

THE RELATIONSHIP AMONG ENTREPRENEURSHIP EDUCATION, ENTREPRENEURIAL OPPORTUNITY RECOGNITION, AND ENTREPRENEURIAL INTENTION OF UNIVERSITY STUDENTS IN HO CHI MINH CITY: THE MODERATING ROLE OF CAREER INDECISION

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ABSTRACT

The entrepreneurial spirit supported by the governments of many countries has been thriving over many years. This research contributes to the literature by exploring the relationship among entrepreneurship education (EE), entrepreneurial opportunity recognition (EO), and entrepreneurial intention (EI) of university students in Ho Chi Minh City, Vietnam. In addition, another purpose of the research is to identify the moderating role of career indecision (CI) in the relationship between entrepreneurial opportunity recognition and entrepreneurial intention. Qualitative research was conducted with data collection based on an online questionnaire to 502 students from 9 universities in Ho Chi Minh City, Vietnam. Data were analyzed using SmartPLS software. The research empirical results revealed that entrepreneurship education and entrepreneurial opportunity recognition have a significant and positive influence on university students' entrepreneurial intentions. Meanwhile, the positive and direct relationship between EE and university students' EO was supported, the findings also pointed out that career indecision significantly and statistically plays a moderating role in this relationship. It aligns with the Social Cognitive Career Theory (SCCT), which suggests that students who have taken entrepreneurial courses at higher educational institutions may still experience career indecision, potentially preventing them from recognizing entrepreneurial opportunities. Drawing from the research findings, the authors proposed that universities should strengthen entrepreneurship education to better support students in recognizing career opportunities and boost their entrepreneurial intention and simultaneously mitigate students' career indecision.

Keywords: Entrepreneurship education, entrepreneurial intention, entrepreneurial opportunity recognition, career indecision, university students.

1. INTRODUCTION

1.1. Background

As economies increasingly shift toward innovation-driven growth, entrepreneurship has become a key mechanism for strengthening national competitiveness. Existing international evidence suggests that the relationship between entrepreneurship education and entrepreneurial intention is not merely direct, but often operates through underlying psychological mechanisms, including attitude, self-efficacy, and entrepreneurial orientation [1-3]. In Vietnam, prior studies by Hong Thi Hung and Ngoc Ha Le [4]; Nguyen Ha Thu et al. [5] also support the argument that mediating variables play an important role in translating educational inputs into entrepreneurial

behavioral intentions. This issue is particularly relevant in Ho Chi Minh City, which has the largest concentration of university students and the most dynamic entrepreneurial ecosystem in Vietnam. Despite this contextual relevance, limited research has systematically examined the relationships among entrepreneurship education, entrepreneurial intention, the mediating role of opportunity recognition, and the moderating role of career indecision. Therefore, further investigation is needed to clarify the underlying mechanism through which entrepreneurship education shapes students' entrepreneurial intentions.

1.2. Research gap

There are four key motivations underlying this study or research gap that the authors expect to solve in this study: First, the study seeks to examine the relationships among entrepreneurship education, entrepreneurial opportunity recognition, and entrepreneurial intention among university students in the context of higher education institutions in Ho Chi Minh City, Vietnam. Second, the study aims to investigate the mediating role of entrepreneurial opportunity recognition in the relationship between entrepreneurship education and entrepreneurial intention. In doing so, it addresses the research question of whether entrepreneurship education programs serve as a critical foundation for enhancing students' ability to recognize entrepreneurial opportunities, thereby fostering their entrepreneurial intention. Third, this study explores the negative moderating effect of career indecision on the relationship between opportunity recognition and entrepreneurial intention. It examines whether individuals with higher levels of career indecision tend to exhibit lower confidence in pursuing entrepreneurial plans, even when they possess the capability to identify potential entrepreneurial opportunities. Finally, previous studies have largely focused on single-educational institution samples, limiting the generalizability of their findings [5-11]. To address this limitation or research gap, the present study expands the research context by collecting data from multiple universities in Ho Chi Minh City.

