

THE ROLE OF ENTREPRENEURSHIP ORIENTATION IN FORMING STUDENTS' ENTREPRENEURIAL INTENTION THROUGH ENTREPRENEURIAL EDUCATION

Bao Quoc Lam

Office of Cooperation and Research Management, Ho Chi Minh City Open University, Vietnam

Hao Yen Tran

School of Advanced Study, Ho Chi Minh City Open University, Vietnam

Giang Minh Hoang Nguyen

School of Advanced Study, Ho Chi Minh City Open University, Vietnam

Yen Kim Nguyen

School of Advanced Study, Ho Chi Minh City Open University, Vietnam

Hoai Mong Thi Dinh

School of Advanced Study, Ho Chi Minh City Open University, Vietnam

Minh Pham

Faculty of Business Administration, Ho Chi Minh City Open University, Vietnam

ABSTRACT

Entrepreneurship is a global phenomenon because it contributes to economic growth, maintenance of social stability, and reduced unemployment. However, the role of entrepreneurial orientation in Vietnamese universities remains blurred. This study aims to understand the role of university education in shaping the entrepreneurial intention of Vietnamese students through entrepreneurial orientation, perceived desirability, and perceived feasibility. The PLS-SEM technique with SmartPLS 4 software tested the research model and hypotheses. The data set was collected from May 2023 to June 2023 via Google Forms with 411 respondents. The results show that entrepreneurial education has the most decisive impact on perceived desirability, followed by perceived feasibility, and both of these factors have a substantial impact on entrepreneurial orientation and entrepreneurial intention. Based on the results, the research has suggested practical implications that enhance entrepreneurial intention and promote the development of Vietnam's economy.

Keywords: entrepreneurial education; individual entrepreneurial orientation; entrepreneurial intention; perceived feasibility; perceived desirability

INTRODUCTION

Entrepreneurship has increasingly garnered attention in recent years due to its growing significance in the global and national economies. Entrepreneurship is recognized as a pervasive and global phenomenon as it contributes to economic growth, maintains social stability, and reduces unemployment rates (Lingappa et al., 2020; Zamrudi & Yulianti, 2020; Dykan et al., 2022), especially in the context of economic recession and rising unemployment, which are becoming critical in all countries (Sithole & Buchana, 2021). Entrepreneurs drive economic development, offering various socio-economic benefits through job creation, technology transfer, enhanced competitiveness, and innovation (Bosma et al., 2018).

In practical terms, it is evident that entrepreneurial intention can be effectively cultivated through educational interventions (Fietze & Boyd, 2017; Utomo et al., 2022). Specifically, this discussion pertains to the impact of entrepreneurial education within the university setting. The current unemployment rates in various countries are alarming (Sithole & Buchana, 2021), and the identified cause is traced back to the career choices made by students (Lam & Pham, 2023). Graduates are experiencing high levels of unemployment as they perceive a lack of suitable positions within organizations that align with their needs. Consequently, entrepreneurship is emerging as a viable alternative career choice for students (Aggarwal & Shrivastava, 2021). The rapid and successful proliferation of entrepreneurial education in tertiary institutions worldwide has played a pivotal role in shaping students' intentions toward entrepreneurship, translating these into tangible entrepreneurial actions (Adha et al., 2022; Fretschner & Weber, 2013). As a consequence, society benefits the most when businesses are established, the job market is amplified, and individuals' employability is increased, indirectly leading to a reduction in the unemployment rate.

