Analyze Factors Affecting Creative Capacity Of Students In The Northern Midlands And Mountains Of Vietnam

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ABSTRACT:
The study analyzed factors affecting the creative capacity of students in the Northern Midlands and Mountains of Vietnam with 300 ballots issued and 284 ballots received. The results showed that there are 7 factors with 29 variables analyzed based on the exploratory factor analysis (EFA) method and the multivariate regression model has proven that there are 5 factors affecting the creative capacity of students. students in the Northern Midlands and Mountains of Vietnam. That is Intrinsic Motivation; Spirit of autonomy; Creativity supportive environment; Thinking style and Understanding goals. Among them, the Environmental factor supports creativity; Intrinsic motivation and self-control have the strongest impact. This result will be the basis for policy makers and school administrators to develop impactful solutions to promote the creative capacity of students in the Northern Midlands and Mountains region in particular and students in the country in general.

Keywords: Creative capacity, Autonomy; Motivation; Understanding; Style; Environment.

I. INTRODUCTION

The strong development of science and technology, especially information technology, has been creating m[1]otivation for countries to move from an industrial economy to a knowledge economy, including creative capacity. of high quality human resources plays an important role. In that context, the Resolution of the 8th Conference of the 11th Central Executive Committee affirmed: "Synchronously implement solutions to develop and improve the quality of education and training; innovate the program, content, and teaching and learning methods in a modern direction; Improve comprehensive education, especially attaching importance to ideal education, ethics, creative capacity, practical skills, industrial style, and sense of social responsibility. The practice of higher education in recent years has shown that, in addition to outstanding achievements, the quality of graduated human resources in some schools has not met society's requirements. When creative energy is promoted, Vietnam will have human resources with high intellectual content, products that can compete in the international market, and form and develop a knowledge economy. Therefore, researching the creative potential of students in the Northern Midlands and Mountainous region in particular and students in the country in general aims to serve as a basis and basis to provide directions for promoting the creative potential of the region's human resources. The Northern Midlands and Mountains have profound practical significance.

II. Literature Review

In the world, there have been many studies on factors affecting individuals' creative energy. From the perspective of Adam and other authors, we can mention a number of typical factors that have a major impact: (i) Personal factors: internal motivation, personality, knowledge, style thinking style, working style, autonomy, creative thinking skills (Amabile, 1996, 1998, 2012; Woodman et al., 1993; Oldhamam & Cummings, 1996); (ii) Factors belonging to the organizational environment:

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organizational support for creativity, leadership style, external motivation, rewards, organizational culture, resources, autonomy due to and complexity of the job (Zhou & Shalley, 2003; Eder & Sawyer, 2008; Diliello et al., 2009).

Eder & Sawyer (2008) built and tested a research model on employee creativity from the perspective of Amabile. In particular, the author uses the variables self-control, goal understanding and process clarity to represent the relevant skill components in work. model of Amabile. Components related to the creative process include creative self-evaluation, creative cognitive style, and openness to experience. personality) combined with intrinsic motivation to form a model that explains employee creativity. The study was conducted on a sample of 161 employees working in a large-scale seafood freezing company. In this study, employees rated the independent variables and managers rated creativity. The research model as well as the measurement scales were built in detail by the author based on Ambile's theoretical basis. Research results show that the variables: intrinsic motivation, work autonomy, understanding of goals and work processes, creative thinking style and creative autonomy have a positive and positive impact in the same direction on productivity. employee creativity. Thereby, the study reaffirms the theory about the creative components of Amabile.

Tierney & colleagues (1999) conducted research on the impact of a number of factors such as creative thinking style, intrinsic motivation and communication between leaders and employees (Leader-Member Exchange - LMX) to employee creativity. The study was conducted on 191 employees of the research and development (R&D) department of a large chemical company. Research results show that the factors of creative thinking style, intrinsic motivation, and communication between leaders and employees all have a meaningful impact on employee creativity. This result is also consistent with theoretical foundations as well as previous studies.

Research by Diliello and colleagues (2009) analyzes the impact of perceived organizational support for creativity and creative self-employability on employee creativity. pellets. The study also explores the moderation of adult leadership development and youth leadership development on the above relationship. The study was conducted on 693 employees of the Army Contracting Agency (ACA) of the United States Department of Defense. The results of the study show that organizational support has an important influence on employee creativity (Diliello et al., 2009). Creative autonomy also has a similar effect on employee creativity. In addition, adult leadership and youth leadership development play a moderating role in the above two relationships. This study confirms the significant influence of organizational support on employee creativity. This is completely consistent with the theory of employee creativity in the organizational environment. Some studies divide this support into support from supervisors and support from co-workers. In this study, organizational support is understood more generally and related to employee perceptions.