Based on the research gaps above, this study aims to investigate the relationship between Entrepreneurship education, Entrepreneurial opportunity recognition, and Entrepreneurial intentions among university students in Ho Chi Minh City, Vietnam. Furthermore, it seeks to explore the mediating role of Entrepreneurial opportunity recognition in the connection between Entrepreneurship education and students' Entrepreneurial intentions. Additionally, the study also examines the negative moderating effect of Career indecision on the relationship between Entrepreneurial opportunity recognition and Entrepreneurial intentions. Based on the empirical findings, the authors propose managerial implications for universities in Ho Chi Minh City to promote and enhance entrepreneurship education activities and programs to assist students in identifying potential entrepreneurial opportunities, as well as support students to shape their career orientation, thereby fostering students' entrepreneurial spirit.

1.3. Research questions

Question 01: Does entrepreneurship education positively influence university students' entrepreneurial intentions?

Question 02: Does entrepreneurship education positively influence university students' entrepreneurial opportunity recognition?

Question 03: Does entrepreneurial opportunity recognition positively influence university students' entrepreneurial intentions?

Question 04: Does entrepreneurial opportunity recognition mediate the relationship between entrepreneurship education and university students' entrepreneurial intentions?

Question 05: Does career indecision moderate the relationship between entrepreneurial opportunity recognition and university students' entrepreneurial intentions?

2. THEORETICAL BACKGROUND

2.1. Related concepts

Entrepreneurship education is conceptualized as institutional training activities designed to equip learners with the necessary knowledge, skills, and orientations to identify and exploit potential career opportunities. However, some studies suggested that entrepreneurship education is not simply about teaching people how to form a startup; it increasingly emphasizes the cultivation of a potential opportunity-centric mindset, proactive capabilities, and a spirit of entrepreneurship within highly volatile environments [8;12].

Recent research indicates that entrepreneurial intention does not develop spontaneously; rather, it is the outcome of a cumulative process shaped by cognition, experience, and individual motivation. According to Martins et al. [1], participation in entrepreneurship education programs can lead to changes in students' personal orientation, which are directly associated with the formation of entrepreneurial intention. Likewise, Khalil et al. [2] also documented that factors strengthened within the educational environment, particularly self-confidence and career orientation, have a significant impact on entrepreneurial intention.

In the entrepreneurship literature, opportunity recognition is commonly understood as the process through which individuals identify and evaluate ideas that may generate practical economic value. More specifically, Ataei et al. [13] suggested that this process involves an individual's cognitive capacity to conceptualize and develop new business models. The importance of opportunity recognition in entrepreneurial decision-making is widely acknowledged, particularly when entrepreneurs can utilize strategic information to convert market potential into viable entrepreneurial opportunities.

Career indecision, often conceptualized as "career decision-making difficulties", refers to an individual's difficulty in specifying or committing to an educational or occupational choice. It reflects a psychological state in which individuals experience substantial challenges during the career decision-making process. In the educational context, Aminah et al. [14] found that career indecision can hinder students' ability to make sound career choices. In addition, prior research has shown that career indecision may exert a negative moderating effect by weakening the influence of outcome expectations on entrepreneurial intention [6]. This suggests that the higher the level of career indecision, the weaker the motivational impact of positive outcome expectations. However, empirical evidence examining the interplay among career indecision, opportunity recognition, and entrepreneurial intention remains limited.

2.2. Theoretical background

In the entrepreneurship literature, the Theory of Planned Behavior (TPB) proposed by Ajzen [15] has been widely acknowledged as the dominant framework for explaining entrepreneurial intentions. Nevertheless, prior scholars have argued that combining insights from multiple theoretical perspectives across different research contexts may provide a more robust and comprehensive explanation of entrepreneurial intention. In response to this view, the present study extends the TPB perspective by incorporating Social Cognitive Career Theory (SCCT), developed by Robert et al. [16], which offers a valuable lens for understanding how individuals make career-related decisions. Within the SCCT framework, psychological factors such as career indecision may act as important contextual constraints or boundary conditions in the entrepreneurial process.

