curricula, and even developed it into a specialized training major (Hiep et al., 2019).

The international and domestic context has created both great opportunities and significant challenges for innovative startup enterprises in Vietnam (Hai, 2013). In addition, entrepreneurial innovation is an issue that is of concern to the Government and society, and is seen as a fundamental solution to address issues such as improving the economic, reducing unemployment, improving living standards, and reducing poverty (Davidsson, 1995). Given the current situation, the questions of what causes of innovative start-up and what factors influence the innovative start-up intention of students in universities in Vietnam remain unanswered.

In order to enhance the effectiveness and innovative start-up intention of students, universities need to have reasonable policies to provide solutions to overcome the existing limitations and constraints. Understanding the factors that influence the innovative start-up intention of university students in Vietnam can not only help

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universities have more directions for activities and strategic development in the future, but also provide a basis to evaluate the effectiveness of relevant organizations' policies. Therefore, measuring and evaluating the innovative start-up intention of university students is necessary, as it has a significant impact on the socioeconomic development of the country.

The contribution of the research is the development of a scale to measure the factors that constitute the intention to engage in innovative entrepreneurship. It proposes a linear structural model on the relationship between these factors to further develop the overall research related to the innovative start-up intention. Additionally, the research also provides empirical evidence from the perspective of a survey of the perceptions of students, academics, government administrators, and business managers. This contributes to proposing managerial and policy implications for stakeholders involved in the innovative start-up intention and the development of innovative entrepreneurial activities in Vietnam and other developing countries with similar conditions.

Beyond this introduction, the content of the research is structured in the following sections: Overview and development of research hypotheses, Discussion of research methods, Summary and analysis of research results, Discussion of research results and policy implications, managerial implications, and finally, the conclusion.

LITERATURE REVIEW AND DEVELOPMENT HYPOTHESES

The research on the innovative start-up intention in general and the relationship with the development of innovative entrepreneurship has been carried out quite diversely and richly in many countries over the years. To build and develop research hypotheses and models, the authors have conducted surveys to present a comprehensive research overview with specific contents including:

Innovative Entrepreneurship and the Factors That Constitute the Innovative Start-Up Intentions

Until now, there is still no universally accepted definition of the term "innovative entrepreneurship". According to Drucker (1999), entrepreneurship is always closely linked to innovation, or in other words, innovation is the primary tool that shapes entrepreneurship. Innovative entrepreneurship is an activity related to the discovery, evaluation, and exploitation of opportunities to introduce new products and services, new ways of running a business, new markets, or new raw materials that have not existed before (Shane, 2003). Innovative entrepreneurship refers to the entrepreneurship of a newly formed enterprise based on the results of science and technology (Barbara, 2013). Another definition that has been widely accepted by domestic scientists in recent years is the definition of the Ministry of Science and Technology of Vietnam (2018) under Clause 1, Article 2 of Circular 01/2018/TT-BKHHCN, specifically: "An innovative startup enterprise is an enterprise with the ability to grow rapidly based on the exploitation of intellectual property, technology, and new business models, and has been in operation for no more than 05 years from the date of first issuance of the business registration certificate."

There are many factors that influence the innovative start-up intention of students, but most authors when studying this issue believe that the factors that have the greatest influence are the factors related to the students themselves, such as: perception, personality, motivation and ability of students; and external factors such as: educational environment, family, friends, and the ecosystem.

Regarding the personal factors of students, Ajzen (1991) argues that the intention to engage in innovative entrepreneurship is influenced by three main factors: personal attitude, subjective norms, and perceived behavioral control. Krueger (2003) states that an individual with a perception of desire for innovative entrepreneurship, a sense of feasibility, and a tendency to act will have the potential for innovative entrepreneurship. The beliefs and attitudes of potential entrepreneurs are more driven by perceptions than objective measures. Ang and Hong (2000) focused their research particularly on the role of certain personality traits that have an impact on the innovative start-up intention, such as risk-taking propensity, tolerance for

ambiguity, locus of control, and the need for achievement. Henderson and Robertson (2000) also noted that students' innovative start-up intention will depend on their creativity and personality characteristics.