An argument can be made to demonstrate the importance of developing students' entrepreneurial intentions. Among the multifarious determinants influencing entrepreneurial intention, entrepreneurial education is paramount. Because entrepreneurial education emphasizes practical skills development and nurtures entrepreneurial

thinking, Ratten and Jones (2021) argued that it helps students progress based on innovation and future career direction. This implies that students have alternative career choices, such as becoming entrepreneurs, ranging from small business ventures to establishing long-standing companies. Entrepreneurship education also allows students to acquire skills and management training to enhance entrepreneurial knowledge, foster entrepreneurial thinking, and improve their understanding of management (Hahn et al., 2017). Therefore, entrepreneurship education reinforces students' awareness of entrepreneurship, business opportunities, the potential for success, and the essential skills needed for entrepreneurship. Previous empirical investigations have consistently demonstrated a robust and unequivocal linkage between entrepreneurial education and the formation of entrepreneurial intention (Galloway & Brown, 2002). Broadly construed, entrepreneurial education can be conceptualized as a pedagogical process designed to furnish individuals with the requisite competencies to discern opportunities that may elude the notice of others. Moreover, it aims to imbue them with a profound sense of insight and self-assurance, empowering them to undertake entrepreneurial endeavors with conviction in situations where others might exhibit hesitancy. Consequently, entrepreneurial education has ascended to prominence as a potent instrument for stimulating entrepreneurial activities and catalyzing and nurturing entrepreneurial intention.

Prior research has demonstrated a positive relationship between entrepreneurial education and entrepreneurial intention (Türk et al., 2020). Further investigation is warranted, however, to delve deeper into the underlying mechanisms. Liñán (2004) argued that entrepreneurship is a specific behavior; however, public education only conveys predefined content that changes little in the short term (Foster, 2021). This results in the rapid transmission of fundamental knowledge, but when it comes to soft skills and personalization, these aspects are missing from entrepreneurship education. Therefore, entrepreneurship education can be further expanded, providing various social experiences such as exposure to entrepreneurs, which can enhance entrepreneurial awareness, increase knowledge, and provide practical experiences for students. Previous studies have predominantly

focused on direct effects while overlooking potential mediating factors. Krueger Jr (2000) established that individual perceived feasibility and perceived desirability of business opportunities can influence the antecedents of entrepreneurial intention.

Compared to typical direct relationships, examining the impact of perceived feasibility and perceived desirability as mediators would be more effective. Specifically, Steel and König (2006) argued that perceived feasibility aligns with expectations, while perceived desirability aligns with values. Hence, it is reasonable to suggest that perceived feasibility and perceived desirability may interact in an individual's process of forming entrepreneurial intention. Some scholars in organizational behavior theory have suggested that such interactive effects are plausible (Bandura, 2002; Eagly & Chaiken, 1995), and experimental work has found evidence of interactions between perceived feasibility and perceived desirability in shaping behavioral intentions in different contexts (Conner & McMillan, 1999). Therefore, investigating mediating roles helps to elucidate more comprehensively and effectively how entrepreneurial education influences entrepreneurial intention.

This paper serves the fundamental purpose of unraveling the mediating functions of perceived feasibility and desirability within the intricate nexus connecting entrepreneurship education, entrepreneurial orientation, and entrepreneurial intention. By elucidating these mediating mechanisms, this study enriches our comprehension of the intricate dynamics governing the relationship between entrepreneurial education and the formation of entrepreneurial intention and provides actionable managerial insights. Specifically, these findings offer academic institutions the potential to refine their entrepreneurial education initiatives to effectively nurture the competencies and motivations requisite for entrepreneurial pursuits among their students. Thus, this research carries significant implications for advancing entrepreneurial ecosystems and cultivating entrepreneurial intention among students.

LITERATURE REVIEW

Entrepreneurial intention

As Bird (1988) articulated, entrepreneurial intention entails the cognitive processes of planning, guiding, coordinating, and overseeing the creation, execution, and assessment of a new business venture. In contrast, Thompson (2009) defined entrepreneurial intention as an individual's self-confident belief in their capacity to initiate a fresh entrepreneurial venture with a sincere and dedicated plan to realize it at a specific time. Moreover, Thompson extended this notion by asserting that entrepreneurial intention is a pivotal determinant of an individual's commitment to establishing a new business. These definitions align with the core principles of the theory of planned behavior (TPB) put forth by Icek Ajzen (1991), which posits that stronger intentions lead to a higher likelihood of actual entrepreneurial behavior. Autio et al. (2001) researched the entrepreneurial intention of US students, employing TPB and samples from universities across different countries, further underscoring the significance of these intentions in shaping entrepreneurial aspirations. Their study demonstrates that all three components outlined in Ajzen's TPB play a crucial role in influencing students' entrepreneurial intentions. In summary, these definitions and research findings underscore the central role of entrepreneurial intention in comprehending individuals' motivation and readiness to embark on entrepreneurial endeavors.

