

CRITERIA FOR EVALUATING THE ENTREPRENEURIAL SPIRIT OF STUDENTS AT HANOI INDUSTRIAL TEXTILE GARMENT UNIVERSITY

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DOI: <https://doi.org/10.56293/IJMSSSR.2025.5541>

IJMSSSR 2025

VOLUME 7

ISSUE 2 MARCH – APRIL

ISSN: 2582 – 0265

Abstract: Entrepreneurial spirit is essential for the formation and development of any society. Entrepreneurial spirit is one of the sustainable ways prioritized to educate people, especially young people, specifically students. Hanoi Industrial Textile Garment University trains specialized majors, students have many opportunities to start a business after graduation. This study discusses the criteria for evaluating the entrepreneurial spirit of university students at Hanoi Industrial Textile Garment University, thereby providing solutions to improve the entrepreneurial spirit for students.

Keywords: Entrepreneurial spirit, criteria affecting entrepreneurial spirit.

1. Problem statement

According to the General Statistics Office, by July 2024, the country had 44,238 operating enterprises, including state-owned enterprises, private enterprises and foreign-invested enterprises. Currently, most university graduates tend to apply for jobs at operating enterprises, only a few want to start their own businesses.

The Government has developed the Scheme "Supporting Student Startups by 2025" according to Decision No. 1665/QĐ-TT dated October 30, 2017 to promote the entrepreneurial spirit of students and equip students with knowledge and skills about starting businesses during their time at schools, creating a favorable environment to support students to form and realize startup ideas and projects, contributing to creating jobs for students after graduation. Entrepreneurial spirit is a prerequisite for forming this force. Recognizing the contributions of entrepreneurs or building their entrepreneurial spirit in the integration period is a necessary task.

Hanoi Industrial Textile Garment University trains university-level students in many majors such as: Garment Technology, Fashion Design, Industrial Management, Fashion Marketing, Mechanical Engineering Technology, Electrical and Electronic Engineering Technology. This is a university that trains specialized majors, and graduates have many opportunities to start a business. Therefore, within the scope of the research, the topic focuses on studying the entrepreneurial spirit of university-level students with the concept of entrepreneurship in the sense of creating their own jobs, being their own boss and not working for someone else.

Regarding the research method, the research team sent the survey link to the Zalo group of the classes, majors of Garment Technology, Industrial Management, University level 1. The total number of students surveyed was 386 students. As a result, 351 students participated in the survey. In addition, the authors eliminated 5 response forms because the respondents did not think or answered intentionally uncooperatively (having the same series of answers or showing contradictions in the answers). Therefore, the total number of remaining forms used to analyze the results was 346. The authors sent the survey link to 116 email addresses of lecturers training on entrepreneurship in universities in Northern Vietnam, experts, entrepreneurship consultants, successful startup alumni, successful startups to determine the level of spirit needed for students to turn entrepreneurial intentions into successful entrepreneurial behaviors in the future. In fact, the authors received only 86 responses.

To study the current status of entrepreneurial spirit of students, the research group used a 5-level Likert scale.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

2. Criteria for evaluating students' entrepreneurial spirit

The criteria for assessing students' entrepreneurial spirit include: Desire to succeed; Ability to seek and seize business opportunities; Clear goals; Ability to collect information; Ability to think systematically and manage; Ability to persuade and build relationships; Ability to control oneself; Perseverance; Decisiveness, confidence; Creativity; Ability to accept risks; Intention to start a business. At the same time, compare the results of students' self-assessment with the opinions of experts and startup consultants of some universities on the minimum level of each criterion that students need to achieve to be able to turn entrepreneurial spirit into successful startup behavior in the future (Pham Van Thanh, 2020; Tran Van Trang, 2017; Rae, D., 2010; Karasel, H., & Yasin, S., 2019; Mair, J. 2018; Liñán, F., & Chen, Y.W., 2009).