Regarding external environmental factors, Hisrich (1990) argues that culture and institutional frameworks also influence entrepreneurial spirit. Previous studies have also pointed to the relationship between education and entrepreneurial spirit (Galloway and Brown, 2002; Gorman et al., 1997; Henderson and Robertson, 2000). The authors suggest that a solid educational foundation can promote students' innovative start-up intention. Wang and Wong (2004) explained Singaporean students' business concerns based on individual factors, and the study found that gender, family, business experience, and education level are important factors in explaining the innovative start-up intention. Henderson and Robertson's (2000) study also provides useful insight into young people's perceptions of entrepreneurial spirit. However, most of them think that entrepreneurial characteristics should be nurtured from external factors. While Scott and Twomey (1988) had earlier analyzed the aspirations of university students and found that parental influence and work experience are important factors.

In addition, researchers have also focused on the impact of personality traits on individuals' innovative start-up intention. Some studies consider personality traits as an important factor. Compared to others, innovative entrepreneurs exhibit certain personality characteristics such as strong achievement orientation, strong self-control, willingness to take risks, perseverance, and intelligence (Shaver, 1995). However, some researchers argue that personality traits cannot be seen as a convincing explanation for the choice of start-up (Gartner, 1985).

Krueger et al. (2000) suggest that the factors influencing the decision to start up often focus on the personality or character traits of the individual. Mitton (1989) describes innovative entrepreneurs as those who share certain psychological characteristics, such as commitment to their work, need for control, and enjoyment of uncertainty and challenge. Koh (1996) argues that this is to be expected, as it provides insight into the characteristic psychology of innovative entrepreneurs.

Krueger (1993) suggests that an individual's start-up intention are also influenced by the subjective norms stemming from the expectations of significant others like family, parents, friends, and colleagues. Bechard and Gregoire (2005) focus on educational research interests with their own theory, which is grounded in psychology, individualism, and open education. Overall, the key psychological characteristics related to entrepreneurial intentions include: desire for internal control; propensity for risk-taking; self-confidence; need for achievement; tolerance of ambiguity; and innovativeness.

Robinson (1991) argues that the desire for internal locus of control leads to a positive entrepreneurial attitude, helping to increase the sense of control and achieve higher performance. Even though risk-taking propensity is often cited as a critical determinant of entrepreneurial intentions (Bygrave, 1989), some empirical studies have found that innovative entrepreneurs with small-scale ventures do not have a positive attitude towards risk and do not see themselves as risk-takers (Baron, 1998).

Many researchers have explored the impact of individual gender on innovative entrepreneurial intentions. The study by Matthews and Moser (1995) showed that men have stronger innovative start-up intention than women. Females may choose to avoid starting their own businesses because of a perceived lack of necessary capabilities (Fielden, 2003).

Other studies have shown that prior business experience can also impact an individual's innovative start-up intention (Krueger, 1993). Their prior business experience can not only develop their innovative entrepreneurial intentions, but also accumulate experience and skills for future business activities. However, some studies have indicated that prior business experiences have only a small influence on individuals' knowledge about innovative entrepreneurship and do not have a significant impact on their entrepreneurial attitudes (Davidsson, 1995).

The Relationship Between Risk-Taking Propensity and Innovative Start-Up Intentions

Risk-takers are those who "in a business context, pursue business ideas when the probability of success is low" (Chell et al., 1991). In this research, risk-taking should be analyzed as a stable characteristic of entrepreneurs. Some individuals are very reluctant to engage in risky activities. However, others are less averse to risks (Arrow, 1965). Individuals with higher risk-taking propensity are more likely to become entrepreneurs (Fairlie & Holleran, 2012). Fear of risk is one of the entrepreneurial characteristics that can determine an individual's innovative start-up intentions (Kihlstrom & Laffont, 1979; Knight, 1921; Rees & Shah, 1986; Valdez et al., 2011). Empirical studies have shown that risk aversion is one of the most influential antecedents of the decision to engage in entrepreneurship (Begley & Boyd, 1987; Bonnett & Furnham, 1991).