According to the Theory of Planned Behavior (TPB), behavioral intention is the most proximal predictor of actual behavior. In the present study, Entrepreneurial Intention (EI) is conceptualized as the ultimate outcome variable reflecting an individual's readiness to pursue entrepreneurial activities. TPB posits that attitudes, perceptions, and perceived behavioral

control significantly influence behavioral intention. Accordingly, Entrepreneurship Education (EE) is expected to enhance students' entrepreneurial awareness, knowledge, and self-confidence, thereby fostering their entrepreneurial intention. Furthermore, the Social Cognitive Career Theory (SCCT) is adopted to explain the cognitive and contextual mechanisms underlying career development and career-related decision-making. SCCT suggests that educational experiences and learning environments can shape career outcomes through mediating cognitive factors. Within this framework, Entrepreneurial Opportunity Recognition (EO) functions as a mediating construct, representing students' capability to identify entrepreneurial opportunities developed through entrepreneurship education, which subsequently influences entrepreneurial intention.

In addition, Career Indecision (CI) is introduced as a moderating variable within the SCCT perspective, as uncertainty in career orientation may weaken or alter the influence of opportunity recognition on entrepreneurial intention. This implies that even when students possess strong opportunity recognition capabilities, their entrepreneurial intention may remain limited if they continue to experience hesitation or ambiguity regarding future career choices.

2.3. Proposed model and Hypotheses

A growing body of empirical research has documented a positive association between entrepreneurship education and students' entrepreneurial intentions. According to Diepolder et al. [12] reported that sustainable entrepreneurship education significantly influences students' entrepreneurial intentions through the core components of the theory TPB.

Hypothesis H₁: Entrepreneurship education has a positive impact on university students' entrepreneurial intentions.

According to the SCCT, it emphasizes that learning experiences and accumulated educational outcomes shape individuals "outcome expectations" and "self-efficacy", which in turn enhance their ability to proactively identify and pursue suitable career opportunities. Therefore, entrepreneurship education can facilitate entrepreneurial opportunity recognition by equipping students with relevant knowledge, strengthening their competencies, and fostering a supportive learning environment [12].

Hypothesis H₂: Entrepreneurship education has a positive impact on university students' Entrepreneurial opportunity recognition.

According to the TPB and SCCT, behavioral intention is shaped by individuals' perceptions and evaluations of the feasibility and desirability of a particular behavior. In the entrepreneurial context, students who can recognize potential business opportunities are more likely to perceive entrepreneurship as both attainable and worthwhile. Consequently, they tend to develop stronger entrepreneurial intentions. Thus, students are more likely to develop stronger entrepreneurial intentions when they have a deeper understanding of entrepreneurial opportunities and challenges, greater confidence in their own capabilities, and stronger support from the educational environment [12].

Hypothesis H₃: Entrepreneurial opportunity recognition has a positive impact on university students' Entrepreneurial intentions.

According to the SCCT, learning environments and educational experiences influence career-related outcomes not only directly but also indirectly through cognitive mechanisms and individual competencies. In the entrepreneurial context, Entrepreneurship Education (EE) equips students with business knowledge, creativity, market analysis skills, and opportunity-oriented thinking. These capabilities enhance students' Entrepreneurial Opportunity Recognition (EO), namely their ability to identify and evaluate viable business opportunities. From the perspective of the TPB, individuals who possess stronger opportunity recognition capabilities are more likely to perceive entrepreneurship as both feasible and desirable. As a

result, they tend to develop stronger Entrepreneurial Intention (EI). Therefore, Entrepreneurial Opportunity Recognition is expected to mediate the relationship between Entrepreneurship Education and Entrepreneurial Intention. Consistent with Van [7], the present study confirms that entrepreneurial opportunity recognition plays a significant mediating role in the relationship between entrepreneurship education and entrepreneurial intention among university students in Ho Chi Minh City.

Hypothesis H₄: Entrepreneurial opportunity recognition plays a mediating role in the relationship between Entrepreneurship education and university students' Entrepreneurial intentions.

Drawing on Social Cognitive Career Theory (SCCT) [16], psychological factors such as career indecision may serve as important boundary conditions in the entrepreneurial process. Specifically, career indecision may weaken the positive relationship between entrepreneurial opportunity recognition and entrepreneurial intention, as students with higher levels of indecision may be less confident and less prepared to translate recognized opportunities into concrete entrepreneurial plans. Therefore, the present study examines whether career indecision negatively moderates the relationship between entrepreneurial opportunity recognition and entrepreneurial intention among university students in Ho Chi Minh City.

