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The Impact of the Entrepreneurial Environment on Vietnamese Tourism Students' Entrepreneurial Intention

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A B S T R A C T

Purpose: Based on Social and Contextual cognitive theory, this study examines the impact of the entrepreneurial environment on the entrepreneurial intentions of students majoring in tourism in Vietnam.
Design/methodology/approach: To standardize the conceptual framework of the study, the author began to use the qualitative research method to build hypotheses, then used the quantitative research method to conduct evaluation and assessment, and calculated the sample of the study with the SPSS software version 25. The study was conducted in the form of online survey research on the sample of 275 undergraduate students of tourism and hospitality management in 7 universities in Vietnam.
Findings: The findings show that all six hypotheses of the study are accepted, and they have a positive impact on Vietnamese tourism students' entrepreneurial intention. Among them, the political environment is the most influential.
Research limitations/implications: Despite efforts to standardize the conceptual framework, the complexity of the entrepreneurial environment may have led to incomplete consideration of relevant variables. The study primarily examined the impact of the entrepreneurial environment on intentions, not behaviors or outcomes, leaving room for future research to conduct a more comprehensive examination of the entrepreneurial process. These limitations offer opportunities for future research to enhance understanding of the intricate relationship between the entrepreneurial environment and intentions among tourism students in Vietnam.
Originality/value: The research contributes to the understanding of entrepreneurial intentions among Vietnamese tourism students and provides practical insights for educators, policymakers, and industry stakeholders. Its focus on the entrepreneurial environment and application of relevant theoretical frameworks position it as a meaningful contribution to the fields of entrepreneurship and tourism education.

Keywords: entrepreneurial environment; entrepreneurial intention; Vietnamese tourism students

I. Introduction

Tourism is globally considered an important tool for regional development (Martin Musil, 2018), additionally, going on a vacation is not once a lifetime event (Punjab Singh, 2017), and the travel & tourism sector is ranked as one of the most progressive industry (Martin Luštický, Martina Bednářová, 2018), so Tourism also plays an important role in the economic development of Vietnam country, and entrepreneurship in this smokeless industry is getting more and more valued and gaining a lot of attention. Entrepreneurship

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is an innovative and creative process where there is potential to add value to products, create job opportunities, raise productivity, revitalize and diversify markets, improve social welfare, and more broadly develop the economy (Guerrero, Rialp, & Urbano, 2008). According to the Vietnam Global Entrepreneurship Index (GEM) report 2017-2018 published by the Vietnam Chamber of Commerce and Industry (VCCI), the perception of business opportunities in Vietnam in 2017 has increased significantly decrease compared to 2015, but still higher than the period 2013-2014. Specifically, 46.4% of city leaders in Vietnam perceive an opportunity to start a business in 2017. In Vietnam, the percentage of women involved in entrepreneurship continues to be higher than that of men in 2017 (25% vs 22%).

Exploring "The Impact of the Entrepreneurial Environment on Vietnamese Tourism Students' Entrepreneurial Intention" is crucial due to the rapid growth of the tourism industry, which is a key driver of Vietnam's economic development. As tourism thrives on innovation and competitiveness, understanding the entrepreneurial motivations of students is essential for fostering sustainable industry growth and innovation. Such research is vital for capitalizing on cultural and natural resources innovatively and sustainably, ensuring that new ventures enhance the economic and social fabric of local communities. Additionally, as the tourism market evolves, insights into how entrepreneurial intentions are shaped by the environment can guide the development of responsive and trend-aligned tourism offerings. This topic also has significant implications for policy and education, as findings can direct the creation of supportive curricula and strategic initiatives to cultivate a robust pipeline of future industry leaders. Therefore, this research topic holds substantial value for the tourism sector, promising to inform strategies that encourage student entrepreneurship and, consequently, the ongoing vitality and dynamism of the tourism industry.

The entrepreneurial Environment has a certain role in impacting the entrepreneurial intention of students, especially tourism students in Vietnam. Castano et al. (2016)[1] found that individuals' perceptions of the entrepreneurial environment exert an important influence on their entrepreneurial behaviours and that creating a favourable entrepreneurial environment can encourage individuals' entrepreneurial intentions. So, this study aims to identify the impact of the Entrepreneurial Environment on Vietnamese tourism students' entrepreneurial intention, and then some solutions and suggestions are provided to encourage and help the tourism students who have entrepreneurial intentions.