Sitkin and Weingart (1995) defined risk-taking tendency as an individual's willingness to accept risks. Individuals with different personalities often have different investment preferences, which is a result of their varying risk-taking tendencies towards investments (Gul et al., 2011). Any entrepreneur must have the courage to take risks and face obstacles (Meertens and Lion, 2008). In other words, risk-taking tendency has a strong positive impact on attitudes towards behavior, similar to the way perceived desirability is used by researchers (Antonicic and Hisrich, 2003; Macko and Tyszka, 2009). Accordingly, individuals with high risk-taking tendencies are attracted to risky tasks and tend to have more confidence in their ability to pursue them (Antonicic et al., 2015; Josef et al., 2016). Furthermore, Hyrsky and Tuunanen (1999) argue that entrepreneurs tend to take risks in areas where they have sufficient knowledge to estimate the probabilities of different outcomes. This also implies that although they are attracted to high-risk tasks, they only intend to engage in risk-taking behavior if they have the knowledge and skills to assess the likelihood of success in that task.

Based on the analysis and evaluation of previous research and the development of hypotheses, we propose the following research model and hypotheses:

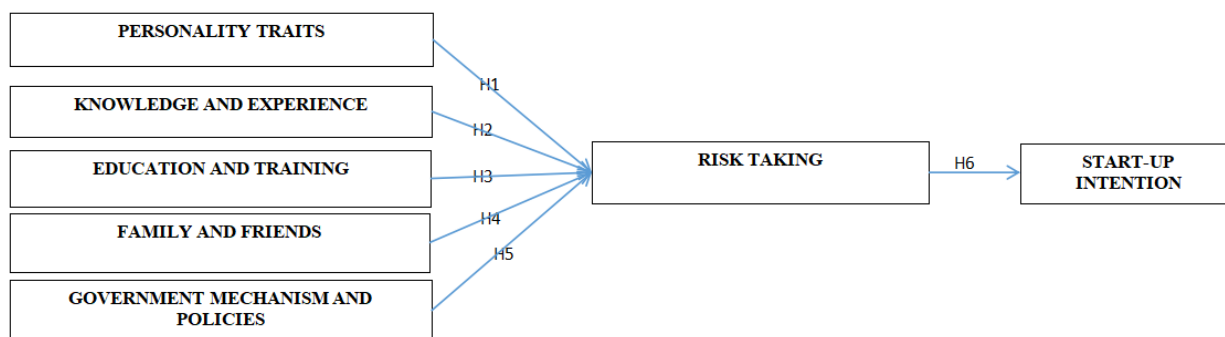


Figure 1. Model and Hypotheses.

Source: Author's survey, 2024.

H1. Personality traits positively impact to risk taking.

H2. Knowledge and experience positively impact to risk taking.

H3. Education and training positively impact to risk taking.

H4. Family and friends positively impact to risk taking.

H5. Government mechanisms and policies positively impact to risk taking.

H6. Risk taking positively impacts to start-up intention.

RESEARCH METHODOLOGY

To achieve the research objectives, the group has conducted the design, constructed the scale, and selected specific samples as follows:

Design

The author has conducted preliminary research and official research to test the proposed hypotheses (Figure 1). The interviewees were students currently studying at universities in Vietnam. In the preliminary research, the authors conducted in-depth interviews and group discussions with experts who were senior managers with long-term experience in the field of innovative entrepreneurship in major cities such as Da Nang, Ho Chi Minh City, and Hanoi. The purpose of the preliminary research was to evaluate the content of the scales by examining how experts and managers described the concepts in the research, including: innovative start-up intentions and their constituent factors; external influencing factors; internal influencing factors; the supportive role of local government; and the perceptions of students. Although the scales used in the research were inherited from previous studies, the authors made adjustments and used a writing style appropriate for the interviewees, who were students and representatives of enterprises engaged in business activities related to innovative products and services.

Research Sample

The author carried out the data collection process through a survey questionnaire interview method. The authors sent the survey questionnaires to 32 universities in Vietnam. The total number of survey questionnaires distributed was 1,600, with 50 questionnaires per university. The total number of survey questionnaires collected was 1,189, accounting for 74.31% of the total number distributed. Out of the 1,189 collected survey questionnaires, after inspection, the authors excluded 143 invalid questionnaires (mainly due to students not providing opinions on some questions and inconsistent responses), leaving 1,046 valid questionnaires for processing (accounting for 87.97%). Compared to the total number of questionnaires distributed, the number of valid questionnaires collected was 65.38%. The 1,046 valid survey questionnaires met the minimum sample size required to ensure reliable survey results, according to the research of Saunders et al. (2003). Detailed information on the research sample is presented in Table 1.

