

The impact of social capital on entrepreneurial behavior of students after university graduation: A case study in Nghe An province, Vietnam

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Abstract: Start-up business has become a topic of much interest in recent times in many countries around the world. The study aims to examine the impact of social capital on the entrepreneurship behavior of students after they graduate from universities. Using quantitative research methods through SEM linear structural model analysis, with survey data consisting of 353 samples are alumni who have graduated from universities in Nghe An province, Vietnam. The results of the study show that social capital has both a direct and indirect impact on the entrepreneurship behavior of students after graduation at universities in Nghe An, Vietnam through intermediary variables that are the intention and cohesion in entrepreneurship. In addition, the intention also has a positive impact on the cohesion in the entrepreneurship of students after graduation. At the same time, there are differences in the entrepreneurship behavior of students after graduation at universities by gender groups. These findings show both theoretical and practical contributions, demonstrating the importance and impact of social capital on the entrepreneurship behavior of students after college, as well as the mediating role of the intention and cohesion factors in entrepreneurship in this relationship. At the same time, the results of this study will also be an important basis for further research works. Based on the research results, the authors proposed a number of recommendations to promote the entrepreneurship behavior of students after graduating from universities in Nghe An province, Vietnam.

Keywords: Social Capital, Startup Intentions, Entrepreneurship Engagement, Entrepreneurship Behavior.

I. Introduction

Recently, the phrase "startup" is receiving the attention of many students. Academic institutions are a place which provides foundational knowledge, students are constantly cultivated by lecturers as a solid theoretical basis for students to easily make specific plans for their startup projects.

In addition, academic institutions are the place to generate business ideas and promote creativity, the premise for startup projects. There are many business models that arise from the academic, individual needs of students or the social community. Academic institutions are a good environment that will help a lot of students. According to Schlaegel and Koenig (2014), the intention is an important forecast of the next action. It explains the variation of behavior (Sheeran, 2002). However, Sheeran and Orbell (1998) argue that there is insufficient evidence to draw this conclusion. The use of intention to predict startup behavior is questionable (Souitaris et al., 2007). Besides, there is compelling evidence that intention is not necessarily an important factor in predicting behavior (Van Gelderen et al., 2015). Research by Carsrud and Brannback (2011) suggests that initial ideas about a startup plan being implemented and translated into behavior may depend on a more complex

process. For this reason, studying the gap between intention and behavior in the context of startups has emerged in the last few years (Fayolle & Linan, 2014). Baker (1990) argues that social capital is the resource that actionable subjects derive from specific social structures.

Social capital does not mean that it is usually capital such as real estate, personal property or cash. Social capital refers to goodwill, friendship, empathy and social interaction between individuals and families. Social capital is associated with social networks and social relations. Social capital connected to social networks is relatively sustainable (Bourdieu & Hastings, 1986), social capital exists in social relations (Coleman, 1988). In fact, in Vietnam, start-ups are gradually becoming a topic of interest.

According to Gollwitzer (1993), the right age to start a business is between 18 and 36 years old because at this age people have a desire to get rich. They are not afraid of risks, more sensitive to business opportunities, willing to take more risks and have higher intentions to start a business. After graduating from universities, many students choose for themselves the path of starting a business with creative ideas. Many projects are successful, they bring high sales and make contributions to the community and society. However, many student start-up projects have proved ineffective due to the inability to predict the development process, the market situation as well as many students do not seem to have enough resources to pursue their aspirations and dreams. Moreover, the support from the academic institutions, organizations, businesses and especially the attention of local authorities is not strong enough to create a connection between students and businesses. Since then, many of the students' creative ideas have not been implemented in accordance with expectations and have not been highly effective. The study aims to model and examine relationships that directly and indirectly impact social capital on the entrepreneurship behavior of graduates at universities in Nghe An province, Vietnam.

The findings of this study show a theoretical and practical contribution to demonstrating the importance and impact of social capital on the entrepreneurship behavior of students after college, as well as the mediating role of the intention and engagement factors in entrepreneurship in this relationship. Based on the research results, the authors proposed a number of recommendations to promote the entrepreneurship behavior of students after graduating from universities in Nghe An province, Vietnam.