Hypothesis H₅: Career Indecision plays a moderating role in the relationship between Entrepreneurial opportunity recognition and university students' Entrepreneurial intentions.

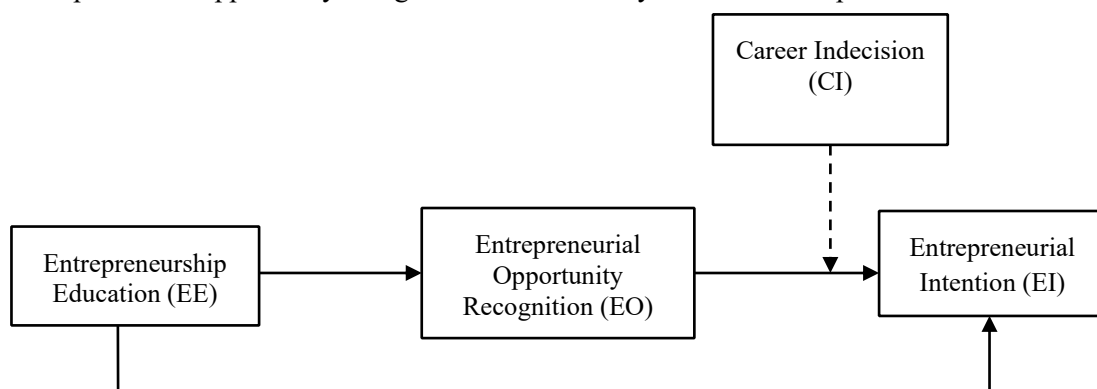


Figure 1. Proposed research model. (Source: Authors)

3. METHODOLOGY

This study employed a mixed-methods research approach, integrating both qualitative and quantitative analyses within a PLS-SEM (Partial Least Squares Structural Equation Modeling) framework. The authors conducted an extensive literature review of prior studies to develop the proposed research model and build the questionnaires. Subsequently, a qualitative phase was implemented, involving consultations with experts, including lecturers, students, and managers of entrepreneurship training and educating programs to refine the scales and finalize the formal questionnaires. The quantitative phase was then executed through the distribution of an online structured questionnaire to the target respondents, utilizing a 5-point Likert scale. The formal questionnaire comprised screening questions and main questions corresponding to the following 4 latent variables: EE (4 indicators), EO (3 indicators), EI (3 indicators), and CI (3 indicators). The collected data were coded and analyzed using Smart-PLS software. Based on the results of the data analysis, the authors proposed relevant managerial implications.

4. RESULTS AND DISCUSSION

4.1. Sample Description

A total of 514 students participated in the online survey. After excluding 12 invalid responses, the final sample size for this study consisted of 502 students from nine different universities across Ho Chi Minh City, Vietnam. Table 1 presents the Descriptive statistics of the sample. Regarding *Gender* distribution, male students accounted for 63% (318 students), while female students represented 37% (184 students).

Table 1. Descriptive statistics

Group	No.	Content	Count	Percentage (%)
<i>Gender</i>	1	Male	318	63%
	2	Female	184	37%
	Total		502	100%
<i>Major</i>	1	Economics	220	
	2	Technology	107	
	3	Socio-Science	175	
	Total		502	100%
<i>University</i>	1	UEH	53	
	2	HUIT	67	
	3	OU	62	
	4	IUH	50	
	5	HUB	44	
	6	UTE	60	
	7	TDTU	47	
	8	NNTU	68	
	9	VLU	51	
Total			502	100%

Source: Authors

Furthermore, Table 1 also illustrates the distribution of students categorized by Major and University. Regarding the academic majors, the sample included Economics (220 students), Engineering and Technology (107 students), and Social Sciences (175 students). The participants were enrolled at nine different universities across Ho Chi Minh City, specifically: University of Economics Ho Chi Minh City (UEH), Ho Chi Minh City University of Industry and Trade (HUIT), Ho Chi Minh City Open University (HCMCOU), Industrial University of Ho Chi Minh City (IUH), Ho Chi Minh City University of Banking (HUB), Ho Chi Minh City University of Technology and Education (HCMUTE), Ton Duc Thang University (TDTU), Nguyen Tat Thanh University (NTTU), and Van Lang University (VLU).