Table 1. Descriptive statistics about the samples.

Characteristics	Frequency	Percentage
Sex	N = 1.046	100
Male	482	46,1
Female	564	53,9
Family circumstances	N = 1.046	100
Business	221	21,1
No business	825	78,9
Majors	N = 1.046	100
Economy	466	44,6
Technique	428	40,9
Other	152	14,5

Source: Author's survey, 2024.

Measurement Scale

The author has inherited and developed the research results of some previous studies related to measuring the relationship between innovative entrepreneurial intention and influencing factors such as: Pan and Statman (2013), McCrae and Costa (1997), Arthur and Graziano (1996), Sadi et al. (2011); Mayfield et al. (2008), Chitra and Sreedevi (2011) and the opinions of experts in the field of innovative entrepreneurship. The 5-point Likert scale with level 1 (Strongly Disagree) to level 5 (Strongly Agree) was used in this study to measure 5 main concepts including: personality traits; education and training; knowledge and experience; government mechanisms and policies; family and friends.

RESULTS

The study used a multi-analysis method in a process consisting of several steps. First, CFA and SEM were used to evaluate the measurement model and the statistical significance of the hypothetical (causal-mediating) relationships in the proposed structural model using AMOS 26 software. The measurement of the concepts in

the model used the repeated observed variable method. At the same time, Bootstrapping with 10,000 resamples from the original sample at a significance level of 0.1 was used to re-test the relationships between the variables in the model.

Table 2. Cronbach's alpha coefficient results table.

Observe	Average scale if variable type	Scale variance if variable type	Coefficient of correlation of total variables	Squared multiple correlation	Cronbach's Alpha if variables are eliminated
Personality traits (PERS); $\alpha = 0,922$					
PERS1	10,46	7,190	0,812	0,663	0,901
PERS2	10,32	7,262	0,821	0,678	0,898
PERS3	10,45	7,114	0,834	0,698	0,893
PERS4	10,50	6,849	0,814	0,668	0,901
Education and training (EDUC); $\alpha = 0,928$					
EDUC1	8,59	5,345	0,874	0,773	0,893
EDUC2	8,42	5,587	0,884	0,787	0,889
EDUC3	8,54	5,152	0,862	0,746	0,901
EDUC4	8,40	7,089	0,784	0,615	0,925
EDUC5	8,59	5,345	0,874	0,773	0,893
Knowledge and experience (EXPR); $\alpha = 0,926$					
EXPR1	10,89	4,830	0,816	0,674	0,908
EXPR2	10,89	4,966	0,852	0,726	0,895
EXPR3	10,92	4,961	0,832	0,693	0,902
EXPR4	10,92	5,100	0,813	0,667	0,908
Mechanisms and policies of the Government (GORV); $\alpha = 0,926$					
GORV1	7,75	7,684	0,814	0,692	0,910
GORV2	7,66	7,282	0,869	0,757	0,891
GORV3	7,55	8,854	0,870	0,758	0,905
GORV4	7,62	7,386	0,814	0,695	0,912
Family and Friends (FAMI); $\alpha = 0,827$					
FAMI1	10,56	3,857	0,809	0,655	0,729
FAMI2	10,70	3,643	0,588	0,430	0,818
FAMI3	10,52	3,611	0,662	0,475	0,778
FAMI4	10,50	3,898	0,602	0,425	0,805
Risk Taking (RISK); $\alpha = 0,877$					
RISK1	11,09	3,752	0,674	0,470	0,867
RISK2	11,15	3,418	0,753	0,580	0,837
RISK3	11,13	3,541	0,739	0,561	0,841
RISK4	11,12	3,770	0,790	0,624	0,826
Start-up intention (EI); $\alpha = 0,939$					
EI1	14,42	7,145	0,849	0,722	0,923
EI2	14,24	7,119	0,841	0,733	0,924
EI3	14,28	7,417	0,834	0,716	0,926
EI4	14,47	7,160	0,856	0,742	0,922

EI5	14,44	7,178	0,804	0,671	0,931
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Source: SPSS output, 2024.