II. Literature Review and Hypotheses

2.1. Literature Review

To date, there have been various definitions and interpretations of social capital (Baker, 1990; Bourdieu & Hastings, 1986; Coleman, 1988; Fukuyama, 2000). According to Hanifan (1916), social capital does not mean ordinary capital such as real estate, personal property or cash. Social capital refers to goodwill, friendship, empathy and social interaction between individuals and families. Although not specified, Hanifan (1916) implied that social capital is accumulated when individuals invest in relationships for future use. This is also the characteristic of capital that the theorists of capital agree on, which is: i) able to accumulate; ii) able to be used to create wealth in the future. Bourdieu and Hastings (1986) agrees with Hanifan (1916), arguing that social capital comes from having a sustainable network of institutionalized, established relationships. Coleman (1988) added that social capital is the ability of people to work voluntarily together, in which social norm plays a role as a foundation. The norm is understood as behavioral perspectives shared by most individuals/groups in society, underpinned by institutional sanctions. This norm may be philosophies, religious teachings or professional standards, codes of conduct (Fukuyama, 2000). All of these characteristics are based on trust. Trust is formed and spread through cultural, religious, traditional or habitual objects. Fukuyama (2000) gives the definition of social capital but emphasizes the element of social norms. The drawback of this view, however, is that it is limited to informal norms. Start-ups play an important role in creative activities, economic development and job creation for workers (Moica et al., 2012).

Kirzner (1973) argues that starting a business is the ability to detect and exploit the advantages of price differences between markets. According to Shapero and Sokol (1982), entrepreneurship is a process by which individuals are willing to take the lead in seizing the attractive and viable business opportunities they are aware of. Derived from social cognition theories of Bandura (1986), theory of intended behavior of Ajzen (1991) and theory of startup events of Shapero and Sokol (1982) that before conducting a behavior, people must have an intention of that behavior. In the study of behavioral psychology, intention is an important indicator of influencing planned behaviors, especially these behaviors are rare, difficult to observe and take place over an unplanned period of time. Meanwhile, startup intentions are the first step in the process of exploring, exploiting opportunities to start a business and start a new business (Gartner et al., 1994). According to Bird (1988), startup intention is a state of mind when it comes to emphasizing the personal interest and experience to make new business creations.

Startup intention is a representative of planned actions to perform a business behavior (Tubbs and Ekeberg, 1991). Startup activity is a intentional and planned activity (Kautonen et al., 2015; Hisrich et al., 2013). Start-up intentions are the early stages of start-up activity and are influenced by birth factors (Anderson & Jack, 2002). Intention demonstrates the individual's willingness to perform the act and is a direct premise of the behavior (Ajzen, 1991). Research by Armitage & Corner (2011), shows that intentions predict about 50% of behavior in practice. Therefore, understanding the mechanism that impacts startup intentions is seen as an effective measure to improve the number and quality of the nation's start-up entrepreneurs because "entrepreneurs are created, are not innate" (Melloret et al., 2009). Therefore, to promote entrepreneurship activities and entrepreneurship culture for students it is necessary to start from enhancing their startup intentions through an assessment of the starting factors of startup intentions (Schillo et al., 2016). Cohesion is the psychological state (desire, need, responsibility) that expresses an individual's relationship with the organization.

According to Mowday et al. (1982), cohesion is the relative strength of an individual's identity with the organization and the active participation of an individual within a given organization. Meyer and Herscovitch (2001) define cohesion as a force that connects the goal and the individual's actions. According to Gollwitzer and Brandstatter (1997), an intention would not have been developed without a strong attachment to the goal, the concept of engagement can correlate with many types of intentions, including startup intentions (Adam & Fayolle, 2015). From that, Adam and Fayolle (2015) have argued that startup engagement is about individuals spending time, energy, finance, wisdom, and affection on their startup projects.