4.2. Evaluation of Measurement Model

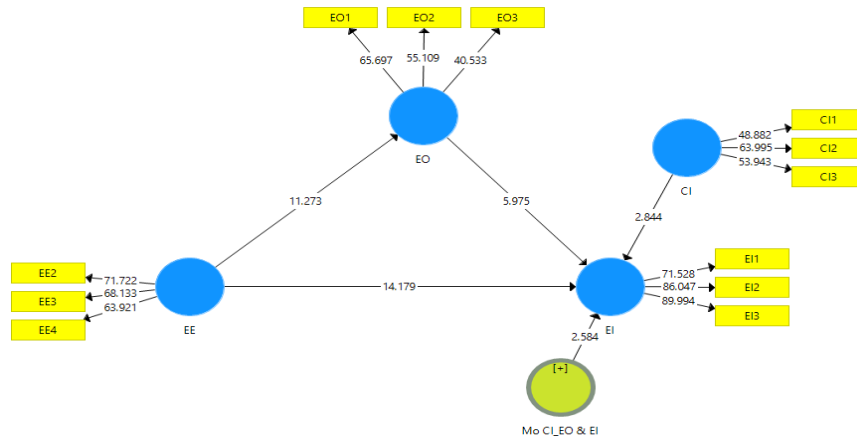


Figure 2. The nomogram of the adjusted research model. Source: Authors

4.2.1. Indicator reliability

In this section, the authors assess the reliability of the observed indicators. According to Hair et al. [17], this assessment ensures whether the observed indicators of each variable effectively reflect the underlying latent constructs or not. Specifically, an outer loading greater than 0.70 indicates high reliability, an outer loading between 0.40 and 0.70 will be carefully considered to remove, and an outer loading less than 0.40 should be removed. Based on the results, indicator EE1 was excluded due to the outer loading less than 0.70. After removal of EE1, all indicators' outer loadings are greater than 0.70, thereby ensuring indicator reliability.

4.2.2. Scale reliability and Convergent validity

Next, the authors measure the scale reliability and convergent validity by checking the value of Cronbach's Alpha, Composite Reliability rho_a, and Composite Reliability rho_c. The thresholds for these three values are as follows: greater than or equal to 0.70 is considered appropriate, greater than or equal to 0.60 is acceptable, and greater than 0.95 indicates potential redundancy [17]. Based on Table 2, the results show that all constructs are in the range of 0.70 and 0.95, thereby ensuring scale reliability.

Table 2. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	AVE
EE	0.825	0.826	0.896	0.741
EO	0.791	0.796	0.878	0.705
EI	0.858	0.859	0.913	0.778
CI	0.796	0.798	0.880	0.710

Source: Authors

Additionally, according to Hock et al. [18], convergent validity is assessed using the Average Variance Extracted (AVE). Based on this criterion, AVE values for the constructs must be greater than or equal to 0.50 to be acceptable. According to the results presented in Table 2, the AVE values for all constructs are well greater than 0.50.

4.2.3. Discriminant validity (Fornell and Larcker, HTMT)

Next, the authors examined discriminant validity to ensure that each latent construct is unique and empirically distinct from the other constructs in the research model by assessing

the Fornell-Larcker criterion and the HTMT ratio. According to Fornell and Lacker [19], suggested that the AVE value of a specific latent variable is greater than the square of correlations between that variable and all other reflectively latent variables in the structural model. Meanwhile, the HTMT ratio should be below 0.90 to establish the discriminant validity of the constructs [20]. Based on the empirical results presented in Table 3 and Table 4, discriminant validity is confirmed.