Innovation plays a very important role in improving production and business efficiency, sustainable enterprise development and is an important premise for creating competitiveness (Do Anh Duc, 2020; Do Anh Duc and Truong Thi Hue, 2018). The concept of innovation is clarified by research in many different aspects. Schumpeter (1934) believes that innovation is the intersection between invention and invention to create value for the economy and society. Innovation is one of the factors affecting the economy due to the technological changes as well as new combinations of existing production forces to solve business problems. Innovation is the use of new knowledge to create a new service or product that customers want; Innovation includes the process of invention and commercialization (Afuah, 2012). Similarly, Fagerberg (2004) also believes that innovation is the first commercialization of ideas. Therefore, innovation has become a core competency of a general nature and will be integrated in daily practice (Bozic, 2017).

The Organization for Economic Cooperation and Development (OECD) (2002) defined capacity as the individual's ability to meet complex requirements and successfully perform tasks in a specific context. More specifically, Barnett (1992) considers competency to be a set of knowledge, skills and attitudes appropriate to a practical activity. Weiner (2001) mentioned that capacity is the skills and techniques that are available or formed

during training to solve specific situations, as well as readiness in terms of social motivation and ability to operate. flexibly in these situations. Thus, it can be understood that capacity is the ability to be formed and developed from existing qualities and the process of learning and training, meeting specific requirements and goals and emphasizing the appropriateness and specificity of the ability. capacity, that capacity needs to be revealed in specific circumstances and be appropriate to those circumstances. Measuring innovation capacity at the individual level is extremely necessary not only to determine the actual level of innovation but also to help find solutions to improve each individual's innovation ability. individuals, thereby positively impacting innovation at the organizational, business and national levels.

The SWOT model analyzing Vietnam's digital economy has clearly shown that one of the remaining weaknesses is "lack of innovation and monitoring of digital use" and the subjects implementing innovation include universities, innovation centers, startups, individuals (Cameron et al., 2019). Researching the innovation capacity of university students makes an important contribution to addressing the above weaknesses. Besides, in Vietnam there have been many researchers interested in this topic, specifically:

Nguyen Thi Duc Nguyen et al (2017) conducted research on personality factors affecting the creative capacity of employees at businesses in Ho Chi Minh City, focusing on identifying and measuring these factors. Important personality factors that impact the ability to create and implement creative ideas and the ability to motivate employees at businesses in Ho Chi Minh City. This research was conducted through quantitative research supported by qualitative techniques. The research model is built on the basis of personality trait theory, control orientation theory and theory of individual creative ability. The results show that: (a) the characteristics of the three factors Conscientiousness, Extroversion and Internal Control Orientation all have a positive impact on the ability to create and implement creative ideas and creativity. creative motivation; and (b) the characteristics of the concepts of Consensus and External Control have no relationship with the ability to generate and implement creative ideas and the ability to create creative motivation. The results of this research provide a reference source for businesses in Vietnam in establishing recruitment policies and developing resources with qualities suitable for personal creativity and consistent with development orientation (sustainability) in the context of global competition.

Nguyen Thu Ngan (2021) conducted an analysis of factors influencing employee creativity at Ho Chi Minh City public university to identify factors affecting the creativity of employees working at public universities. public university in Ho Chi Minh City. Data were collected from 247 employees working from 10 public universities. The analytical study is based on the linear covariance structural model (CB-SEM). The results show that four factors: i) Organizational support, ii) Personal initiative, iii) Intrinsic motivation, iv) Work meaning strongly impacts employee creativity. the carving of public universities in Ho Chi Minh City. Therefore, the findings of this research will help managers at universities develop solutions to enhance employee creativity.

Do Anh Duc (2021) with the study "Innovation capacity of students of National Economics University in the context of digital economy", has shown that in the context of digital economy, it has been developing strongly and is innovating. Creativity is an important measure of competitiveness and adaptation to times, grasping social trends of any individual in the economy. This article clarifies the characteristics of Vietnam's digital economic development trend, evaluates the current state of innovation capacity of students at the National Economics University - a typical university in business training. economics and management in Vietnam; At the same time, we recommend solutions that contribute to improving the innovation capacity of students in the context of the digital economy.