2.2. Hypotheses

2.2.1. Social capital and start-up behavior

Social capital is mentioned in various studies around the world. Social capital can greatly help in mobilizing resources to drive economic growth (Woolcock, 1998). Fukuyama (2000) argues that social capital in kinship relationships, although it creates effective assistance for individuals or businesses in difficult economic times, due to the negative consequences such as a lack of trust for strangers, makes it difficult for businesses to grow. In order to examine the relationship of social capital on the entrepreneurship behavior of students after graduating from universities in Nghe An province, Vietnam, the hypothesis is:

H1: Social capital has a favorable impact on the entrepreneurship behavior of students after graduating from universities in Nghe An province, Vietnam

2.2.2. Social capital and startup intentions

Bourdieu and Hastings (1986) argues that even networks of acquaintance contribute to the creation of social capital. However, networking through contact, contact with neighbors, or joining a group of people with the same interest will help accumulate social capital as defined by Hanifan (1916) is not enough. So with the context of universities in Nghe An province, Vietnam, to describe how the relationship between social capital and the startup intentions of students after graduation is expressed, the following hypothesis is formulated:

H2: The intention to have a positive impact on the entrepreneurship behavior of students after graduating from universities in Nghe An province, Vietnam

2.2.3. Start-up intentions and behaviors

Ajzen (1991) argues that intention is an important indicator of human behavior. According to Randall and Wolff (1994), the relationship between intent and behavior does not change over time. Start-up intentions are important both for individuals' startup journeys and indirectly promote creative activity, economic dynamism and job problem solving (Delmar et al., 2003). This is especially significant for students because they are an elite, knowledgeable and highly trained group (Wilbard, 2009). Intention is the initial basis for actions and decisions about whether or not the student's startup behaviors are. The following hypothesis is formulated:

H3: The intention to have a positive impact on the entrepreneurship behavior of students after graduating from universities in Nghe An province, Vietnam

2.2.4. Social capital and cohesion in entrepreneurship

Ajzen (1991) argues that intention is an important indicator of human behavior. According to Randall and Wolff (1994), the relationship between intent and behavior does not change over time. Start-up intentions are important both for individuals' startup journeys and indirectly promote creative activity, economic dynamism and job problem solving (Delmar et al., 2003). This is especially significant for students because they are an elite, knowledgeable and highly trained group (Wilbard, 2009). Intention is the initial basis for actions and decisions about whether or not the student's startup behaviors are. The following hypothesis is formulated:

H4: Social capital has a positive impact on the cohesion in entrepreneurship of students after graduating from universities in Nghe An province, Vietnam

2.2.5. Cohesion and entrepreneurial behavior

The role of engagement in entrepreneurship has been mentioned in many studies such as Bruyat (1993), Fayolle and Linan (2014). Edelman et al. (2010) suggests that target intensity may explain the decision to act. Bagozzi et al. (2003) argue that better goal setting helps the person's level of cohesion improve. With the context of universities in Nghe An province, Vietnam, in order to build and verify the relationship of cohesion on the entrepreneurship behavior of students after graduation, the following hypothesis is formulated:

H5: *The cohesion has a positive impact on the entrepreneurship behavior of students after graduating from universities in Nghe An province, Vietnam*

2.2.6. Intentions and cohesion in start-ups

Based on theory of action phases of Gollwitzer (1993), the bonding stage is the intermediate stage between target intention (motivation stage) and behavior. During the motivation phase, the individual expresses his or her intention to become an entrepreneur and initiate action. In the bonding phase, people devote all their time and energy as well as financial, intellectual and social resources, etc for their projects, it seems very difficult to come back or give up.