Table 3. Fornell-Larcker

	CI	EE	EI	EO
CI	0.843			
EE	0.401	0.861		
EI	0.618	0.650	0.882	
EO	0.858	0.426	0.650	0.840

Source: Authors

Table 4. HTMT ratio

	CI	EE	EI	EO
CI	0.493			
EE	0.746	0.772		
EI	1.093	0.524	0.786	
EO	0.217	0.064	0.177	0.191

Source: Authors

4.3. Evaluation of Structural Model

4.3.1. VIF (Collinearity)

The variance inflation factor (VIF) was assessed to check for potential multicollinearity problems among the predictor constructs. According to Hair et al. [17], the structural model coefficients for the linkages between latent variables are extracted by appraising a range of regression equations. Thus, collinearity must be investigated before evaluating the structural model to ensure it has no impact on the regression outcomes. Ideally, the VIF values must be equal to or lower than 3 to avoid multicollinearity issues. The study's findings show that the VIF values of EE2, EE3, EE4, EE1, EE2, EE3, EI1, EI2, EI3, CI1, CI2, and CI3 are less than 3, it confirms that there are no multicollinearity problems among the predictor constructs.

The potential issue of common method bias was assessed by examining the Variance Inflation Factor (VIF) values within the inner model. According to Kock [21], VIF values below 3.33 indicate the absence of substantial common method bias. As all VIF values in the present study were lower than this threshold, common method bias was not considered a critical concern.

4.3.2. Path Coefficients

Based on the bootstrapping results presented in Table 5, the findings indicate that EE has a direct and statistically significant effect on both EO ($\beta = 0.426$, $p = 0.000$) and EI ($\beta = 0.450$, $p = 0.000$). These results suggest that entrepreneurship education promotes university students' entrepreneurial opportunity recognition and contributes to enhancing their ability to identify potential business opportunities in the future. In addition, Table 5 also shows that EO has a direct and statistically significant effect on EI ($\beta = 0.314$, $p = 0.000$). This finding

confirms that since students can recognize promising entrepreneurial opportunities, they are more likely to have stronger entrepreneurial intentions.

Table 5. Path Coefficients

	Original Sample	Sample Mean	Standard Deviation	T-Statistics	P-value
EE -> EI	0.450	0.451	0.031	14.307	0.000
EE -> EO	0.426	0.428	0.039	11.052	0.000
EO -> EI	0.314	0.313	0.053	5.952	0.000
Mo CI_EO & EI	-0.062	-0.063	0.026	2.336	0.020

Source: Authors

In addition, the results presented in Table 5 also reveal the negative moderating role of CI in the relationship between EO and EI ($\beta = -0.062$, $p = 0.020$). This finding confirms that although students may be able to recognize potential entrepreneurial opportunities, career indecision weakens their entrepreneurial intentions. In summary, based on the hypothesis testing results reported in Table 3, the hypotheses H₁, H₂, H₃, and H₅ are supported.

4.3.3. Specific Indirect Effects

Furthermore, the authors examined the mediating effect of entrepreneurial opportunity recognition (EO) on the relationship between entrepreneurship education (EE) and entrepreneurial intention (EI) in the proposed model. As reported in Table 6, the results show that EO significantly mediates the relationship between EE and EI, with an indirect effect of $\beta = 0.134$ and $p < 0.001$. Therefore, Hypothesis H₄ is supported. This finding suggests that entrepreneurship education enhances students' ability to recognize promising entrepreneurial opportunities, which subsequently strengthens their entrepreneurial intentions among university students in Ho Chi Minh City.

Table 6. Specific Indirect Effects

	Original Sample	Sample Mean	Standard Deviation	T-Statistics	p-value
EE -> EO -> EI	0.134	0.134	0.026	5.134	0.000

Source: Authors

The identified mediating role of Entrepreneurial Opportunity Recognition (EO) provides additional theoretical insight into the entrepreneurship literature by highlighting opportunity recognition as a fundamental entrepreneurial capability that can be fostered through educational experiences. The findings indicate that entrepreneurship education should extend beyond traditional theoretical instruction and incorporate experiential learning approaches, opportunity identification exercises, and practical problem-solving activities aimed at improving students' capacity to recognize and evaluate feasible entrepreneurial opportunities.

