

Propose research model of innovative start-up intention: The mediating role of student's creativity

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Abstract

The start-up student movement has been developing strongly in recent years. However, its effectiveness still needs to improve and meet expectations regarding its inherent role and mission. The article aims to study the innovative start-up intention of students, focusing on analyzing the impact of individual creativity on start-up intention. The article summarized the theoretical contents related to entrepreneurship, especially the emphasis on innovative start-ups and the status of innovative start-ups in Da Nang. On that basis, the authors have proposed a research model suitable for Da Nang University students from inheriting previous studies' results and appropriately applying the orientation to promote the innovative start-up of Vietnam and Da Nang city. The research model contains 24 items to measure 6 considered variables: The family's support for creativity, the university's support for creativity, individual creativity, entrepreneurial knowledge, and supportive policy.

Keywords: Innovative start-up; Innovative start-up intention; Creativity; Supportive policy; model

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I. Introduction

The project "Supporting the national innovative start-up ecosystem until 2025" shows Vietnam's determination to create a comfortable environment to promote and support the process of forming and developing this type of business that capable of rapid growth based on the exploitation of intellectual assets, technology, and new business model. Da Nang, with its position as an essential economic, cultural, educational, and technological center of the Central and Central Highlands region, has established the Da Nang Incubator (DNES). This made the government and business community's efforts to build Da Nang city into the center of innovative start-ups in the country.

In that context, the development orientation of the entrepreneurship university, linking training, scientific research, and technology transfer with the innovative start-up of the Da Nang University is one of the strategic orientations and an important factor in the economic development strategy of the country, incubating and developing entrepreneurial and creative thinking among students of the Da Nang University in particular and the youth of Da Nang city in general. Although in present, the start-up activities and support for students to start up at Da Nang University and its member schools are being focused. However, in fact, the percentage of students participating in innovative start-up activities still needs to be higher and bring high socio-economic efficiency. Therefore, studying students' innovative start-up intention is essential in determining the factors affecting entrepreneurial intention, especially the influence of students' creativity. Thereby, there are adjustments in policies and action plans that aim to create favorable conditions to support students in forming and developing innovative start-up projects.

Moreover, the studies in Vietnam mainly refer to start-up intention instead of innovative start-up intention. The factors such as individual creativity and supportive policies of Government/locality still need to be mentioned in empirical research. Meanwhile, in the studies of Leonidas A. Zampetakis et al., 2011 [1], these factors have been shown to impact entrepreneurial intention positively.

Therefore, in this study, the authors proposed a model that concentrate on considering the role of student's individual creativity in relationship with start-up intention. This study focuses on clarifying 2 main contents:

+ Systematic synthesis of theoretical points about entrepreneurship, especially focusing on innovative start-ups, the current situation of innovative start-ups of students in Da Nang.

+ Built a research model for innovative start-up intention, creating a foundation for the next practical research was conducted at the Da Nang University.

II. Literature Review

2.1. Innovative start-up and student's innovative start-up intention

2.1.1. Innovative start-up

Starting a business is often used briefly with the terms "entrepreneurship" or "start-up" to refer to an individual or group starting a business and pursuing a business as their career choice. For researchers, "entrepreneurship is the process that an individual or group seeks and pursues a business opportunity," or it is "the process of creating value by mobilizing resources to take advantage of the opportunity," or it is "the process of turning original business ideas into reality" (Deacon & Thomas, 2000) [2].

To distinguish "start-up" from "ordinary start-up" activities, the concept of a start-up is associated with creativity-based characteristics, so the concept of "innovative start-up" is often used. In the current policy document in Vietnam, innovative start-ups are described as "a type of enterprise capable of rapid growth based on the exploitation of intellectual property, technology, and new business models."