II. Literature Review and Hypothesis Development

A. Entrepreneurial Intention and Entrepreneurial Environment

The literature on entrepreneurial intention has been extensively explored, with a variety of factors being examined in relation to how they influence the entrepreneurial mindset and subsequent intentions. Francisco Linan & Chen, (2009a)[2] noted a gap in understanding how the significance of these factors varies across cultures. Furthermore, Zapkau, F.B et all. (2015)[3] emphasized that entrepreneurial intention is crucial as it precedes the launch of business ventures and is instrumental in overcoming challenges for business success. The entrepreneurial intention might also be considered as an idea in the field of starting a business venture in the future. Its importance is reflected in the fact that the success of an entrepreneurial venture largely depends on the entrepreneurial intention of a potential entrepreneur, besides the entrepreneur's

1) Castano, M. S., Mendez, M. T., and Galindo, M. A. (2016). The Effect of Public Policies on Entrepreneurial Activity and Economic Growth. J. Bus. Res. 69, 5280-5285. doi: 10.1016/j.jbusres.2016.04.125

2) Liñán, Francisco, & Chen, Y. (2009a). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. Entrepreneurship Theory and Practice, 33(3), 593-617.

3) Zapkau, F.B.; Schwens, C.; Steinmetz, H.; Kabst, R. Disentangling the effect of prior entrepreneurial exposure on entrepreneurial intention. J. Bus. Res. 2015, 68, 639-653.

readiness to face various challenges to achieve appropriate business results.

Studies have identified several factors influencing entrepreneurial intentions among university students, yet there remains an incomplete picture, particularly concerning how these factors operate in specific cultural contexts. Zanabazar and Jigjiddorj (2020) identified personal attitudes, subjective norms, cognitive behavioral control, and entrepreneurial education as influential factors, but noted that the impact of entrepreneurial education is less clear.

Xiao et al. (2018) categorized the entrepreneurial environment into natural, social, and economic segments, encompassing policy, financial services, and technology. Dill (1958) conceptualized it into task and general elements, whereas Selin (2018) includes practical resources like venture capital and skilled labor availability. Gurel et al. (2010) explored the relationship between entrepreneurial traits, socio-cultural influences, and intentions, finding that while innovation and risk-taking correlate with entrepreneurial intentions, educational influence is less significant. Further, Chia and Liang (2016) observed that creativity in tourism students—a mix of originality and usefulness—and their social capital, whether bridging or bonding, have strong links to entrepreneurial intentions, with implications for human resources strategies in tourism.

In Vietnam, Diep Thanh Tung et al. (2018) identified nine factors that influence entrepreneurial intentions, which range from social factors to institutional environments. In contrast, Nguyen Thi Bich Lien (2020) narrowed it down to five factors after surveying students in Ho Chi Minh City. Similarly, Nguyen Thanh Hung and Nguyen Thi Kim Pha (2016) found that teaching and extracurricular activities, societal opinions, and individual business interests are influential, especially as they relate to confidence in starting a business.

These studies, though informative, present a fragmented view with some inconsistencies. Notably, there are gaps concerning the actual impact of entrepreneurial education and the direct effects of the broader entrepreneurial environment. Controversies exist in the differential weighting of personal attitudes versus external factors, and unanswered questions linger on how these factors interplay within the context of tourism, a field heavily influenced by cultural nuances.

The current study aims to investigate the influence of the entrepreneurial environment on the entrepreneurial intentions of Vietnamese tourism students, seeking to address these gaps and questions. By examining the interrelations among personal, educational, and environmental factors within a Vietnamese cultural framework, this study will contribute to a more comprehensive understanding of the determinants of entrepreneurial intentions in the tourism sector.

B. Hypotheses Development

According to contextual theory, environmental factors in the current situation of the prospective entrepreneur can help support or prevent entrepreneurship. The entrepreneurial environment includes all the factors that influence an individual's entrepreneurial process (Gnyawali and Fogel, 1994). Other authors' studies are based on emotional environmental factors including feelings of individuals on entrepreneurial environmental conditions. Many studies on entrepreneurship as previously shown, the start-up environmental conditions or, more precisely, the individual's perception of the conditions of the start-up environment has a great impact on the individual's intention to start a business because of its nature, starting a business or choosing a career is the result of human perception (Baughn et al., 2006). The entrepreneurial environment is a collection of external conditions for entrepreneurs to engage in entrepreneurial activities, including government policies, laws and regulations, socio-economic conditions, venture capital support, non-capital support, and entrepreneurship and management skills (Ran, J., Yu, X. and Ran, D, 2020)[4].