4.3.4. R-square and f (effect size)

The coefficient of determination (R^2) reflects the proportion of variance in an endogenous construct that is explained by its predictor variables in the structural model. The results show that the adjusted R^2 value for entrepreneurial intention (EI) is 0.601, indicating that entrepreneurship education (EE) and entrepreneurial opportunity recognition (EO) jointly explain 60.1% of the variance in EI. In contrast, the adjusted R^2 value for entrepreneurial opportunity recognition (EO) is approximately 0.18, suggesting that EE explains about 18% of the variance in EO.

Additionally, the study examined potential differences in entrepreneurial intention across demographic and educational characteristics, namely gender, academic major, and university affiliation. The analysis revealed no statistically significant differences among these groups, indicating that the proposed relationships among entrepreneurship education, entrepreneurial opportunity recognition, career indecision, and entrepreneurial intention are relatively robust across diverse student populations. These findings may suggest that entrepreneurship education is increasingly standardized and widely accessible across universities and academic disciplines in Ho Chi Minh City. Moreover, the results imply that entrepreneurial intention is less dependent on demographic characteristics or disciplinary backgrounds and is instead more strongly shaped by entrepreneurial learning experiences and cognitive mechanisms, including opportunity recognition and career-related perceptions.

As summarized in Table 7, the hypothesis testing results indicate that all five proposed hypotheses are supported, with p-values below the 0.05 significance threshold.

Table 7. Hypothesis Testing

Hypothesis	Direct and Indirect Path	p-value	Supported
H ₁	EE -> EI	0.000	Supported
H ₂	EE -> EO	0.000	Supported
H ₃	EO -> EI	0.000	Supported
H ₄	EE -> EO -> EI	0.020	Supported
H ₅	Mo CI_EO & EI	0.000	Supported

Source: Authors

5. CONCLUSION

The findings suggest that entrepreneurship education plays a crucial role in enhancing students' entrepreneurial intentions and improving their ability to recognize potential entrepreneurial opportunities. Furthermore, the mediating effect of entrepreneurial opportunity recognition was confirmed, indicating that entrepreneurship education facilitates students' recognition of promising entrepreneurial opportunities, which subsequently strengthens their entrepreneurial intentions among university students in Ho Chi Minh City.

Nevertheless, the relationship between entrepreneurial opportunity recognition and entrepreneurial intention is negatively moderated by career indecision. This indicates that although students may be able to identify promising entrepreneurial opportunities, higher levels of career indecision can weaken the positive effect of opportunity recognition on entrepreneurial intention.

Based on these findings, several practical implications can be drawn. First, universities' top management and lecturers should design and implement entrepreneurship-focused curricula and learning activities to help students identify potential entrepreneurial opportunities and strengthen their entrepreneurial intentions. Second, universities and academic departments should provide more effective career guidance through seminars, workshops, and specialized training sessions, thereby reducing students' career indecision and helping them establish clearer career goals. Third, students should be encouraged to engage more actively in entrepreneurial projects, start-up competitions, and innovation-related activities to enhance their entrepreneurial knowledge and further strengthen their entrepreneurial mindset.

This study offers several theoretical contributions to entrepreneurship literature. The study integrates the Theory of Planned Behavior (TPB) and Social Cognitive Career Theory

(SCCT) to provide a more comprehensive explanation of how entrepreneurship education influences entrepreneurial intention. Moreover, the study expands existing knowledge by examining both the mediating role of entrepreneurial opportunity recognition and the moderating role of career indecision within the proposed research framework. Finally, the findings contribute to the limited empirical literature on entrepreneurial intention in emerging economies, particularly in the context of Vietnamese higher education institutions.

While this study contributes to existing literature on entrepreneurial intention, several limitations should be acknowledged. Firstly, the study focused exclusively on university students in Ho Chi Minh City, potentially limiting the generalizability of the findings to other regional or international contexts. Future research may extend the investigation to diverse educational environments and geographical settings to improve external validity. Secondly, the proposed research model primarily examined the effects of entrepreneurship education, entrepreneurial opportunity recognition, and career indecision. Nevertheless, other relevant determinants of entrepreneurial intention, including entrepreneurial self-efficacy, family influence, social support, and entrepreneurial ecosystem factors, were beyond the scope of this study. Future studies are therefore encouraged to integrate these variables to provide a more holistic understanding of entrepreneurial intention development.

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