In the final stages, success or failure marks the end of the process. In order to test the relationship between the intention and cohesion of students' entrepreneurship after college, the following hypothesis is formulated:

H6: *The intention has a positive impact on the cohesion in entrepreneurship of students after graduating from universities in Nghe An province, Vietnam*

2.2.7. Differences in start-up behavior by gender

Gender is considered one of the key characteristics which have a certain dominance over the decisions of individuals and the consistency in those decisions. Therefore, in order to verify whether or not there are differences in the entrepreneurship behavior of students after graduating from universities in Nghe An province, Vietnam, the following hypothesis is formulated:

H7: *There are differences in the entrepreneurship behavior of students after graduating from universities in Nghe An province, Vietnam according to gender groups.*

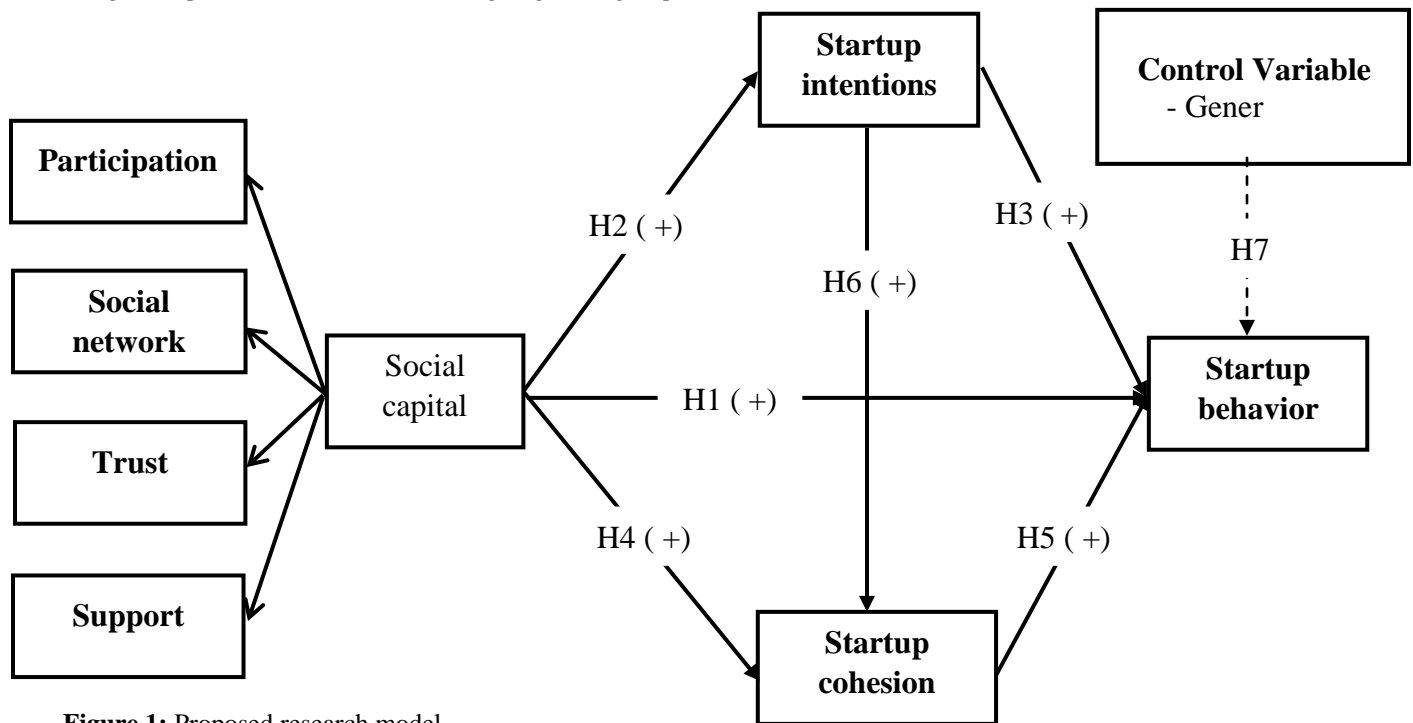


Figure 1: Proposed research model

III. Research Method

3.1. Research Scale

On the basis of theoretical overview and related research works, the article proposes a research model with independent and intermediate variables including: social capital, startup intentions and cohesion in entrepreneurship, the target variable is startup behavior. The scale used in the study is a likert scale with 5 levels (Totally agree; Agree; Neutral; Disagree; Totally disagree). Indicators that measure the variables applied are adjusted in accordance

with the sample characteristics studied from previous studies. The social capital variable group (SOC) using scale of Montgomery (1992) consists of 21 observations with 4 groups of factors: Participation (PAR) consists of 5 indicators; Social networks (SON) consist of 5 indicators; Trust (TR) consists of 5 indicators; Support (SUP) consists of 6 indicators. Startup intentions (INT) uses a scale of Krueger et al. (2000), Wang et al. (2011) consisting of 4 indicators, Startup cohesion (COH) using scale of Adam and Fayolle (2015) including 5 indicators and startup behavior (BEH) using scale of Kautonen et al. (2015) including 6 indicators.