Entrepreneurial education

Prior research by Alnemer (2021) and Martin et al. (2013) has substantiated the transformative impact of education on students' attitudes, its influence on their potential career trajectories, and its enduring effect on their entrepreneurial mindset. Similarly, Turker and Selcuk (2009) underscored the pivotal role of education, particularly within the university context, in cultivating students' entrepreneurial intentions. Institutions of higher learning can bolster students' entrepreneurial aspirations through various mechanisms, including seminars, theoretical coursework, practical experiential learning, and entrepreneurship-focused activities. Entrepreneurial education focuses on utilizing lectures, curriculum, and various other factors to provide learners with knowledge and skills in entrepreneurship (Hoang et al., 2020). Moreover, entrepreneurial education fosters

creativity, flexible thinking, and self-confidence, helping learners understand the opportunities and challenges in the business field.

Additionally, entrepreneurial education assists them in identifying and developing their business ideas while creating opportunities to connect with like-minded individuals and build crucial networks. These initiatives serve to kindle students' interest in actualizing their entrepreneurial endeavors. According to Sánchez (2011), higher education assumes a significant role in instilling entrepreneurial motivation for multiple reasons. First, education empowers students with autonomy, independence, and self-assuredness. Second, it enhances their awareness of career options and viable alternatives. Third, universities and educational establishments give students the essential skills, training, and knowledge for entrepreneurship. Consequently, education is pivotal in catalyzing students' entrepreneurial intention (Ooi et al., 2011).

Perceived desirability and perceived feasibility

When considering an action, particularly in the context of entrepreneurial intention, students focus on their perceived desirability and perceived feasibility. Desirability refers to the value of the end state of an event, i.e., whether the action is seen as valuable or not, whereas feasibility pertains to the means to achieve that end state, i.e., whether acting is perceived as easy or difficult (Trope & Liberman, 2010). Perceived desirability and perceived feasibility intersect, such that events with both high desirability and high feasibility are most likely to succeed, but such alignment is not always attainable. Conflictual choices are those with high desirability but low feasibility or low desirability but high feasibility, with the first being more prevalent. Hence, decision-makers are required to balance desirability and feasibility.

Education and the support provided by universities serve as channels through which students acquire skills and knowledge related to entrepreneurial spirit and broaden their career prospects through entrepreneurship (Henderson & Robertson, 2000). Based on Su et al. (2021), educational support for entrepreneurship from universities can increase the theoretical foundation for entrepreneurship and enhance students' confidence in their capabilities. Enhanced knowledge improves an individual's

perception of their abilities, thereby fostering a sense of control over their behavior. Furthermore, students' attitudes toward entrepreneurial intention may change due to the influence of education. The formation of students' entrepreneurial intention will be more favorable if they believe it to be feasible. According to Krueger Jr (2007), the Theory of Planned Behavior (TPB) and the Entrepreneurship Event Model (EEM) by Shapero and Sokol (1982) overlap because both theories encompass a theoretical aspect related to perceived feasibility - which is perceived behavioral control in TPB, attitude toward behavior, and subjective norm in TPB correspond to perceived desirability in EEM. Therefore, the proposed research hypotheses are as follows:

H1: Entrepreneurial education positively influences perceived feasibility

H2: Entrepreneurial education positively influences perceived desirability

Individual entrepreneurial orientation

The concept of entrepreneurial orientation can be traced back to Miller (1983). From his perspective, "innovativeness," "risk-taking," and "proactiveness" are the critical attributes of entrepreneurial firms. However, Lumpkin and Dess (1996), building upon Miller's concept, added two additional characteristics to create the concept of individual entrepreneurial orientation: autonomy and competitive aggressiveness. Autonomy is defined as an individual or group's ability to develop and implement an idea without external interference, control, or supervision. Meanwhile, competitive aggressiveness is as an individual's ability to directly and aggressively question the strategies and challenges of their industry competitors.