4) Ran, J., Yu, X. and Ran, D. (2020) Research on the Entrepreneurial Environment Element System of the Deeply Impoverished Area in Northeast Chongqing. Modern Economy, 11, 965-976. doi: 10.4236/me.2020.114071.

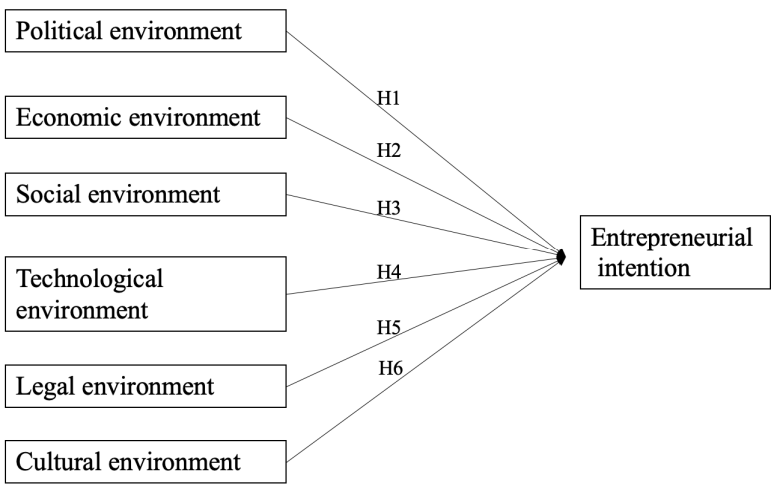

Figure 1. The study framework

The social cognitive theory emphasizes the learning that occurs within a social context. In this view, people are active agents who can both influence and are influenced by their environment (Nickerson, C, 2022)[5]. Additionally, the author also added some other components of the business environment: 1. Political environments 2. Economic environments 3. Social Environment 4. Technological environments 5. Legal Environment 6. Cultural Environment. Concerning that, the hypotheses of this study were established:

H1: Political environments positively influence entrepreneurial intention.
H2: Economic environments have a positive influence on entrepreneurial intention.
H3: Social environments positively influence entrepreneurial intention.
H4: Technological environments positively influence entrepreneurial intention.
H5: Legal environments positively affect entrepreneurial intention.
H6: Cultural Environments positively influence entrepreneurial intention.

Based on the above theoretical foundations and hypotheses, the author built a model of the impact of the entrepreneurial environment on entrepreneurial intention, as shown in Figure 1.

III. Methods and Measurement of Variables

A. Methods

To generalise the conceptual framework of the study, the author began to use the qualitative research method to find out the hypotheses, then used the quantitative research method to conduct evaluation and assessment, and calculated the sample of the study. The study was conducted in the form of online survey research on the sample of 275 undergraduate students of tourism and hospitality management in 7 universities in Vietnam, in the period between January and February 2023. All respondents were informed of the fact that the research is anonymous and that collected data will be used for scientific purposes only. The study used SPSS software version 25 to conduct and analyze the results of the survey.

5) Nickerson, C. (2022, May 05). Social Cognitive Theory: How We Learn From the Behavior of Others. Simply Psychology. www.simplypsychology.org/social-cognitive-theory.html

B. Measurement of Variables and Sample

Out of 275 survey participants, men accounted for 57.5% and women accounted for 42.5% The survey comprised basic respondent information and measured respondent attitudes toward six variables: 1. Political environments 2. Economic environments 3. Social Environment 4. Technological environments 5. Legal Environments 6. Cultural Environments. A total of 37 measurement items were involved (Table 1). The respondents expressed their level of agreement using a five-point Likert-type scale, ranging from 1－strongly disagree to 5－strongly agree to verify the entrepreneurial environment factors system. The reliability of the scale was tested by the Cronbach Alfa coefficient, which amounts to 0.6 for this research.