2.1.2. Innovative start-up intention of student

There are many views of researchers on innovative start-up intention, specifically: The start-up intention of university students shows that they are ready to start their own business within the first five years after graduation (Mueller, 2011) [3]. Innovative start-up intention is creating a new business that provides new products or services (Bird, 1988) [4]. Similarly, innovative start-up intention is considered as an individual tendency to carry out entrepreneurial actions by creating new products based on business opportunities and risks (Kristiansen et al., 2004; Ramayah & Harun, 2005) [5], [6]. In this research, the authors follow the point of view of innovative entrepreneurial intention "refer to a conscious state of mind that expresses an individual's intention to complete a creative and risky goal." (Bird, 1988)[4] and highlight as a predictor of entrepreneurship spirit (Krueger et al., 2000)" [7].

2.2. The studies related to start-up intention

Start-up, innovative start-up has become an attractive topic for researchers and policymakers. Several highlights domestic and abroad studies related to students' entrepreneurial intention. These studies have attempted to identify the factors that influence on start-up intention of students. Estay et al., 2013 [8], in the study "From motivation to starting a business," showed that four factors that affect the intention of students to start a business include risk-taking, achievement thirst, education, and business experience. In which, factors that tend to take risks and desire for achievement belong to personality traits, and the rest belong to educational attainment. Agreeing with Estay, studies by Hajer & Habib, 2013; Varghese & Hassan, 2012; Uddin & Bose, 2012 [9], [10], [11] show that the desire for achievement is the driving force behind student's entrepreneurial intention.

The study by Turker & Selcuk, 2009 [12], "Which factors affect the entrepreneurial intention of university students," found out main factors to assess a student's entrepreneurial intention include: (1) Support from the higher education environment, providing complete knowledge and inspiration for entrepreneurship and (2) Structural support, including the cooperation of all field in society. In the other study by Mumtaz Begam et al., 2011 [13] also showed that support from education has the strongest influence (39%), followed by behavioral factors (32.1%) and attitude (28.3%) to the entrepreneurial intention of students in Mara College. Leonidas A. Zampetakis et al., 2011 [1] emphasized the creativity of individuals and the relationship between creativity and entrepreneurial intention of students in economics school. Research results showed that students' individual creativity is positively related to entrepreneurial intention; creativity supported by family and the university influences entrepreneurial intention through individual creativity mediating variables. Besides, the result also showed that participating in entrepreneurship courses correlates with personal creativity's influence on start-up intention.

Besides the individual factors such as aspiration, creativity, or support from the higher education environment, etc which have been mentioned a lot in previous studies, the research of Obaji et al., 2014 [14] have developed a theoretical framework that identifies the role of government policy in the development of entrepreneurship and its impact on the development of the national economy. Three factors are considered in the government policy variable: government support policy, policy implementation, and government funding. The author argues that the success of a start-up in any country depends a lot on Government behavior and policies.

In Vietnam, there are also highlighted studies. Research by Mai Ngoc Khuong & Nguyen Huu An, 2016 [15] was conducted with a sample of 401 students aged from 18 to 24 years old at Vietnam National University. The study analyzes the impact of personality traits, entrepreneurial experience, external environment, social norm, and perceived feasibility on entrepreneurial intention through the mediate variable - positive and negative perceptions toward entrepreneurship. The result found that entrepreneurial experience, external environment, and perceived feasibility were the three independent variables that significantly affected the positive perception toward entrepreneurship and positively impacted entrepreneurial intention. Besides, perceived feasibility and

personal traits significantly affected the negative perception toward entrepreneurship. They had a negative indirect effect on entrepreneurial intention.

Nguyen Thanh Hung and Nguyen Thi Kim Pha (2016) [16], in the study "The factors effect on entrepreneurial intention of the student at TraVinh University," identified that confidence in feasibility is the most important factor leading to student's entrepreneurial intention. The result also showed that confidence play a mediate role of relationship between teaching activities, extra-curricular activities, and opinions of people around as well as the business interests of each individual and start-up intention. In the research of Ng. QuocNghi et al., 2016 [17] found 4 factors influencing students' entrepreneurial intention in business management majors: attitude and passion, business readiness, subjective norms, and education. In which, attitude and passion have the strongest impact on the start-up intention of students who are business administration majors at universities/colleges in Can Thocity. The result of the "Study on the factors affecting the entrepreneurial potential of university students" by Nguyen Thu Thuy, 2015 [18] showed that the business environment, personal experience, and experiences through academic activities at university have an impact on student's start-up intention in both dimensions desire and self-efficacy.