2.1. Desire for success

This is an important measure for students to improve themselves, especially students who intend to start a business. The opinions of experts/teachers on the minimum level of desired success criteria in general and each clause in the criteria in particular that students need to achieve in order to transform from entrepreneurial spirit to successful entrepreneurial behavior in the future, are shown in Figure 1 as follows:

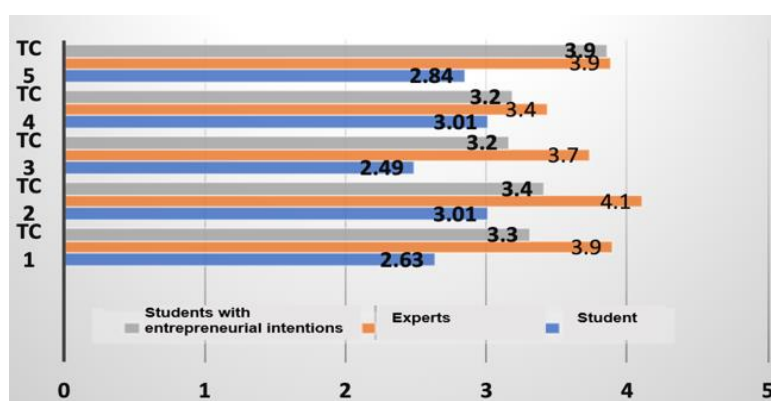


Figure 1. Summary of assessments of students, experts, and students with entrepreneurial intentions a business about their desire to succeed

Where: Success 1 = I never postpone an important task until a future time; Success 2 = I always try to complete my work; Success 3 = I will sacrifice personal needs to seize business opportunities; Success 4 = I always try to perform better than my friends; Success 5 = I will spend considerable time analyzing my future business opportunities before allocating my resources.

According to experts, the minimum level of desired success criteria for students must be good (3.8). However, the average score of students (2.8) is lower than the minimum required level. In terms of hierarchy, the statement "I always try to complete my work" is rated by experts as having the highest minimum required level (4.1). For students who intend to start a business, the self-assessment of the desired success criterion is (3.4), although lower than the minimum level according to experts (3.8) but much higher than the average level of students (2.8), 1/5 of the statements students self-assess are good (>3.4), although the remaining 4 statements are at the average assessment level but also approaching the good level. In particular, the statement "I will spend a considerable amount of time analyzing my future business opportunities before I allocate my resources" has a score equal to the score according to experts (3.9). This proves that students who intend to start a business have gradually formed the mindset of an entrepreneur.

2.2. Ability to search and seize business opportunities

The survey results of the criteria "ability to seek and seize business opportunities" for students intending to start a business and the opinions of experts are shown in Figure 2 as follows:

For students intending to start a business, 4/5 self-assessment statements are at an average level but close to the threshold of good. The statement "From the problems I observe, the information I collect, I often come up with ideas to solve the problem" is self-assessed by students intending to start a business as good (3.9). In particular, 2/5 student self-assessment statements reach the minimum level according to experts' opinions.

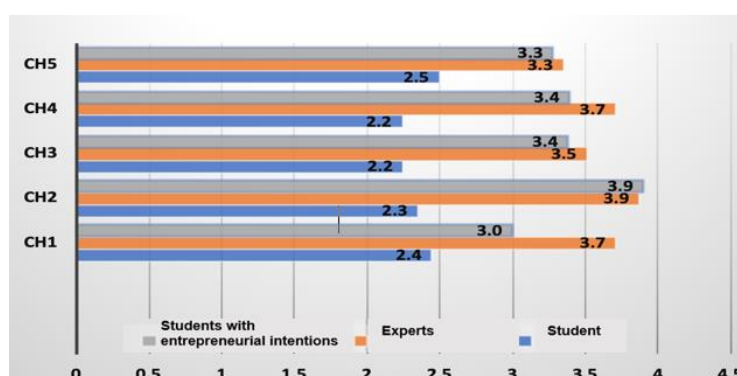


Figure 2. Summary of assessments of students, experts, and students with entrepreneurial intentions on the ability to find and seize business opportunities

Where: Opportunity 1 = I often pay attention, observe the problems where I am present and information through channels; Opportunity 2 = From the problems I observe, the information I collect, I often come up with ideas to solve the problem; Opportunity 3 = Wherever I go, I see business opportunities; Opportunity 4 = For me, forming a business idea is quite easy; Opportunity 5 = I can choose a good business idea for myself.

2.3. Clear purpose

Survey of students with entrepreneurial intentions and expert opinions on the criterion of clear purpose is shown in Figure 3