IV. Results and Discussions

The research revolves around a comprehensive exploration of the impact of the entrepreneurial environment on the entrepreneurial intentions of students specializing in tourism in Vietnam, guided by the Social and Contextual Cognitive Theory. The study adopted a methodologically diverse approach, commencing with qualitative research to formulate hypotheses and subsequently employing quantitative methods for thorough evaluation and assessment. The aim was to establish a robust and standardized conceptual framework for a nuanced understanding of the dynamics influencing entrepreneurial intentions. The research, administered through an online survey, engaged a sample of 275 undergraduate students enrolled in tourism and hospitality management programs across seven universities in Vietnam. The substantial sample size, coupled with the utilization

Table 1. Demographic information of variables

Variables	Items	Percentage	Standardized Beta coefficient	Item designs
Political environments	PE	9.97%	0.122	PE1: Political Atmosphere, PE2: Quality of Leadership
Economic environments	EE	28.42%	0.349	EE1: Economic Policies EE2: Labor EE3: Trade EE4: Tariffs EE5: Incentives and Subsidies
Social Environments	SE	22.43%	0.275	SE1: Onsumer SE2: Labor SE3: Attitudes SE4: Opinions SE5: Motives
Technological environments	TE	13.42%	0.165	TE1: Competition and Risk TE2: Efficiency TE3: Productivity TE4: Profitability
Legal Environments	LE	8.01%	0.098	LE1: Rules LE12: Regulations
Cultural Environments	CE	17.75%	0.218	CE1: Structure CE2: Aspirations CE3: Values
Independent variables	Total: 21			
EI	EI1; EI2; EI3			Entrepreneurial intention
Dependent variables	Total: 3			

of SPSS software version 25 for data analysis, fortified the reliability and validity of the study.

The results of the investigation are particularly noteworthy, with all six hypotheses posited in the study being accepted. This signifies a consistently positive impact of the entrepreneurial environment on the entrepreneurial intentions of Vietnamese tourism students. Notably, among the factors under scrutiny, the political environment emerged as the most influential. This implies that the political landscape significantly shapes the entrepreneurial mindset of students within the tourism discipline.

A. Testing the Scale of Factors Affecting Students' Entrepreneurial Intention

1. Evaluation of the scale by Cronbach's alpha reliability coefficient

The measurement scale system is evaluated and tested for reliability coefficient Cronbach's Alpha to check the correlation coefficient and relationship between variables, through exploratory factor analysis EFA to test the interaction between variables. measure in each factor. The results of Cronbach's alpha of the scales on the components of the political environment, economic environment, social environment, technological environment, legal environment, cultural environment, and entrepreneurial intention of students are shown in the table below. The scales are represented by observed variables. All of these scales have satisfactory Cronbach's alpha reliability coefficient (>0.6)(Table 2).

Thus, after assessing the reliability of the scale, the model includes 7 factors: political environment; economic environment; social environment; technological environment; legal environment; and cultural environment; students' entrepreneurial intentions. These factors will be included in the EFA exploratory factor analysis.

Table 2. Reliability coefficients measure

Variables	Mean	Variance	Total variable correlation	Cronbach's Alpha
Political environment (PE), Cronbach's alpha= 0.782				
PE1	3.47	0.944	0.643	
PE2	3.51	0.901	0.643	
Economic environment (EE), Cronbach's alpha=0.902				
EE1	13.28	18.661	0.676	0.898
EE2	13.29	17.038	0.802	0.871
EE3	13.25	18.836	0.692	0.894
EE4	13.20	17.769	0.798	0.872
EE5	13.33	17.316	0.818	0.867
Social environment (SE), Cronbach's alpha=0.949				
SE1	13.39	15.648	0.847	0.939
SE2	13.33	15.974	0.847	0.939
SE3	13.31	15.353	0.860	0.937
SE4	13.35	15.412	0.881	0.933
SE5	13.38	15.849	0.866	0.936
Technological environment (TE), Cronbach's alpha= 0.721				
TE1	10.42	5.807	0.543	0.639
TE2	10.39	6.093	0.548	0.637
TE3	10.52	6.155	0.544	0.639
TE4	10.74	6.902	0.407	0.716