Beside the research related to individual factors, creativity, and support from the university and family, etc the supportive policy of the Government and locality is also considered an important factor in creating a comfortable environment to promote innovative start-up activities. In the research of Nguyen Hoang Quy, 2017 [19], the supportive policy related to the legal mechanisms, orientations, and policies of the Government and locality, as well as the supportive ecosystem for start-up activities, should be prioritized, such as: building a national start-up strategy, optimizing the legal environment, enhancing entrepreneurship education and skills development, facilitating technology exchange and innovation, supporting access to finance, and raise awareness about entrepreneurship.

Table 1. Summary of the related researches

Authors	Impact factors	Type of study
Estay et al., 2013	- The factors belong to personality traits: tendency of risks taking, desire for achievement - The factors belong to education level: education and business experience	Theory review
Turker & Selcuk, 2009	- Support from the higher education environment Structural support	Theory review
Mumtaz Begam et al, 2011	- Support from education, Behavior factor, and attitude	Empirical
Leonidas A. Zampetakis et al, 2011	Emphasis on personal creativity, creativity supported in family, university, and participation entrepreneurship courses	Empirical
Obaji et al., 2014	Emphasis on Government policy: supportive of Government, policy implementation, and Government funding.	Theory review
Mai Ngoc Khuong and Nguyen Huu An, 2016	Personal traits, entrepreneurial experience, external environment, social norm, perceived feasibility, and mediate factor - positive and negative perception toward entrepreneurship.	Empirical
Nguyen Thanh Hung, Nguyen Thi Kim Pha, 2016	- Confidence in feasibility is the most important factor - Teaching and extra-curricular activities - Opinions of people around and personal business preferences	Empirical
Nguyen Quoc Nghi et al., 2016	Attitude and passion, Business readiness, Subjective norms, and educational factor	Empirical
Nguyen Thu Thuy, 2015	Business environment, personal experiences, and experiences through academic activities at the university	Empirical
Nguyen Hoang Quy, 2017	Supportive policy: legal document system, the orientation of Government and locality, start-up support ecosystem	Theory review

III. The status of the innovative start-up in Da Nang

3.1. The infrastructure system support Start-up

Identifying science technology, and innovation as the main driving force for sustainable growth and development, over the past time, Da Nang has published many mechanisms and policies and well-implemented development guidelines for the innovative start-up ecosystem, developing intellectual property and supporting businesses in the city to innovate technology.

Da Nang always encourages and supports building and developing an innovative start-up ecosystem, forming a start-up community, investor network, consultants, and start-up support organizations. In 2019, 02 new start-up clubs were formed, and the Da Nang Start-up Investment and Development Fund was established. Up to now, the city has 06 incubators, 04 creative spaces, 10 co-working spaces, 10 start-up clubs and start-up centers at universities, colleges, and 02 venture capital investment funds, building a network of innovative start-up experts with 4,704 experts [20],[21].

Besides, Da Nang has reputable higher education institutions, including a system of 15 good public and private universities with a wide range of activities across many provinces; science and technology research institutes with a large number of staff, managers, experts, and researchers across all fields. At universities, they also set up their own start-up centers for students, such as the Start-up Club of Da Nang University of Science and Technology, Innovation and Entrepreneurship Club of Da Nang University of Technology and Education, CIT innovation and Start-up Incubator -Lotus Hub of College of Information Technology (now Vietnam - Korea University of Information and Communication Technology). The Start-up Center of Duy Tan University, and Danang University of Architecture collaborate with Song Han Incubator in the school, etc.