Testing of Research Model

The author verifies the reliability of the data through the Cronbach's Alpha coefficient, where the measurement scale only guarantees reliability when the Cronbach's Alpha coefficient is greater than 0.6 and the item-total correlation coefficient is greater than 0.3. Therefore, from the results of Tables 3 and 4, the research data can be affirmed to ensure unidimensionality, reliability, discriminant validity, and convergent validity.

The results of the CFA factor analysis presented in Table 3 show that the measurement model is fit to the market data.

Table 3. Fit indices.

Index name	Value	Reference value	Conclude
Chi-square	P=0,000	0,05	Qualified
CMIN/DF	2,687	< 5	Qualified
CFI	0,934	> 0,9	Qualified
TLI	0,929	> 0,9	Qualified
RMSEA	0,040	< 0,08	Qualified

Source: AMOS output, 2024.

Table 4. Results of Structural Equation Modeling Analysis

N o.	Hypothesis	Content	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Conclude
1	H1	Personality traits positively impact to risk taking	0,178	0,178	0,033	5,389	0,000	Accept
2	H2	Knowledge and experience positively impact to risk taking	0,290	0,289	0,028	10,344	0,000	Accept
3	H3	Education and training positively impact to risk taking	0,003	0,003	0,027	0,109	0,913	Rejected
4	H4	Family and friends positively impact to risk taking	-0,019	-0,018	0,029	0,662	0,508	Rejected
5	H5	Government mechanisms and policies positively impact to risk taking	-0,017	-0,017	0,030	0,585	0,559	Rejected
6	H6	Risk taking positively impacts to start-up intention	0,115	0,114	0,024	4,857	0,000	Accept
7		Gender has a positive impact on start-up intention (Men more than women)	0,480	0,480	0,045	10,754	0,000	Accept
8	H7	Family circumstances have a positive impact on start-up intention (family members/relatives in business will have more intention)	0,148	0,148	0,055	2,693	0,007	Accept
9		Field of study has a positive impact on start-up intention	0,068	0,068	0,019	3,629	0,000	Accept

Source: AMOS output, 2024

Hypothesis Test - SEM Model

In the SEM model, the squared R of a variable is an evaluation of the level of explanation of the independent variables (exogenous variables) that impact the dependent variable (endogenous variable). The value of the squared R ranges from 0 to 1, and the closer the squared R is to 1, the higher the level of explanation. The model results show that the level of explanation of the independent variables on the dependent variables of risk-taking propensity (RISK) and innovative entrepreneurial intention (EI) is 0.265 and 0.692 respectively, which are higher than the reference threshold of 0.25. Therefore, the model has a high level of explanation (Cohen, 1988).

Table 5. Check model estimates using the Bootstrap method.

Hypothesis	Relationship	Sample mean (M)	Standard deviation (STDEV)	T-statistics (O/STDEV)	P values	Conclude
H8	PERS → RISK → EI	0,020	0,006	3,556	0,000	Accept
H9	EXPR → RISK → EI	0,033	0,008	4,337	0,000	Accept
H10	EDUC → RISK → EI	0,000	0,003	0,106	0,915	Rejected

H11	FAMI → RISK → EI	-0,002	0,003	0,652	0,514	Rejected
H12	GORV → RISK → EI	-0,002	0,003	0,572	0,567	Rejected

Source: AMOS output, 2024.

The test results also show that education and training ($P = 0.915$), family and friends ($P = 0.514$), and the Government's mechanisms and policies ($P = 0.567$) through the mediating variable of risk-taking tendency have not influenced the intention of innovative entrepreneurship, since they all have $P > 0.05$ and can be excluded.

Conclusion: The Initial Estimation Model Can Be Considered Reliable

DISCUSSION ON POLICY AND MANAGEMENT IMPLICATIONS

The government should establish national plans and programs to integrate innovative start-up education into the higher education system, including both in and outside the disciplines of economics and business administration. Be more proactive in developing innovative entrepreneurship-related modules and incorporating them into the curriculum as mandatory or elective courses, suitable for the practical needs of universities.