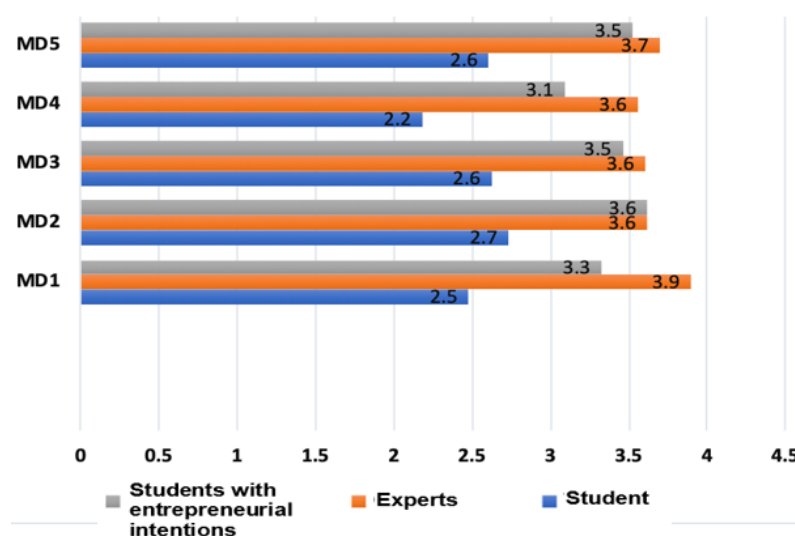


Figure 2. Summary of assessments of students, experts, and students with entrepreneurial intentions on clear purpose.

Where: Purpose 1 = I like to think about the future; Purpose 2 = I always know what I want and need; Purpose 3 = I always know what I have to do; Purpose 4 = I have a very clear plan for my life; Purpose 5 = I worry about completing my goals for the week as much as I worry about my goals for the whole year.

For students who intend to start a business, the self-assessment survey results show that the indicator "Clear purpose" is at an average level (3.4) approaching a good level (>3.4). Of which, 3/5 of the statements students self-assess are at a good level and 2/5 of the statements are at an average level but the average score is relatively high (3.3; 3.1). The statement "I always know what I want and need" has a self-assessment score equal to the score according to the expert opinion survey results. The statements "I always know what I have to do" and "I worry about completing my weekly goals as much as I worry about my yearly goals" have self-assessment scores that are very close to the minimum score required according to experts, which shows that when students intend to start a business, they have gradually determined their direction and have quite clear goals.

2.4. Ability to collect information

Survey of students intending to start a business and expert opinions on information collection criteria are shown in Figure 4 as follows:

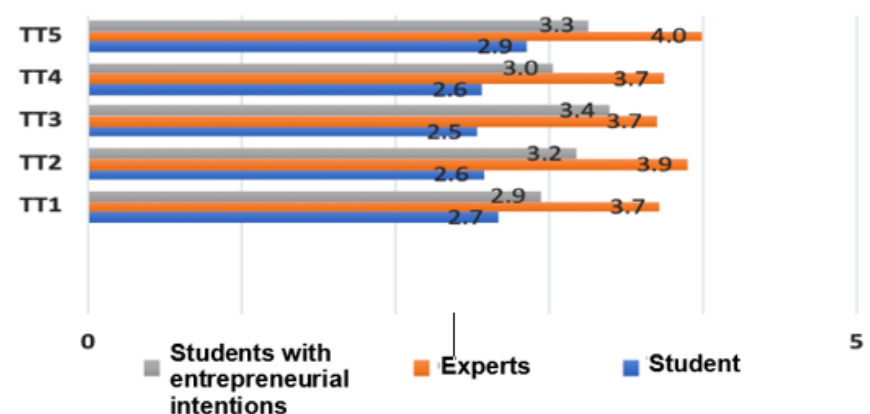


Figure 4. Summary of assessments of students, experts, and students with entrepreneurial intentions on the ability to collect information

Where: Information 1 = Every time I start a new task assigned by the lecturer, I always collect a lot of information before doing that task; Information 2 = I seek and consult with people who know a lot about the work I am doing; Information 3 = When I need to find out information about a certain issue, I know where to get the information and from whom; Information 4 = When I do the assigned work, I ask a lot of questions to make sure that I understand what the person wants; Information 5 = I seek information from many different sources to solve my work.

Survey data shows that, on average, students self-assess at a low level (2.6), students have an average level of intention to start a business (3.2), the minimum level required according to experts is good (3.8), there is a large difference in scores from 2.6 - 3.2 - 3.8. According to experts, all the statements reached a good level (>3.4), but for students with startup ideas, 5/5 students rated themselves at an average level. There were 2 statements "When I need to find information about a certain issue, I know where to get information and from whom." and "I look for information from many different sources to solve my work" with scores approaching the good level (3.3; 3.4).

2.5. Ability to think systematically and manage

Survey of students intending to start a business and expert opinions on criteria of systemic thinking and management ability are shown in Figure 5.