In addition, the city is currently implementing the project of the city's start-up working and training area in An Hai Tay ward, Son Tra district, with an area of 1,863m²; completion of stage 1 of the High-tech Business Incubation Center.

3.2. The number of start-ups

In Vietnam, start-up activity is still concentrated in Ho Chi Minh City and Hanoi. Currently, Da Nang has become the 3rd largest city next to Hanoi and Ho Chi Minh City, experiencing a strong wave of start-ups. According to the report "Innovative start-up picture in Vietnam 2019", in the first 5 months of 2019, there were nearly 54,000 newly registered businesses, of which 4,683 were registered in Da Nang. If in 2012, Vietnam only had about 400 innovative start-ups. By 2019, this number was more than 3,000, of which in 2019 alone in Da Nang, there were 42 start-up projects receiving support from the budget and funding, and 12 innovative start-ups were formed. By 2021, Da Nang had about 50 innovative start-ups out of a total of 3,000 innovative start-ups in the country [21].

According to statistics, in the past 3 years, incubators have incubated more than 60 start-up projects, focusing on tourism, agriculture, healthcare, education, food, information technology, transportation, and the environment [22].

With the continuous increase in the number of start-ups and the development of the start-up ecosystem, Da Nang is gradually becoming a national innovation start-up center.

IV. Proposed research model for students' innovative start-up intention and Hypotheses

4.1. Proposed research model

The findings in part 2.2 found out the studies mainly refer to start-up intention instead of innovative start-up intention. Most studies also analyze the influence of factors related to personal characteristics, behavior, attitudes, and learning background on students' start-up intention. Moreover, in the studies in Vietnam, the factors such as individual creativity and supportive policies of the Government/locality have yet to be mentioned much in empirical research. Meanwhile, in the studies of Leonidas A. Zampetakis et al., 2011 [1], these factors have been shown to impact entrepreneurial intention positively.

Therefore, in this study, the authors propose a model (Figure 4.1) that considers the composite influence of factors: entrepreneurial knowledge, supportive policies, and individual creativity on students' innovative start-up intention, especially considering the role of students' individual creativity in relationship with start-up intention.

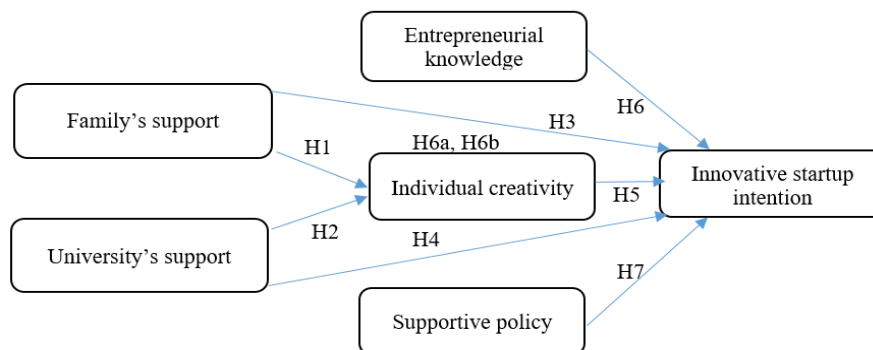


Figure 1: Proposed research model

4.2. Proposed hypotheses

4.2.1. The supportive role of family and university for student's individual creativity

Traditionally, creativity was considered a personality trait. In fact, the studies showed that creativity is responsive to the context in which an individual develops (Simonton, 2000) [23]. Therefore, creativity is described as an interactive process in an interpersonal environment.

There are studies highlight the role of the family in influencing individuals' creativity (Amabile, 1996) [24]. Low levels of authoritarianism and encouragement of independence have been found to characterize families most likely to drive creativity in their children (Miller & Gerard, 1979) [25]. Families with the characteristics above tend to equip their children with more developed creativity scripts by promoting diverse thinking, problem-solving, imagination, and flexibility. Following the study of Gardner & Morgan (1990) [26] about students' creativity, students with high individual creativity scores tend to come from families that promote creativity.