Table 2. Continued

Variables	Mean	Variance	Total variable correlation	Cronbach's Alpha
Legal environment (LE), Cronbach's alpha=0.638				
LE1	3.40	1.320	0.468	
LE2	3.35	1.235	0.468	
Cultural environment (CE), Cronbach's alpha=0.819				
CE 1	7.25	4.453	0.639	0.787
CE 2	7.15	4.758	0.654	0.770
CE 3	7.33	4.273	0.728	0.693
Entrepreneurial intention (EI), Cronbach's alpha= 0.790				
EI1	6.85	5.307	0.596	0.751
EI2	6.81	4.694	0.642	0.704
EI3	6.76	5.013	0.657	0.687

2. Exploratory factor analysis (EFA)

After testing the reliability of the scales, exploratory factor analysis was conducted. The selected factor extraction method is the Principal components method with Varimax rotation. In the study, there are 7 scales with 21 observed variables of 6 independent factors and 3 observed variables of 1 dependent factor, meeting the requirements of reliability for inclusion in exploratory factor analysis.

In EFA analysis, variables with a load multiplier above 0.5 will be kept (Hair et al., 1998) and the total variance extracted must be greater than 50% (Gerbing % Anderson, 1988). The KMO (Kaiser - Meyer - Olkin Measure of Sampling Adequacy) index must satisfy the condition $0.5 \leq KMO \leq 1$ and the Bartlett test has sig significance <0.05 (Hoang Trong and Chu Mong Ngoc, 2008).

In the table of total variance explained, the standard accepts extracted variance >50%, and from the above analysis results table, it is shown that the total variance extracted in the component line 6 and the cumulative column has the cumulative variance of the factors of 73.547% >50%, meeting the standard. So, it is concluded that 73.547% of factors are explained by observed variables (Table 3).

Besides, The results of the EFA analysis for the independent variables of the above factor rotation matrix show that the factor loading coefficients of the observed variables all satisfy the conditions when factor analysis is that the Factor loading coefficient ≥ 0.5 and the multiplier factor generated when factor analysis is 6 factors with 21 observed variables.

B. Regression Model and Factors Affecting Students' Entrepreneurial Intention

After testing the reliability and value of the scale, the factors are included in the model test. The tested factor value is the average of the component observed variables belonging to that factor. Before testing the model, the Pearson correlation coefficient test was used to test the linear relationship between the independent and dependent variables.

The independent variables PE, EE, SE, TE, LE, CE, and the dependent variable of students' entrepreneurial intention are all significant at 99% (sig<0.001). The r value between the dependent variable of students' entrepreneurial intention and the independent variables runs from 0.378 to 0.683 (Table 4). The independent variables are suitable to include in the explanatory model for the dependent variable of students' entrepreneurial intention.

The independent variables are correlated with the dependent variable, which is suitable to include in the explanatory model for the dependent variable of students' entrepreneurial intention. Therefore, the author

Table 3. Eigenvalues of the principal components analysis

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.296	34.744	34.744	7.296	34.744	34.744	4.111	19.576	19.576
2	2.071	9.860	44.604	2.071	9.860	44.604	3.636	17.312	36.888
3	1.898	9.037	53.641	1.898	9.037	53.641	2.272	10.818	47.706
4	1.577	7.511	61.151	1.577	7.511	61.151	2.237	10.650	58.356
5	1.384	6.588	67.740	1.384	6.588	67.740	1.665	7.930	66.286
6	1.219	5.807	73.547	1.219	5.807	73.547	1.525	7.260	73.547
7	0.763	3.634	77.180						
8	0.600	2.858	80.039						
9	0.576	2.743	82.782						
10	0.538	2.561	85.343						
11	0.497	2.367	87.710						
12	0.429	2.041	89.750						
13	0.387	1.841	91.591						
14	0.346	1.648	93.239						
15	0.314	1.496	94.735						
16	0.303	1.444	96.179						
17	0.273	1.300	97.479						
18	0.210	1.000	98.479						
19	0.185	0.881	99.360						
20	0.090	0.427	99.787						
21	0.045	0.213	100.000						

Extraction Method: Principal Component Analysis.