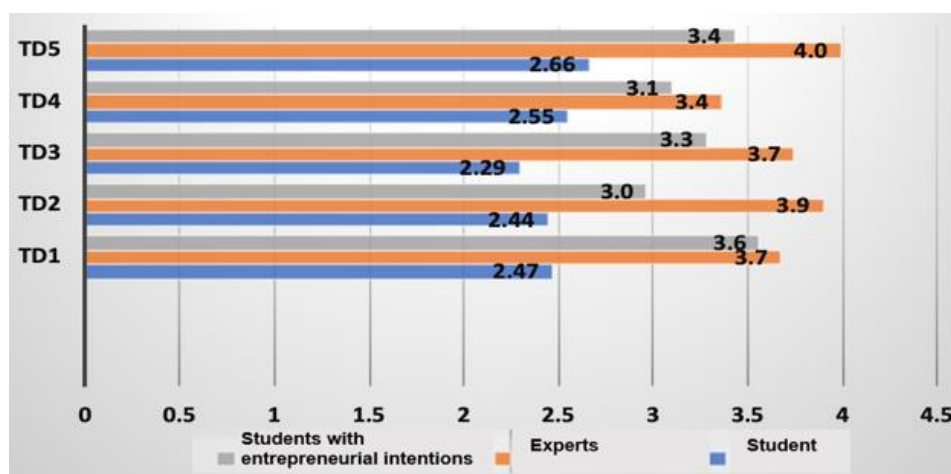


Figure 5. Summary of assessments of students, experts, and students with entrepreneurial intentions on the ability to think systematically and manage

Where: Mindset 1 = I plan for a large long-term goal by breaking it down into smaller short-term goals; Mindset 2 = I think about the advantages, disadvantages or different ways to do the job; Mindset 3 = I try to think about all the problems I might encounter and plan what to do if those problems actually occur; Mindset 4 = I am always proactive in solving problems; Mindset 5 = If this approach to the problem does not work, I think about finding another approach.

The table shows that students with entrepreneurial intentions self-assess at an average level (3.3), 1/5 of the statements are rated as good (3.6), approaching the level that needs to be achieved according to experts. 4/5 of the statements students self-assess at an average level with scores of: 3.0; 3.1; 3.3; 3.4 respectively. Although not reaching the threshold according to experts, students intending to start a business have a higher ability to think systematically and manage than the overall average (2.5).

2.6. Ability to persuade and build relationships

The combined results of self-assessment of students intending to start a business and expert opinions are shown in Figure 6.

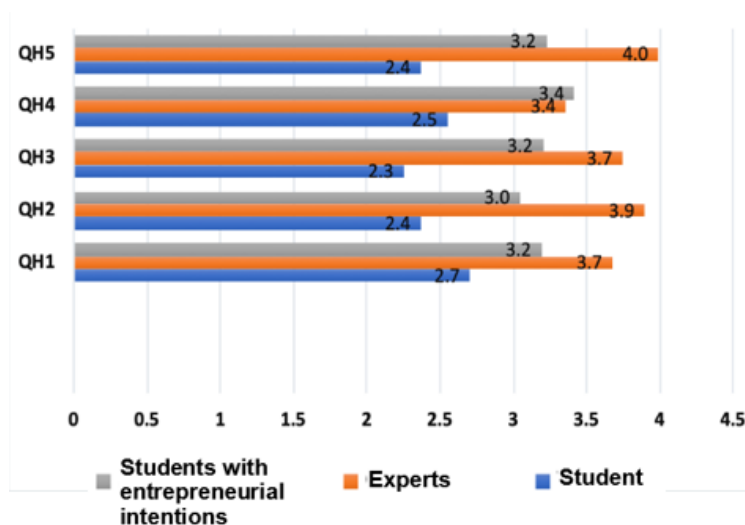


Figure 6. Summary of evaluations from students, experts, and students with entrepreneurial intentions on persuasive abilities and relationship building

Where: Relationship 1 = I spend a lot of time thinking about how to influence others; Relationship 2 = I seek help from important and influential people to achieve my goals; Relationship 3 = To achieve my purpose, I think of solutions that benefit everyone involved in the work; Relationship 4 = I have the ability to make people with different viewpoints change their opinions; Relationship 5 = I am always the center of every conversation.

Survey data shows that students with entrepreneurial intentions self-assess their persuasive and relationship-building abilities at an average level (3.2), which is lower than the level assessed by experts (3.7). All five statements are at an average level, but the statement 'I have the ability to make people with different viewpoints change their opinions' scored exactly at the minimum level required according to experts (3.4). The analysis above indicates that, in general, the persuasive and relationship-building abilities of students are still low. Many students are still confused about how to persuade others, lack confidence when speaking in public, and do not know how to establish and maintain a good, long-lasting relationship, especially with people they meet for the first time.