3.2. Research Sample

The study sample selected by the non-probability sample selection method is the convenient sample selection. The investigative unit in the study was identified as former graduates at universities in Nghe An, Vietnam. The sample size in the collection is 353 samples. The data collection process is conducted in two ways: direct and online. The number of online questionnaires collected is 218, the number of questionnaires used is 205. In direct terms, the number of questionnaires issued is 300, the number of questionnaires collected is 188, the number of questionnaires used is 148. The total number of valid questionnaires used for analysis is 353. According to the study of Hair et al. (1998) about the reference of the expected sample size, the minimum sample size is 5 times the total number of observed variables. With the number of observations in the article is 36, the research scale includes 353 samples to meet the analysis requirements. The data collection completion period is August 2021 to November 2021.

3.3. Data Processing

Research using quantitative methods. After collecting data, it is processed through SPSS and AMOS programs. First, evaluate the reliability of the scale with the required Cronbach's Alpha value > 0.6 . Next, research on exploratory factor analysis (EFA) to determine the "Convergent validity" and "Discriminant validity" of the scale. Then, using AMOS to assess the suitability of the research model through CFA test, test the research hypotheses by analyzing the SEM model. Finally, the study uses the ANOVA test to assess whether or not there is a difference in the entrepreneurial behavior of students by gender groups.

IV. Results and Discussion

4.1. Testing the Reliability of the Scale

The analysis results of Cronbach's Alpha test show the reliability of the scale used in the analysis when the Cronbach's Alpha coefficients of all variables are > 0.6 . However, the PAR2 indicator has a Cronbach's Alpha if Item Delete coefficient of 0.707, which is larger than the Cronbach's Alpha coefficient of the PAR variable (0.665), the SUP6 indicator has a Cronbach's Alpha if Item Delete coefficient of 0.696, which is larger than the coefficient Cronbach's Alpha of the variable SUP (0.663). Therefore, in order to increase the relevance of the scale, the study removed two indicators PAR2 and SUP6.

Table 1: Evaluation of the reliability of the scale through Cronbach's Alpha coefficient

No.	Variables	Abbreviations	Cronbach's Alpha coefficient
1	Participation	PAR	0.707
2	Social network	SON	0.693
3	Trust	TR	0.694
4	Support	SUP	0.696
5	Startup intentions	INT	0.826
6	Startup cohesion	COH	0.786
7	Startup behavior	BEH	0.913

4.2. EFA

After testing the appropriateness of the scale, the study conducted an exploratory factor analysis (EFA) for both the independent variables, the intermediate variables and the dependent variable. With the group of independent variables and intermediate variables, the EFA analysis was carried out twice, in which the factor loading coefficients in the analyzes were all values > 0.5 , showing the appropriate correlation between the variables. observed variables (indicators) and selected factors in the model. However, in the first analysis, because the requirement of "Convergent validity" of the same factor could not be guaranteed, the COH1 and SUP1 indicators were rejected. The results of the second analysis show that the data meets the analysis requirements with the factor loading coefficient > 0.5 , showing the appropriate correlation between observed variables (indicators) and other selected factor in the model; Eigenvalue of the factors ≥ 1 ; KMO coefficient ≥ 0.5 and ≤ 1 ; Sig value. < 0.05 , and at the same time, percentage of variance extracted $> 50\%$ and satisfying two conditions are "Convergent validity" (observed variables

converge on the same factor) and "Discriminant validity" (observed variables belonging to one factor distinguishing it from other factors).