Table 4. Correlation matrix between factors

Correlations

		EI	PE	EE	SE	TE	LE	CE
EI	Pearson Correlation	1	.399**	.683**	.643**	.456**	.378**	.543**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.000	0.000
	N	275	275	275	275	275	275	275
PE	Pearson Correlation	.399**	1	.284**	.301**	.152*	.155**	.250**
	Sig. (2-tailed)	0.000		0.000	0.000	0.012	0.010	0.000
	N	275	275	275	275	275	275	275
EE	Pearson Correlation	.683**	.284**	1	.503**	.315**	.347**	.342**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000	0.000
	N	275	275	275	275	275	275	275

Table 4. Continued

		EI	PE	EE	SE	TE	LE	CE
SE	Pearson Correlation	.643**	.301**	.503**	1	.286**	.224**	.396**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000	0.000	0.000
	N	275	275	275	275	275	275	275
TE	Pearson Correlation	.456**	.152*	.315**	.286**	1	.215**	.287**
	Sig. (2-tailed)	0.000	0.012	0.000	0.000		0.000	0.000
	N	275	275	275	275	275	275	275
LE	Pearson Correlation	.378**	.155**	.347**	.224**	.215**	1	.196**
	Sig. (2-tailed)	0.000	0.010	0.000	0.000	0.000		0.001
	N	275	275	275	275	275	275	275
CE	Pearson Correlation	.543**	.250**	.342**	.396**	.287**	.196**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.001	
	N	275	275	275	275	275	275	275

Table 5. Regression coefficient results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-1.254	0.225		-5.579	0.000		
	PE	0.150	0.044	0.122	3.383	0.001	0.871	1.149
	EE	0.355	0.043	0.349	8.328	0.000	0.649	1.541
	SE	0.298	0.045	0.275	6.661	0.000	0.667	1.500
	TE	0.220	0.049	0.165	4.490	0.000	0.846	1.182
	LE	0.108	0.040	0.098	2.705	0.007	0.861	1.161
	CE	0.228	0.040	0.218	5.701	0.000	0.780	1.282

a. Dependent Variable: EI

predicts the multivariable linear regression model to have the following form:

$$EI = \beta_1 + \beta_1 PE + \beta_2 EE + \beta_3 SE + \beta_4 TE + \beta_5 LE + \beta_6 CE$$

In which the variables are formed by the average method, specifically:

EI = (EI1 + EI2 + EI3)/3
PE = (PE1 + PE2)/2
EE = (EE1 + EE2 + EE3 + EE4 + EE5)/5
SE = (SE1 + SE2+ SE3+ SE4+ SE5)/5
TE = (TE1 + TE2+TE3+ TE4)/4
LE = (LE1+ LE2)/2
CE = (CE1+CE2+CE3)/3

The summary results of the model by the Enter command shown at the present show that the model with the independent variables: PE, EE, SE, TE, LE, CE has sig significance level ≤ 0.05 with the dependent variable so 6 independent variables significantly and correlated with the dependent variable (EI) of students' entrepreneurial intention with a confidence level of over 95% (Table 5).

PE, EE, SE, TE, LE, CE have a sig significance

level ≤0.05, so 6 independent variables are correlated and significant with the dependent variable of students' entrepreneurial intention, with a confidence level of over 95%.

C. Hypotheses Testing the Significance of Regression Coefficients

The t-statistic values and the two-sided significance level of the t-test for the hypothesis of regression coefficients (shown in Table 3). If the observed significance level for the slope coefficient of the factors is <0.05, it shows that the hypothesis H¬¬0: βi=0 is rejected with 95% confidence. With this study, the author tested with a 95% confidence level, so the significance level of the model of less than 5% is accepted.

The table results show that the significance level of PE, EE, SE, TE, LE, and CE has a significance level of sig <0.05, so it is accepted with a 95% confidence level.

1. Hypotheses testing of the research model

From the regression results, we can conclude the following:

2. Evaluate the fit of the model

The significance of adjusted R2 = 0.688 (sig < 0.001) means that 68.8% of the change in the dependent variable of students' entrepreneurial intention can be explained by the regression model with 6 independent variables (Table 7).

The results of ANOVA analysis in the table show that the F-test of the selected model is 101,664 which is statistically significant with 99% confidence (sig ≤0.001). demonstrate that the theoretical model is consistent with reality. The independent variables have a linear correlation with the dependent variable in the model (Table 8).