2.7. Self-control ability

The summary of self-assessment levels of students with entrepreneurial intentions and expert opinions is presented in Figure 7.

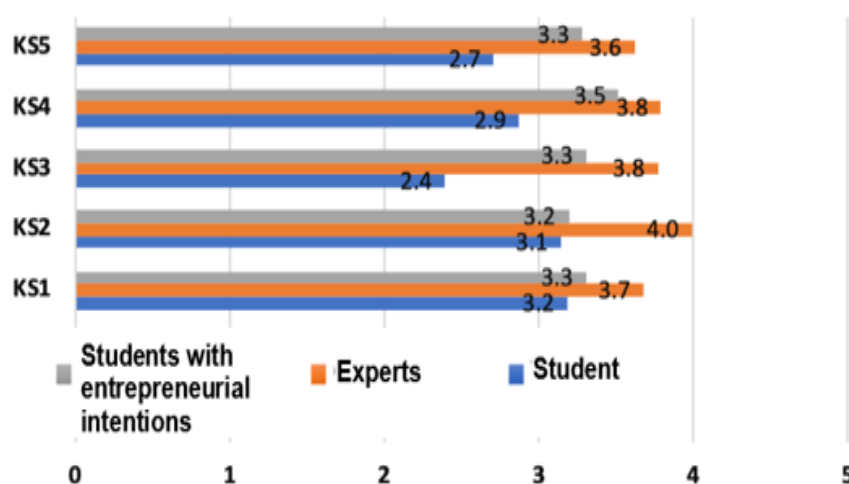


Figure 7. Summary of evaluations from students, experts, and students with entrepreneurial intentions on self-control ability

Where: Control 1 = My success is not due to being lucky at the right place and time; Control 2 = My life is determined by my own actions; Control 3 = For me, long-term planning is feasible, and I often break down long-term plans into short-term plans to execute them; Control 4 = My success in life heavily depends on my abilities; Control 5 = I feel that what happens in my life is not determined by powerful people.

Survey data shows: Students with entrepreneurial intentions self-assess the criterion "Self-control ability" at an average level (3.3), but the score is close to a good level. One out of five statements is rated well by students: "My success in life heavily depends on my abilities," and no statement is rated at an average level. Meanwhile, experts believe that the criterion "Self-control ability" should reach a good level (3.8). The analysis shows that most students believe that a person's success depends on their abilities rather than fate or luck. Additionally, students rarely make plans for themselves, making long-term planning impractical for most students.

2.8. Perseverance

The summary of self-assessment levels of students with entrepreneurial intentions and expert opinions is presented in Figure 8.

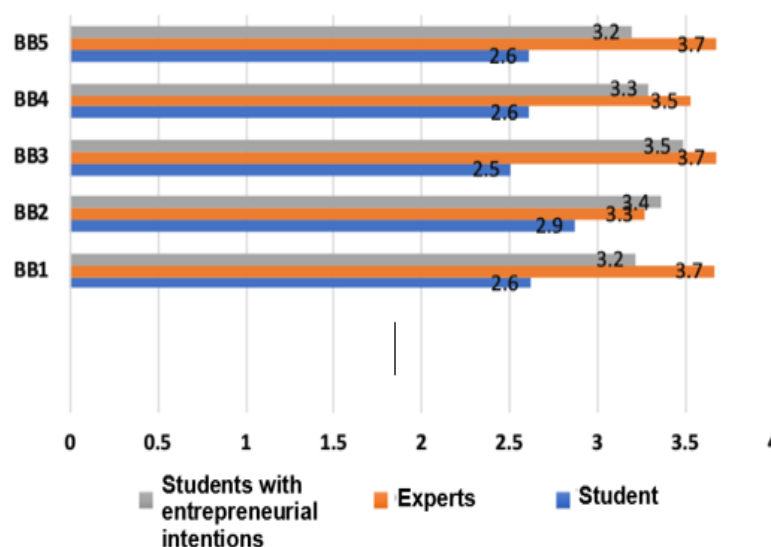


Figure 8. Summary of evaluations from students, experts, and students with entrepreneurial intentions on perseverance

Where: BB1 = When faced with a difficult problem, I spend a lot of time finding a solution; BB2 = I try many times to get others to do what I want them to do; BB3 = When something hinders the work I am trying to accomplish, I keep trying until it is done; BB4 = I never give up halfway; BB5 = I try many ways to overcome obstacles that hinder my goals.