Another dimension that is considered a factor that effect individual creativity is the educational environment. In the university context, Elzubeir&Rizk, 2001 [27] agree that permitting students' approach to creating role models will drive students' creativity. On the other hand, discouraging student ideas and being overcritical about their new ideas are likely to prevent university students' creativity. From these discussions, we argue that the support of family and university have related to student's individual creativity, along with 2 following proposed hypotheses:

+ **Hypothesis 1:** The Family's support for creativity has a positive effect on student's individual creativity

+ **Hypothesis 2:** The University's support for creativity has a positive effect on student's individual creativity

4.2.2. The relationship between the family and university support for creativity and innovative start-up intention

Turker and SonmezSelcuk, (2009) [12] found that support in university is one of the most important predictors of a student's entrepreneurial intention. They argued that: *if a university provides full knowledge and inspiration for entrepreneurship, the possibility of choosing an entrepreneurial career may increase among young people.*

In the same opinion, Lüthje&Franke, 2003 [28] also agreed that a positive relationship exists between supported in universities and start-up businesses. In addition, Universities are considered a source that nurtures innovation and entrepreneurship. Universities can play a significant role in driving students' positive intentions and efforts towards entrepreneurship and developing a new business, Simonton, D.K, 2000 [23]

Individuals with strong connections with family members may receive encouragement, advice, or other forms of support to pursue business. Therefore, family plays a vital role in influencing individual entrepreneurial (Sequeira et al., 2007) [29]. Research by Ahmed et al., 2010 [30] identified that students with entrepreneurial experience or family background in business tend to choose start-ups as their career. The other studies also showed the influence of family background on entrepreneurial intention (Kolvereid, 1997; Matthews & Moser, 1995) [31], [32]. Therefore, the authors hypothesized that:

+ **Hypothesis 3:** The Family's support for creativity has a positive relationship with students' innovative start-up intention.

+ **Hypothesis 4:** The University's support for creativity has a positive relationship with students' innovative start-up intention.

4.2.3. The relationship between individual creativity with innovative start-up intention

Sternberg (2004) [33] suggested that compared with non-entrepreneurs, entrepreneurs can think outside the box. This may influence an individual's decision to form a new venture. Ames &Runco, 2005 [34] showed that entrepreneurs can produce many ideas and often have unusual and novel ideas. Hmieleski & Corbett, 2006 [35] also found that improvisation, a dimension related to close creativity, accounts for significant variance in entrepreneurial intentions. Following Hamidi et al., 2008 [36], the high creativity scores have a strong positive effect on entrepreneurial intentions and argue that individual creativity should be incorporated in models of entrepreneurial intentions.

In addition, in research by Leonidas A. Zampetakis et al., 2011 [1], the authors emphasized individual creativity and the relationship between creativity and entrepreneurial intention of students in economics school. The study result showed that the student's individual creativity has positively related to entrepreneurial intention. Individual creativity mediates the relationship between family support and university and student entrepreneurial intention. Based on these findings, we hope that the students with high creativity will have a higher start-up intention. Therefore, we proposed the following hypotheses:

+ **Hypothesis 5:** Students' individual creativity has a positive effect on innovative start-up intention

+ **Hypothesis 6a:** Students' individual creativity mediates the relationship between family's support for creativity and innovative start-up intention

+ **Hypothesis 6b:** Students' individual creativity mediates the relationship between university's support for creativity and innovative start-up intention

4.2.4. The relationship between Entrepreneurial knowledge with innovative start-up intention

Entrepreneurial knowledge refers to the conceptual and practical understanding of entrepreneurship's multifunction, multidimensional process. This knowledge can be acquired and developed through consistent exposure to entrepreneurial practices Massad& Tucker, 2009 [37]. According to Turker, 2009 [12] identified two distinct types of entrepreneurial knowledge that complement each other when carrying out new business.