Table 2: Result of factor analysis EFA

Analysis EFA		Coefficient KMO	P-value	Average Variance Extracted	Factor loading	Conclusion
Independent variable and intermediate variable	The first time	0.846	0.000	56.650	All figures >0.5	Type 2 indicator indicator COH1 and SUP1
	The second time	0.845	0.000	54.712	All figures >0.5	Ensure analysis requirements
Dependent variable		0.885	0.000	69.938	All figures >0.5	Ensure analysis requirements

With the dependent variable being employee management efficiency, the EFA analysis also shows that the remaining data are eligible for analysis with the Eigenvalue of the factors ≥ 1 ; KMO coefficient ≥ 0.5 and ≤ 1 ; Sig value < 0.05 ; percent of variance extracted $> 50\%$ and satisfying two conditions, "Convergent validity" and "Discriminant validity".

Table 3: Rotation matrix in EFA analysis for independent and intermediate variables

Indicator	Component					
	1	2	3	4	5	6
INT3	0.835					
INT4	0.711					
INT2	0.672					
INT1	0.659					
COH3		0.753				
COH2		0.722				
COH5		0.687				
COH4		0.668				
SON2			0.684			
SON4			0.654			
SON1			0.639			
SON5			0.601			
SON3			0.597			
TR1				0.708		
TR2				0.684		
TR4				0.627		
TR5				0.612		
TR3				0.573		
PAR5					0.744	
PAR4					0.731	
PAR1					0.728	
PAR3					0.584	
SUP4						0.742
SUP2						0.740
SUP5						0.646
SUP3						0.590

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

4.3. CFAThe results show the fit of the measurement model.

Chi-square index = 821,187; df = 443; Chi-square/df = 1.854 (< 3); P= 0.000; GFI = 0.879 (> 0.8); TLI = 0.897 (> 0.8); CFI = 0.908 (> 0.8); RMSEA = 0.049 (< 0.08).

4.4. SEM Analysis

Analyzing the SEM model for the research model, we found that the composite indexes were satisfactory. Specifically, Chi-square = 849,310; df = 454; Chi-square/df = 1.871 (< 3); P= 0.000; GFI = 0.875 (> 0.8); TLI = 0.895 (> 0.8); CFI = 0.904 (> 0.8); RMSEA = 0.050 (< 0.08).

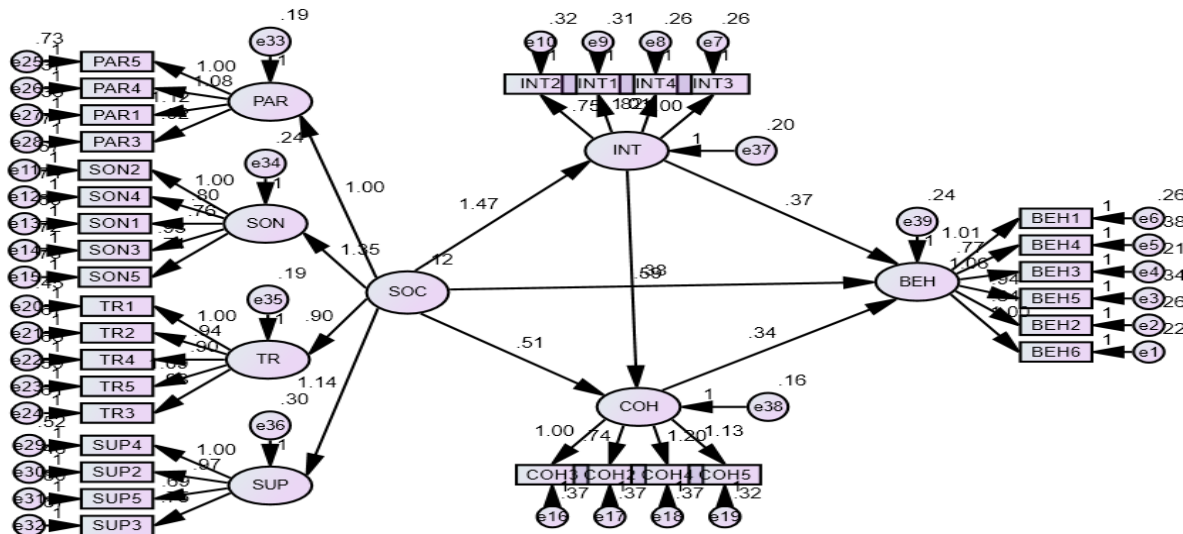


Figure 2: SEM model analysis.