Survey data shows: According to experts, the level of the criterion for perseverance needs to be at a good level (3.6). However, 1/5 of the experts believe that students only need to reach an average level (3.3). For students with entrepreneurial intentions, the self-assessment result for the criterion "perseverance" is at an average level (3.3), close to a good level. Especially, the statement "I try many times to get others to do what I want them to do" is self-assessed by students at a good level (3.4), higher than the minimum required by experts (3.3). The analysis shows that the perseverance of most students is low, lacking patience and persistence in completing tasks, poor ability to handle work pressure, frequently complaining, and still reluctant to think and try different solutions.

2.9. Decisiveness and confidence

The synthesized results regarding the self-assessment levels of students with entrepreneurial intentions, along with expert opinions on the criterion of "decisiveness and confidence," are presented in Figure 9.

From the data table, we can see that although the overall average scores of students and those with entrepreneurial intentions are both at a moderate level, a clear difference exists. The average score of general students hovers near the lower end of the scale, while students with entrepreneurial intentions are closer to the upper end and approaching a good level. Among students with entrepreneurial intentions, 2 out of 5 self-assessment statements rated at a good level, while 3 out of 5 rated at a moderate level. However, the overall average score of students with entrepreneurial intentions (3.4) still falls short of the expert opinion on the minimum score required for entrepreneurial students (3.7) in this criterion. Overall, students at Hanoi Industrial Textile Garment University are not truly confident or decisive in their work. They lack confidence in their abilities. The primary reason is that students have not thoroughly researched the jobs they intend to pursue and have not effectively assessed their own strengths, which prevents them from defending their viewpoints and persuading others.

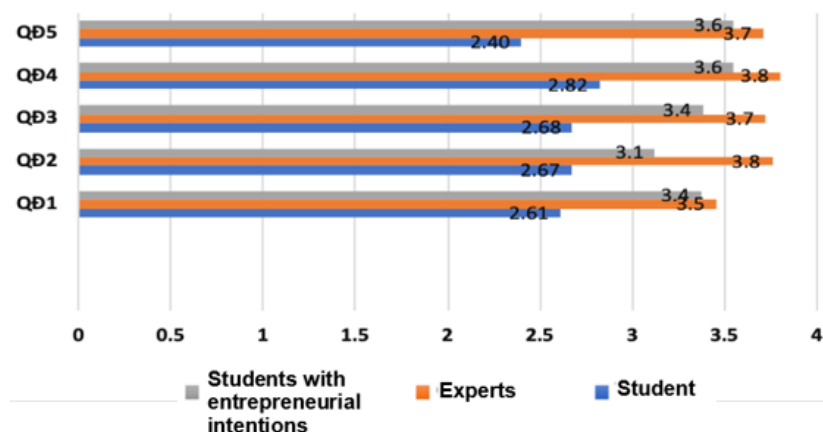


Figure 9. Summary of assessments by students, experts, and students with entrepreneurial intentions on decisiveness and confidence

Where: Q1 = I believe that I will succeed in everything I do; Q2 = When starting a task with many challenges, I am confident that I will overcome them; Q3 = I do not easily give up on my goals; Q4 = I always perform my job well; Q5 = I stand firm in my decisions even when others disagree with me

2.10. Creativity

The aggregated results regarding the self-assessment levels of students with entrepreneurial intentions and the expert opinions on the criterion of 'Creativity' are presented in Figure 10.

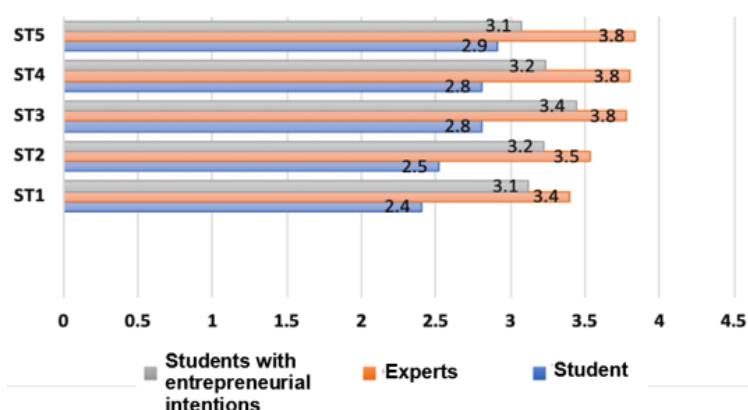


Figure 10. Summary of evaluations by students, experts, and students with entrepreneurial intentions on creativity.