The first type of knowledge is related to individuals' ability to recognize business opportunities, including discovering and evaluating new venture opportunities. Identifying a business opportunity involves identifying a market or group of people facing a particular problem. Solving this problem often involves developing a new or

innovative approach. The second type refers to the successful exploitation of the identified opportunity. The entrepreneur develops an attainable business model, which involves shaping and growing a profitable business around new venture opportunities. Both of these types of knowledge are expected of entrepreneurs.

Many researchers have shown the relationship between entrepreneurial knowledge and individual entrepreneurial intention. According to the research results of Tshikovhi & Richard Shambare, 2019 [38], entrepreneurial knowledge not only directly influences entrepreneurial intention but also indirectly affects individual attitudes. Research by Banjo Roxas, 2013 [39] has shown that entrepreneurial knowledge impacts entrepreneurial intention through two mediate variables: the perceived desire to start-up and the perceived feasibility. Therefore, we proposed the following hypothesis:

+ **Hypothesis 7:** Entrepreneurial knowledge has a positive effect on innovative start-up intention

4.2.5. The relationship between a supportive policy with innovative start-up intention

In the study 'Government Bureaucracy, Transactional Impediments, and Entrepreneurial Intentions' by Griffiths et al., 2009 [40], the authors investigated how Government bureaucracy, along with other cultural and economic barriers, affect the entrepreneurial intentions of individuals. Their results showed the impact of government corruption and transactional impediments on the level of entrepreneurial interest.

Nguyen Hoang Quy, 2017 [19] believes that supportive Government and local start-up policies are significant factors that promote the development of new businesses. The study focused on analyzing 6 fundamental factors based on the start-up support policy framework UNCTAD, 2012 [41], including building a national start-up strategy; optimization of the regulatory environment; strengthening entrepreneurship education and skills development; facilitating technology exchange and innovation; supporting access to finance; and establishing linkages, industry clusters, supporting associations.

With the same point of view, the research by Dang Ngoc Dinh, 2018 [42] focuses on analyzing the contents of the start-up ecosystem, the characteristics of innovative start-ups, as well as lessons from some countries on policies to promote innovative start-ups. This study strongly believes that supportive policies from the Government and the development of the start-up ecosystem are the factors that promote innovative start-up activities.

+ **Hypothesis 8:** Local's supportive policy has a positive effect on student's creativity

Table 2. The research hypotheses

Hypothesis	Content of hypotheses
H1	The family's support for creativity has a positive effect on students' individual creativity.
H2	The University's support for creativity has positive effect on student's individual creativity
H3	The family's support for creativity has a positive relationship with students' innovative start-up intention
H4	The University's support for creativity has a positive relationship with student's innovative start-up intention
H5	Students' individual creativity has positive effect on innovative start-up intention
H6a	Students' individual creativity mediates the relationship between supported in the family and innovative start-up intention
H6b	Students' individual creativity mediates the relationship between supported in the university and innovative start-up intention
H7	Entrepreneurial knowledge has positive effect on innovative start-up intention
H8	Local's supportive policy has positive effect on innovative start-up intention

4.3. Conceptual Scales for Assessing

The study uses 24 items to measure 6 variables. In which, the factors contain family's support for creativity, University's support for creativity, individual creativity, and supportive policy. Each factor is measured by 3 items. Entrepreneurial knowledge is measured by 6 items. Supportive policy and Innovative start-up intention are respectively measured by 4 items and 5 items

Table 3. The scales for assessing

Variables	Description	Scales for Assessing	Ref. sources
Family's support for creativity- FC	Demonstrate the role of the family in shaping, promoting individual creativity, and shaping entrepreneur attitudes. The family has soft authoritarianism, and encouraging independence, different thinking, and driving imagination will facilitate the development of individual creativity.	FC1- Family members quickly adapt to different circumstances FC2- Family members always think of new ideas to make life easier FC3- I can comfortably talk to my family members about new ideas.	Amabile, 1996 [24] Drennan et al., 2005[43] Deacon & Thomas, 2000 [2]
University's support for creativity - UC	It is considered as the conditioning environment that permits student to promote creativity ability, solving a problem such as university's developing orientation,	UC1- In university, that you are studying always promote student has many solutions to a problem UC2- In university, that you are studying always encourage to think old problems in	Amabile, 1996 [24] Elzubeir and Rizk, 2001 [27]