III. METHODOLOGY
3.1. Survey sample size
a. Sample size according to EFA

According to Hair et al (2014), the minimum sample size to use EFA is 50, preferably 100 or more.

b. Sample size by regression

As for the minimum sample size for regression analysis, Green (1991) gives two cases. In case one, if the purpose of the regression is only to evaluate the overall fit of the model such as R2, F test... then the minimum sample size is 50 + 8m (m is the number of independent variables, also known as predictor participates in the regression). In case two, if the purpose is to evaluate the factors of each independent variable such as t-test, regression coefficient, etc., the minimum sample size should be 104 + m (m is the number of independent variables). For this study there are 4 independent variables, so the minimum sample size is 104 + 4= 108.

Based on the above analysis, the author selected the sample size for this study to be 300 students.

c, Survey object

Students from the Northern Midlands and Mountainous provinces of Vietnam are studying at universities in Hanoi and Thai Nguyen University.

d, Analytical method

At the end of the survey, the researcher conducted coding, entering, cleaning and analyzing data. Methods of synthesizing, analyzing, comparing, and comparing to propose and explain a research model showing the relationship between the main factors affecting the creative capacity of students in the Midlands and the Southern region. Northern Mountain.

3.3. Research models

The multivariate regression equation for the proposed research model is as follows:

$$Y = \beta_0 + \beta_1 X1 + \beta_2 X2 + \beta_3 X3 + \beta_4 X4 + \beta_5 X5 + \beta_6 X6 + \varepsilon_i$$

In there:

+ Dependent variable (Y) is students' creative capacity (NL)

+ Independent variable (X) includes:

X1: Innovation knowledge (KT)

X2: Intrinsic Motivation (DL)

X3: Spirit of autonomy (TC)

X4: Creative support environment (MT)

X5: Thinking style (PC)

X6: Understanding goals (TH)

IV. Results of model analysis of factors affecting the creative capacity of students in the Northern Midlands and Mountains region

4.1. Test the reliability of the scale

To test the reliability of the scale, we will consider Cronbach's Alpha coefficient, which is used to test the reliability of the variables. If Cronbach's Alpha coefficient is in the range of $0.6 \leq \alpha < 0.8$, it is acceptable, from $0.8 \leq \alpha < 0.9$ is good and $\alpha \geq 0.9$ is perfect.

The results of Cronbach's Alpha analysis show that all scales meet the requirements for Cronbach's Alpha reliability coefficient: In which, the lowest is 0.881 (Autonomy Scale - TC) and the highest is 0.916 (Competence Scale). creativity - NL).

Thus, the factors affecting the creative capacity of students in the Northern Midlands and Mountainous region with 7 observed variables and 29 scales after testing Cronbach's Alpha reliability were included in the factor analysis. discovery (EFA).

4.2. Exploratory factor analysis (EFA)

Table 1. Summary of EFA analysis results of variables

Observed variables	KMO	Eigenvalue	Variance	Note
Knowledge of innovation (KT)	0,794	2,636	65,908	Accept
Intrinsic motivation (DL)	0,803	3,064	76,598	Accept
Spirit of autonomy (TC)	0,804	2,966	74,155	Accept

Creativity supportive environment (MT)	0,742	3,065	76,616	Accept
Thinking style (PC)	0,825	3,043	76,064	Accept
Understanding Objectives (TH)	0,836	3,010	60,194	Accept
Creative capacity	0,838	3,203	80,067	Accept

(Source: Analysis of investigation results)

Independent concept scale (Knowledge of innovation (KT); Intrinsic motivation (DL); Spirit of autonomy (TC); Creativity supportive environment (MT); Thinking style (PC) and Understanding Objectives (TH)) After testing Cronbach's Alpha, variables that meet the requirements will continue to be included in exploratory factor analysis (EFA). The set of qualifying variables continues to analyze the overall research model. The purpose of the overall analysis of the research model is to explore the structure of the scales in the research model. The results are shown in the table below:

Table 2. Rotated Component Matrix[a]

	Component						
	1	2	3	4	5	6	7
NL3	0,897						
NL2	0,836						
NL4	0,827						
NL1	0,795						
TH2		0,838					
TH4		0,831					
TH3		0,826					
TH5		0,782					
TH1		0,530					
DL3			0,888				
DL4			0,859				
DL2			0,851				
DL1			0,824				
PC1				0,902			
PC3				0,901			
PC2				0,808			
PC4				0,802			
MT3					0,877		
MT4					0,811		
MT2					0,809		
MT1					0,798		
TC3						0,924	
TC2						0,849	
TC4						0,844	
TC1						0,796	
KT3							0,853
KT2							0,830
KT1							0,813
KT4							0,742

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.
(Source: Analysis of investigation results)

In this analysis, the Principal Components factor extraction method with Varimax rotation is used with stops when extracting factors with Eigenvalue ≥ 1 and the scale is accepted when the total extracted variance is ≥ 50%.