The findings underscore the importance of acknowledging and comprehensively addressing the broader entrepreneurial environment to effectively cultivate entrepreneurial intentions among students

Table 6. Hypotheses testing of the research model

Hypotheses		Inspection results
Hypothesis H1	Political environments positively influence entrepreneurial intention.	accepted
Hypothesis H2	Economic environments have a positive influence on entrepreneurial intention.	accepted
Hypothesis H3	Social environments have a positive influence on entrepreneurial intention.	accepted
Hypothesis H4	Technological environments have a positive influence on entrepreneurial intention.	accepted
Hypothesis H5	Legal environments have a positive influence on entrepreneurial intention.	accepted
Hypothesis H6	Cultural environments have a positive influence on entrepreneurial intention.	accepted

Table 7. Criteria for assessing the fit of the regression model

R	R^2	Adjusted R2	The standard deviation of the estimate	Durbin-Watson coefficient
.834[a]	0.695	0.688	0.59446	2.032

Table 8. Analysis of Variance (ANOVA) table

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	215.555	6	35.926	101.664	.000[b]
	Residual	94.705	268	0.353		
	Total	310.260	274			

in the tourism sector (Table 6). The positive correlation observed indicates that a conducive entrepreneurial ecosystem, with particular attention to the political context, can substantially contribute to fostering entrepreneurial intentions among Vietnamese students pursuing careers in tourism.

By focusing specifically on Vietnamese tourism students, the study sheds light on the specific entrepreneurial environment and its influence on their entrepreneurial intentions. Unlike previous studies that may have examined broader populations or different industries, this paper provides insights into the entrepreneurial motivations and intentions of a specific group of students within the context of the tourism industry in Vietnam. This allows for a deeper understanding of the factors that shape entrepreneurial intentions in this particular setting.

Furthermore, the study's findings contribute to the existing body of knowledge by uncovering the specific factors within the entrepreneurial environment that have a significant impact on Vietnamese tourism students' entrepreneurial intentions. This insight holds valuable implications for educational institutions, policymakers, and stakeholders in the tourism industry. It provides empirical evidence supporting the necessity for targeted interventions and strategic initiatives aimed at enhancing the overall entrepreneurial environment for students in the field of tourism. By understanding and leveraging the impact of political factors, educators and policymakers can tailor programs and initiatives that align with the specific needs and aspirations of aspiring entrepreneurs in the Vietnamese tourism sector. By focusing on the unique context of Vietnam and its tourism industry, this study adds to the understanding of how cultural, social, economic, political and environmental factors interact to shape entrepreneurial intentions in this specific setting. This contextualization provides valuable insights into the dynamics of entrepreneurship in Vietnam, distinguishing it from studies conducted in other countries or industries.

Several study limitations should be noted. Firstly, Cultural nuances influencing entrepreneurial intentions were not deeply explored, a factor worth considering in future research. Although attempts were made to standardize the conceptual framework, the intricate nature of the entrepreneurial environment might have resulted in an insufficient consideration of pertinent variables. The study predominantly focused on assessing the influence of the entrepreneurial environment on intentions rather than delving into behaviors or outcomes. This leaves space for subsequent research to undertake a more thorough exploration of the entire entrepreneurial process. These limitations present openings for future studies to deepen the comprehension of the complex interplay between the entrepreneurial environment and intentions among tourism students in Vietnam. These limitations offer opportunities for future research to enhance understanding of the intricate relationship between the entrepreneurial environment and intentions among tourism students in Vietnam.These limitations, while inherent in the current study, offer avenues for future research to address and enrich the understanding of the intricate relationship between the entrepreneurial environment and the entrepreneurial intentions of students in the field of tourism in Vietnam.

V. Conclusion

The results of the study indicated that there is a positive statistical relationship between entrepreneurial intention and 6 segments of the entrepreneurial environment.

Through the tests, it can be confirmed that the factors affecting students' entrepreneurial intention in order of importance are: Economic environment is the strongest influence on students' intention to start a business. The social environment is the second strongest factor affecting students' intention to start a business. The cultural environment is the third strongest factor affecting students' entrepreneurial intention. The technological environment is the fourth strongest factor affecting students' entrepreneurial

intentions. The political environment is the fifth strongest factor influencing students' entrepreneurial intention. The legal environment is the last strong influence on students' intention to start a business.

There are certain directions in which further research might be developed. This study could be conducted with a larger sample size from more universities in Vietnam. Secondly, the study could be conducted with more variables to have more findings. Thirdly, the research could be studied in a more comprehensive and complex background.

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