	characteristics or behavior of lecturer, innovative study model	new ways UC3- In university, that you are studying always promote student give new and useful ideas	
Individual Creativity - IC	In the study, "creativity" is understood as the process of innovative, new, and useful ideas. Because innovative and useful ideas are the lifeblood of innovative start-up activity	IC1- I can easily think divergent and useful ideas IC2- I likes to try new things despite the risk of failure IC3- I think I am a very creativity person	Amabile, 1996 [24] Zhou & George, 2001 [44]
Entrepreneurial knowledge - EK	Entrepreneurial knowledge not only relates to concepts or ideas about business, marketing, and strategic planning; but also must contribute to enhancing entrepreneur attitudes, such as innovative thinking, risk-taking, motivation, and determination.	EK1- I have enough legal knowledge to start-up EK2- I know how to find resources to start-up EK3- I have enough knowledge to organize a business EK4- I have enough knowledge in product/services marketing EK5- I have enough knowledge to commercialize the business idea EK6- I have enough knowledge to manage a business	Banjo Roxas, 2015 [39]
Supportive policy - SP	Supporting policies related to the orientation, policies of the Government and locality as well as the supporting ecosystem for start-up activities that need to be prioritized, such as: building the national start-up strategy, Optimizing the legal environment, strengthening entrepreneurship spirit education and developing skills, facilitating technology exchange and innovation	SP1- The legal document system of the country/city optimally supports start-ups activities SP2- Orientation and policies for the development of start-up activities in your country/city are widely disseminated SP3. Country/city enhances entrepreneurship spirit education and develops skills for youth SP4- The start-up ecosystem in the country/city strongly supports start-ups	Nguyen Hoang Quy, 2017 [19]; Duong Hong Ngoc, 2019 [45]
Innovative start-up intention -ISI	Innovative start-up intention refers to a state of mind expressing an individual's intention to accomplish a creative and risky goal. Start-up intention is a highlighted predictor of entrepreneurship spirit.	IEI1- I'm interested in an innovative start-up IEI2- I intend to start-up with creative ideas IEI3- I consider my start-up as a challenge to achieve my goals IEI4- I like starting up in new and emerging industries IEI5- I have a positive attitude toward the innovative start-up challenge	MotaharehZarefard et al., 2018 [46]

4.4. Expectation results

In the next step, we will conduct empirical research with the student sample studying at Da Nang University member schools. The relationship between independent variables and dependent variable (innovative start-up intention) is explored based on the results of data analysis with the Partial Least Squares SEM (PLS-SEM) technique, hoped that the empirical result will clearly explain the direct and indirect relationship between individual creativity and innovative start-up intention. In addition, the result also contributes to demonstrating the influence of two factors of entrepreneurial knowledge and supportive policy on innovative start-up intention.

V. Conclusion

In summary, the study has systematically focused on theoretical points about entrepreneurship, especially on innovative start-ups, and the current situation of students in Da Nang. The authors have built a research model suitable for students from inheriting the results of previous studies and appropriately applying the orientation of Vietnam and Da Nang city. In addition to entrepreneurial knowledge, the research model emphasizes two new factors, individual creativity, and supportive policy, which have yet to be tested in empirical studies about Vietnamese students' entrepreneurial intention. Moreover, the study has clearly described the research factors/variables and determined that the scales include 24 items to measure the 6 variables considered in the model, creating a foundation for the following practical research conducted at Da Nang University. The empirical result is likely to clearly explain the direct and indirect relationship between individual creativity and innovative start-up intention. In addition, the result also contributes to demonstrating the influence of two factors of entrepreneurial knowledge and supportive policy on innovative start-up intention.

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