As a result, the factors included in the analysis all have factor loadings > 0.5. The resulting KMO value is 0.821 (between 0.5 and 1) and sig = 0.000 is a sufficient condition to conclude that factor analysis is appropriate for the survey data. At the same time, the stopping point at Eigenvalues = 2.669 and the total cumulative variance = 73.719 (total explained variation) indicate that the items in this scale can explain 73.72% of the variation in the data. .

Thus, through preliminary assessment using Cronbach's Alpha reliability coefficient and exploratory factor analysis (EFA), the scales of the research concepts all meet the requirements. Factors continue to be included in correlation analysis and research hypotheses are tested using regression models.

3.3. Analyze the correlation coefficient between research concepts in the model

Table 3. Correlation test between dependent variable and independent variables

Correlations

		NL	PC	TC	TH	MT	KT	DL
NL	Pearson Correlation	1	0,255**	0,202**	0,200**	0,488**	0,031	0,312**
	Sig. (2-tailed)		0,000	0,001	0,001	0,000	0,602	0,000
	N	284	284	284	284	284	284	284
PC	Pearson Correlation	0,255**	1	-0,005	0,111	0,308**	0,012	0,063
	Sig. (2-tailed)	0,000		0,937	0,062	0,000	0,834	0,290
	N	284	284	284	284	284	284	284
TC	Pearson Correlation	0,202**	-0,005	1	0,062	0,087	-0,006	0,145*
	Sig. (2-tailed)	0,001	0,937		0,298	0,146	0,926	0,014
	N	284	284	284	284	284	284	284
TH	Pearson Correlation	0,200**	0,111	0,062	1	0,049	-0,008	0,150*
	Sig. (2-tailed)	0,001	0,062	0,298		0,412	0,889	0,011
	N	284	284	284	284	284	284	284
MT	Pearson Correlation	0,488**	0,308**	0,087	0,049	1	-0,012	0,276**
	Sig. (2-tailed)	0,000	0,000	0,146	0,412		0,836	0,000
	N	284	284	284	284	284	284	284
KT	Pearson Correlation	0,031	0,012	-0,006	-0,008	-0,012	1	0,011
	Sig. (2-tailed)	0,602	0,834	0,926	0,889	0,836		0,849
	N	284	284	284	284	284	284	284
DL	Pearson Correlation	0,312**	0,063	0,145*	0,150*	0,276**	0,011	1
	Sig. (2-tailed)	0,000	0,290	0,014	0,011	0,000	0,849	
	N	284	284	284	284	284	284	284

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).
(Source: Results of survey data analysis)

With the creative capacity of students in the Northern Midlands and Mountains region as the dependent variable. Transforming Innovative Knowledge (KT); Intrinsic Motivation (DL); Spirit of autonomy (TC); Creative support environment (MT); Thinking style (PC) and Goal Understanding (TH) are independent variables. Through the data table, we see that the correlation between the dependent variable and the independent variables

all have a sig of less than 5%, inferring that these values are eligible to run the next regression, except for the variable Knowledge of innovation. . This proves that the selected values are eligible to run the next correlation regression and that multicollinearity does not occur and there are grounds to eliminate the variable: Knowledge of innovation because of suspicion of the phenomenon. multicollinearity.

3.4. Analysis of multivariate regression models on factors affecting the creative capacity of students in the Northern Midlands and Mountains region

To perform multivariate regression analysis to determine factors affecting the creative capacity of students in the Northern Midlands and Mountainous region, including variables such as: Intrinsic motivation (DL); Spirit of autonomy (TC); Creative support environment (MT); Thinking Style (PC) and Goal Understanding (TH) by running the model and performing testing have the following results:

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0,568[a]	0,623	0,611	0,881	1,673

a. Predictors: (Constant), MT, TH, TC, PC, DL
b. Dependent Variable: NL

(Source: Results of survey data analysis)

This result has an R2 value (adjusted R) of 0.623. The R2 value indicates that the independent variables in the model can explain 62.3% of the variation in the dependent variable, meaning that the variables in the model explain 62.3% of the creative capacity of the individual. students in the Northern Midlands and Mountains region, the rest depends on other variables not included in the model.