Where: ST1 = I often surprise people with my novel ideas; ST2 = People often ask me for help with creative activities; ST3 = I typically start a new task with many different ideas; ST4 = I enjoy studying subjects that require creativity more than practical skills; ST5 = I like experimenting with various ways to accomplish the same task.

The self-assessment score of students with entrepreneurial intentions is relatively high (3.2) compared to the overall average self-assessment score of students (2.62). However, it is still lower than the minimum score that entrepreneurial students need according to expert opinions (3.7). The statement “I typically start a new task with many different ideas” received a good self-assessment score (3.44) from students with entrepreneurial intentions. Four out of five statements were self-assessed at a moderate level by these students, yet with fairly high scores (above 3). From the analysis results, one can conclude that the creativity of students, in general, is at a moderate level. In the learning process, many practical subjects require adherence to strict guidelines, which does not encourage creativity. Additionally, the school has not organized many collective activities to engage and inspire

students' participation, which would promote creativity and help build students' confidence.

2.11. Risk acceptance ability

The aggregated results regarding the self-assessment levels of students with entrepreneurial intentions and the expert opinions on the criterion of 'Risk acceptance ability' are presented in Figure 11.

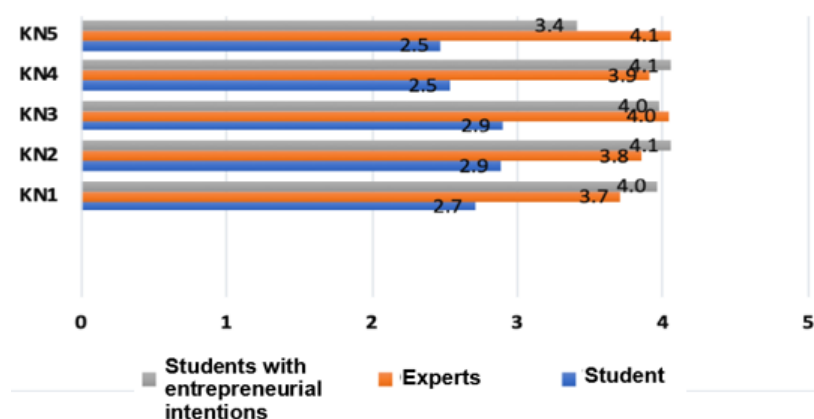


Figure 11. Summary of evaluations by students, experts, and students with entrepreneurial intentions on risk acceptance ability

Where: RR1 = If I am afraid of something, I will try to conquer that fear by any means; RR2 = I enjoy trying new foods, taking new paths, and having completely new experiences; RR3 = To me, failure is the mother of success; RR4 = With each failure, I feel I grow stronger; RR5 = I am not afraid of risks in business.

The self-assessment score for the criterion of 'Risk acceptance ability' among students with entrepreneurial intentions is rated as good (3.9), matching the minimum level according to expert opinions (3.9). Notably, among the five statements, four out of five achieved a good level and received scores higher than the minimum score as per expert opinions. The only statement rated at a moderate level is "I am not afraid of risks in business" (3.4), which is close to the good level. From the analysis results, it can be concluded that students are highly aware of the risks involved in entrepreneurship, which aligns with the findings from a published study stating that 'over 90% of startups fail'.

2.12. Entrepreneurial intent

The aggregated results regarding the self-assessment levels of students with entrepreneurial intentions and the expert opinions on the criterion of 'Entrepreneurial intent' are presented in Figure 12.

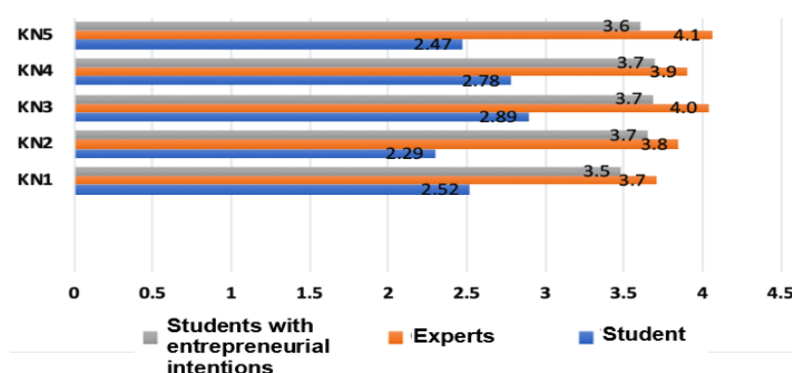


Figure 12. Summary of the assessment of students, experts, and students with entrepreneurial intentions regarding their intention to start a business

Where: EI1 = I am willing to do anything to become a business owner; EI2 = My life goal is to become a business owner; EI3 = I enjoy doing work that I own and do not like being an employee; EI4 = I have seriously considered starting a business; EI5 = I will start a business someday.