Further strengthen the process of building and developing innovative start-up training centers in the country with in-depth, practical training programs. These training centers should be interconnected and coordinated in the implementation process.

Enhance the linkage between enterprises and universities in providing entrepreneurship skills and knowledge training for students through cooperative programs, and practical entrepreneurship projects in a systematic manner.

It is necessary to integrate innovative start-up education programs into the national innovative entrepreneurship information portal. Through this portal, learners can access information, learn, and acquire the necessary knowledge and skills.

Based on the above research results, the author proposes some solutions to enhance the innovative entrepreneurial capability of university students in Ho Chi Minh City, including:

Firstly, in terms of financial access: Without investment capital, students cannot start their entrepreneurship, even with great efforts. Therefore, it is extremely important to train and educate students on how to exploit, mobilize and accumulate resources, including capital. The university needs to collaborate with entrepreneurship support organizations or investment units to serve as a bridge for students with entrepreneurial intentions, so that these units can provide funding for student entrepreneurs. At the same time, equip them with more knowledge on personal financial management and corporate financial management, so that they know how to manage the mobilized and accumulated capital.

Secondly, personality traits are factors that influence students' entrepreneurial intentions, so it is important for students to equip themselves with the necessary knowledge and skills for entrepreneurship and business. In addition to a foundation of scientific and technological knowledge, students need to increase their research and understanding of successful business models, which will help enhance their perceptual abilities and increase their entrepreneurial intentions.

The school needs to build extracurricular activities related to entrepreneurship and business in the curriculum, providing a foundation for students to develop skills and increase their entrepreneurial intentions. Entrepreneurs greatly need creative and sensitive factors to be able to innovate in terms of design, features, quality, price, and even marketing methods to bring products and services to new consumers, which can hope for successful entrepreneurship. At the same time, opportunities need to be created for students to cultivate

the necessary qualities for an administrator, such as: courage, self-confidence, dynamism, creativity, organizational, management and leadership skills, through which leadership capacity is nurtured, providing motivation for the development of entrepreneurial intentions.

Thirdly, about the educational environment: Entrepreneurship needs to be integrated into the main curriculum content, and the school must recognize entrepreneurship as an essential part and very important for students. The training content revolves around issues such as: the necessity of entrepreneurship, entrepreneurial skills, how to mobilize resources, choosing entrepreneurial fields, forecasting entrepreneurial trends... Through these lessons, students can absorb theory and create a dynamic practical experience environment to help students gain strong motivation and confidence in themselves.

Fourthly, on entrepreneurial support: For students just starting out in entrepreneurship, it is the most difficult stage, so they need very strong encouragement and support, especially specific support policies from the school. To solve this problem, the school and the family need to be closely connected in terms of information and support methods for student entrepreneurship. This can be connected through online information forums or by inviting parents to participate in student entrepreneurship activities organized by the school. The school needs to have specific policies to encourage the entrepreneurial spirit of students, such as "Accompanying students in entrepreneurship" as a reasonable policy at present.

In addition, policy makers need to introduce more support policies for students who have entrepreneurial intentions. For their part, students with entrepreneurial intentions need to realize that they are a source of young, dynamic intellect with the ability to contribute to the country's overall development.

CONCLUSIONS

Based on Ajzen's (1991) Theory of Planned Behavior (TPB), the study supplemented indicators about individual personality characteristics, human capital, and the surrounding environment to examine and evaluate the factors impacting the entrepreneurial intention of innovative and creative students in Vietnam. Additionally, the study examined whether there were differences in the impact of these factors on the entrepreneurial intention of innovative and creative students with different demographic characteristics and entrepreneurial knowledge and experience by incorporating three control variables into the research model (gender, family background, and field of study).

The research model was constructed with 8 variables, including: 1 dependent variable, 2 mediating variables, and 5 independent variables. The analysis results confirmed that all the research concepts in the model achieved reliability and validity. The results of the Bootstrap analysis to test the model's robustness using 10,000 resamples also confirmed the model's credibility. This demonstrates that despite differences in the environment and context of the research, there exist psychological and cognitive factors that influence the entrepreneurial intention of innovative and creative individuals. This also confirms the appropriateness of using the TPB theory to predict the intentions and behaviors of individuals in the research environment of this dissertation.

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