The Durbin - Watson statistical quantity (d) of the regression function has a value of 1.673 < 3, showing that: there is no phenomenon of first-order serial autocorrelation, or in other words, the estimated residuals of the model are independent. , have no linear relationship with each other.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	102,961	5	20,592	26,543	0,000[b]
	Residual	215,675	278	0,776		
	Total	318,636	283			

a. Dependent Variable: NL
b. Predictors: (Constant), MT, TH, TC, PC, DL

(Source: Results of survey data analysis)

Looking at the results table above, we see that the coefficient F = 26.543 and Sig = 0.000, meaning the regression model is meaningful and the regression results can be used.

Table 4. Regression analysis of factors affecting the creative capacity of students in the Northern Midlands and Mountains region

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0,295	0,339		0,869	0,386		
	DL	0,146	0,049	0,156	2,983	0,003	0,891	1,122

PC	0,109	0,052	0,110	2,111	0,036	0,894	1,119
TC	0,154	0,056	0,138	2,754	0,006	0,974	1,027
TH	0,157	0,057	0,137	2,725	0,007	0,965	1,037
MT	0,350	0,048	0,392	7,266	0,000	0,836	1,196

a. Dependent Variable: NL

(Source: Results of survey data analysis)

When considering the variance inflation factor (VIF) of each factor, the value from 1.027 to 1.196 is less than 10, proving that the regression model does not have multicollinearity, the independent variables are closely correlated with each other. together.

According to the multivariate regression results table, we see that among the 05 factors considered, there are 05 factors that have a linear relationship with the creative capacity of students in the Northern Midlands and Mountainous region, the significance level is sig. . <5% (P - value <0.005) including: Intrinsic motivation (DL); Spirit of autonomy (TC); Creative support environment (MT); Thinking style (PC) and Understanding goals (TH). This means that we have a basis to reject the hypothesis H0 that there is no linear relationship between Intrinsic Motivation (hypothesis 2), Autonomy (hypothesis 3), Supportive environment Creativity (hypothesis 4), Thinking style (hypothesis 5) and Goal understanding (hypothesis 6) with creative capacity of students in the Northern Midlands and Mountains region; accept H1 (alternative hypothesis) - there is a positive relationship between these factors and the creative capacity of students in the Northern Midlands and Mountains region.

Table 5. Metabolic beta values of variables

Independent variables	Coded	Standardized beta	Rank
Intrinsic Motivation	DL	0,156	2
Thinking style	PC	0,110	5
Spirit of autonomy	TC	0,138	3
Objectives understanding	TH	0,137	4
Creativity supportive environment	MT	0,392	1

(Source: Results of survey data analysis)

Looking at the normalized Beta values, we see the variables Intrinsic Motivation (DL); Spirit of autonomy (TC); Creative support environment (MT); Thinking style (PC) and Objectives/goal understanding (TH) are both greater than 0, meaning that the variables have a positive influence on the creative capacity of students in the Northern Midlands and Mountains region.

According to the multivariate regression results table, we determine the following multivariate regression equation:

NL = 0.869 + 0.146*DL + 0.109*PC + 0.154*TC + 0.157*TH + 0.350*MT

Thus, we have the following regression equation:

Creative capacity of students in the Northern Midlands and Mountains = 0.869 + 0.146* Intrinsic motivation + 0.109* Thinking style + 0.154* Spirit of autonomy + 0.157* Understanding goals + 0.350* Environment School supports creativity

Among the above factors, Environment supports creativity; Intrinsic motivation and a spirit of autonomy have the strongest impact on the creative capacity of students in the Northern Midlands and Mountains region. The remaining variables are goal understanding and thinking style.

V. Conclusion

The study used exploratory factor analysis (EFA) and multivariate regression models to test the relationship between factors affecting the creative capacity of students in the Midlands and Mountainous areas. The North with 284 questionnaires collected. The research results have identified a scale consisting of 7 components with 29 observed variables. The results also show that there are 5 scales: Intrinsic motivation (DL); Spirit of autonomy (TC); Creative support environment (MT); Thinking style (PC) and Goal

Understanding (TH) affect the creative capacity of students in the Northern Midlands and Mountainous region, in which the Environmental factor supports creativity; Intrinsic motivation and a spirit of autonomy have the strongest impact on the creative capacity of students in the Northern Midlands and Mountains region. This result will be the basis for policy makers and school administrators to develop impactful solutions to promote the creative capacity of students in the Northern Midlands and Mountains region in particular and students in the country in general.

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