The results of the estimation of the relationships in the model show that the research model is suitable, all hypotheses with significance $P < 0.05$ are accepted.

Specifically, hypothesis H1 is accepted with a significance $P = 0.024 (< 0.05)$ as the regression weight is 0.588 (> 0). This means that the conclusion is that social capital positively affects the entrepreneurial behavior of students after graduating from universities in Nghe An, Vietnam. This result corresponds to the studies of Woolcock (1998); Fukuyama (2000), etc.

Hypothesis H2 and H3, with significance < 0.05 and regression weights of 1.471 and 0.365, respectively, are accepted. That is, social capital positively affects the intention to start a business and the intention positively affects the entrepreneurial behavior of students after graduating from universities in Nghe An, Vietnam. These conclusions are echoed in the studies of Bourdieu and Hastings (1986); Ajzen (1991); Randall and Wolff (1994); Wilbard (2009), etc.

Similarly, the results of testing hypotheses H4 and H5 show significance level $P < 0.05$ and positive regression weight (0.510; 0.338). Therefore, it can be concluded that social capital has a positive impact on cohesion in entrepreneurship and cohesion also positively affects entrepreneurial behavior of students after graduating from universities in Nghe An, Vietnam. These conclusions are also consistent with the studies of Bruyat (1993); Fayolle and Linan (2014); Edelman et al. (2010); Bagozzi et al. (2003), etc.

Thus, with the acceptance of all the hypotheses from H1 to H5, the research results show that social capital has both a direct and an indirect impact on the entrepreneurial behavior of students after starting a business. graduate from universities through mediating variables of intention and engagement in entrepreneurship.

These are meaningful contributions in both theory and practice that the research brings and will be the basis for further research works. In addition, with the significance level in the test of 0.000 and the regression weight of 0.383, hypothesis H6 is also accepted. That is, intention also has a positive impact on the engagement in entrepreneurship of students after graduating from universities in Nghe An, Vietnam. This result is also similar to the research works of Gollwitzer (1993); Fayolle and Linan (2014), etc.

Table 4: SEM analysis results for relationships in the model

Hypothesis	Relationship	Weight	S.E.	C.R.	P	Conclusion
H1	BEH <--- SOC	0.588	0.261	2.256	0.024	Accepted
H2	INT <--- SOC	1.471	0.250	5.891	0.000	Accepted
H3	BEH <--- INT	0.365	0.113	3.221	0.001	Accepted
H4	COH <--- SOC	0.510	0.224	2.278	0.023	Accepted
H5	BEH <--- COH	0.338	0.105	3.222	0.001	Accepted
H6	COH <--- INT	0.383	0.101	3.802	0.000	Accepted

4.5. Test the difference

To assess whether or not there is a difference in entrepreneurial behavior by gender groups, the study uses the ANOVA test. The test results show that the sig value is $0.013 < 0.05$. Therefore, it can be concluded that there is a statistically significant difference in the entrepreneurial behavior of graduates at universities in Nghe An, Vietnam by gender. Therefore, hypothesis H7 is accepted. The study conducted an in-depth test after ANOVA to assess the average level and difference in entrepreneurship behavior by gender groups.

The test results show that male students have an average level of entrepreneurial behavior of 3,7343 higher than female students (3,6180).