Although the average self-assessed score of students regarding their entrepreneurial intentions is low (2.52), when examining specifically the group of students with entrepreneurial intentions, their self-assessment is at a good level (3.6), with all five statements rated positively. This is an encouraging sign, indicating that students with entrepreneurial intentions have a clear direction and goals as motivation to strive forward. The results of the analysis reveal that the general entrepreneurial intention among students is still low. This may be due to the characteristics of training disciplines that are easy to find jobs, a lack of feasible business ideas, and students fearing potential risks, leading to their lack of entrepreneurial intention. A summary of students' self-assessment regarding their entrepreneurial spirit and experts' opinions is presented in Figure 13.

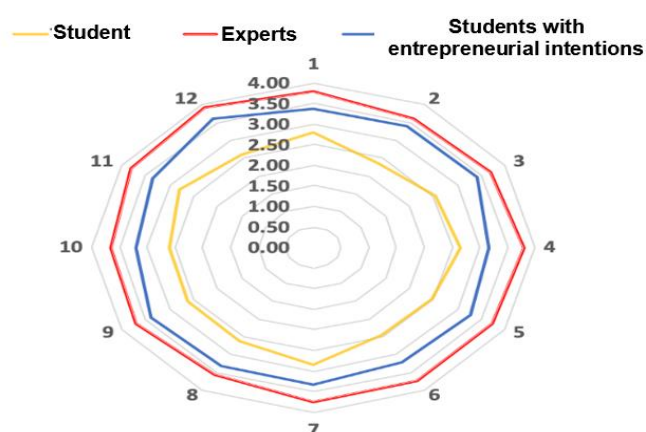


Figure 13. Spider chart representing the current state of students' entrepreneurial spirit

Where: TC = Desire for success; CH = Ability to identify and seize business opportunities; MD = Clear objectives; TT = Capacity to gather information; TD = Systematic thinking and management skills; QH = Ability to persuade and build relationships; KS = Self-control; BB = Perseverance; QD = Decisiveness and confidence; ST = Creativity; RR = Risk acceptance; KN = Entrepreneurial intention.

This indicates that the entrepreneurial spirit of students at Hanoi University of Industry is at a low to moderate level. Most students have an incomplete understanding of entrepreneurial spirit; they simply believe that "entrepreneurial spirit is entrepreneurial intention." While having entrepreneurial intention is a necessary condition, it is not sufficient; students must equip themselves with adequate knowledge, skills, and attitudes to be prepared for entrepreneurship and to enhance their chances of successful business initiation.

3. Conclusion and recommendations

Based on the results of the survey and analysis, it is evident that students have not clearly defined their personal goals after graduation. They have not received training in entrepreneurship, so they lack the knowledge to identify and seize business opportunities and are not confident in their abilities. Additionally, there is no environment for practice, experience, and nurturing entrepreneurial ideas, which hinders the development of their management thinking and information-gathering skills, as well as persuasive abilities. Most students express a desire for training in entrepreneurship, and some are willing to pay for such training. However, the university has not yet established specific policies to support and encourage students to start their own businesses. As a result, an entrepreneurial ecosystem has not yet formed within the institution.

Therefore, the awareness of the university leadership regarding the entrepreneurial spirit is considered to greatly influence students' entrepreneurial intentions. This is a long-term process that requires decisive guidance from the Party Committee and Board of Directors, as well as cooperation from various leaders of student organizations and department/center heads. It is crucial to leverage the role of entrepreneurial advisors within the school to create

an entrepreneurial ecosystem that reflects the characteristics of Hanoi Industrial Textile Garment University. Furthermore, it is essential to implement coordinated solutions to establish an operational mechanism within the ecosystem, where its components interact and support the promotion of entrepreneurial spirit.

The university needs to act as a supportive link in the entrepreneurial ecosystem, nourishing a positive attitude towards entrepreneurship among students and integrating entrepreneurial culture into the university curriculum. The institution should also establish an entrepreneurship club to build a team of entrepreneurial advisors, with the core members being enthusiastic and capable faculty members who can guide students' entrepreneurial ideas.

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