Table 5: Average value of entrepreneurial behavior of university graduates by age group

<i>Gender group</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
Male	175	3.7343	0.75749
Female	178	3.6180	0.71668
<i>Total</i>	353	3.6756	0.73844

4.6. Descriptive Statistical Analysis

In addition to the hypothesis testing results, the study conducts descriptive statistics to determine the mean values of the variables included in the model. Statistical results show that, with an average value of 3.8038, the intention of students to start a business after graduating from universities in Nghe An, Vietnam is rated at the highest level compared to other factors. This shows that, after finishing university programs, the need for students to start a business is high, partly because of the results they bring to students while still in school and with the desire to apply the knowledge and practice and demonstrate the creative capacity of students. However, without reasonable support and the right way of working, many students after graduation will have the intention but cannot start a business or start a business with difficulty. In contrast, with a value of 3.3548, support for university graduates is at the lowest level among the factors included in the model.

Students need support from the University, businesses as well as from the policies of the state and each locality to be able to participate in the path of entrepreneurship. However, it can be seen that the current level of support for graduate students is quite low, localities do not have many policies to support and attract talents, resulting in a large number of students unable to access to the necessary capital, as well as advice and support for start-up activities. This limits the ability of students to succeed when choosing the entrepreneurial path.

Table 6: The results of statistical analysis describing the variables

<i>Variables</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>Std. Deviation</i>
SOC	353	2.31	4.65	3.5257	0.44609
PAR	353	1.75	5.00	3.6091	0.68112
SON	353	1.20	5.00	3.6028	0.68015
TR	353	1.80	5.00	3.5360	0.62512
SUP	353	1.50	5.00	3.3548	0.69238
INT	353	2.00	5.00	3.8038	0.65546
COH	353	1.00	5.00	3.7585	0.65165
BEH	353	1.17	5.00	3.6756	0.73844

V. Conclusions and Recommendations

On the basis of an overview of related works, the study builds and tests the model. The results show that social capital has both a direct and an indirect impact on the entrepreneurial behavior of students after graduating from universities in Nghe An, Vietnam through intermediate variables: intention and cohesion in entrepreneurship. In addition, the research results also show that intention also has a positive impact on student engagement in entrepreneurship after graduation. At the same time, there are differences in the entrepreneurship behavior of students after graduation at universities by gender groups. The findings of this study suggest both theoretical and practical contributions. Theoretically, the research has proved the importance and impact of social capital on entrepreneurial behavior of students after university graduation, as well as the mediating role of intention and cohesion in startups in this relationship. In practical terms, the research results help students get more directions on their entrepreneurial path after leaving school, and at the same time show the need for more supportive policies for students after graduation. Besides those contributions, the study also has certain limitations. Given the convenience sampling method is a limitation of the study, it is possible to reduce the controllability for the representativeness of the sample. At the same time, the research context is also limited to universities in Nghe An province of Vietnam. With the obtained results, the article opens the direction of development in research conducted at universities from

other countries in the region and around the world. Based on the research results, the authors propose some recommendations to promote entrepreneurship behavior of students after graduating from universities in Nghe An province, Vietnam:

Firstly, with students' social capital, students need to form motivation through perceiving the attractiveness of start-up opportunities, self-assessing entrepreneurial capacity, thereby forming startup ideas and passion to realize those entrepreneurial intentions. To be able to start a business, students need to be equipped with a lot of relevant entrepreneurial knowledge bases such as: Knowledge of product/service markets, sales and marketing, competitors, technology, human resources force, law... In addition, people management skills are indispensable for entrepreneurs.

Second, with students' entrepreneurial intentions, it is necessary to strengthen activities to promote entrepreneurship on a national scale and provide support programs for universities in activities to promote entrepreneurship.

In addition, schools need to organize close links with businesses to connect to put students in internships, gain experience and work at these businesses. Building business incubation centers in universities. Third, with students' cohesion in entrepreneurship, universities need to organize startup competitions with the participation of successful start-ups.

Encourage creative start-up ideas, call on investors to participate from the beginning with students so that when they graduate, starting a business is still the preferred option chosen. At the same time, it is necessary to have solutions to increase the activities of inspiring entrepreneurship for students right from the time they are still in universities such as organizing exchanges or seminars with guests who are business owners to share success/failure they have experienced.

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