Drawing from Bandura's (2002) social cognitive theory, self-efficacy plays a crucial role in influencing an individual's determination to make choices, as well as their level of effort and persistence. Individuals with higher self-efficacy are more likely to pursue and persevere than those with low confidence in their abilities. This study employed a generalized self-efficacy framework, a relatively stable belief in overall competence, defined as individuals' perceptions of their ability to perform a task, capturing individuals' tendencies to view themselves as

capable of meeting task demands across various situations.

Expanding on Bird's (1988) model of entrepreneurial intention, Boyd and Vozikis (1994) found that self-efficacy influences both the development of entrepreneurial intention and subsequent actions or behaviors. Self-efficacy is also considered a distinguishing factor between entrepreneurs and non-entrepreneurs. Research by Markman et al. (2002) demonstrated a significant positive relationship between self-efficacy and individual entrepreneurial orientation, meaning individuals with higher self-efficacy also have higher entrepreneurial orientations. Furthermore, in Shapero and Sokol's (1982) model, self-efficacy aligns with perceived desirability and perceived feasibility. Thus, the following hypotheses are proposed:

H3: Perceived feasibility positively influences individual entrepreneurial orientation

H4: Perceived desirability positively influences individual entrepreneurial orientation

Furthermore, examining the relationship between individual entrepreneurial orientation and entrepreneurial intention helps understand the interdependence of these two factors in assessing students' positive or negative trends toward pursuing a business career. Characteristics of individuals with entrepreneurial intention include being more open to novelty and generating innovative ideas (Gupta et al., 2016). Therefore, it is believed that individuals with entrepreneurial intentions are inclined to develop their business orientations (Bolton & Lane, 2012), leading to the following hypothesis:

H5: Individual entrepreneurial orientation positively influences entrepreneurial intention.

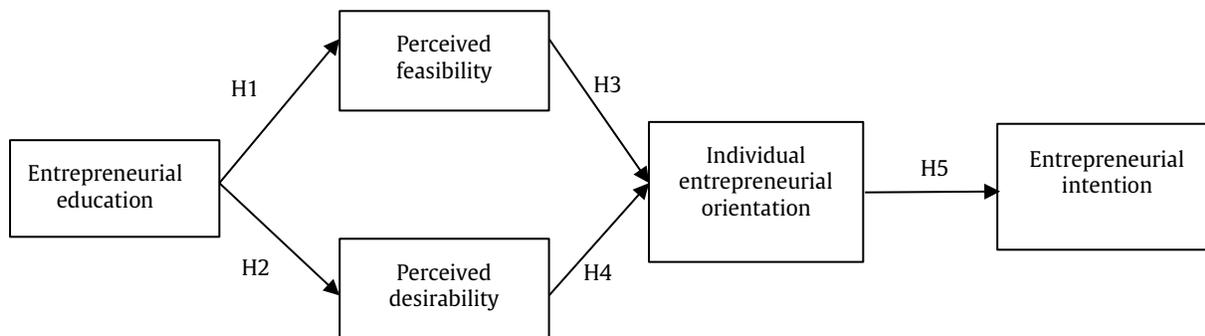


Figure 1: Conceptual framework.

Source: author's work.

METHODOLOGY

Thus, the study targeted students who have previously attended universities in Vietnam and employed a convenience sampling method. Researchers recommend focusing on young individuals as they tend to be more conscious of their careers and know the strong connection between social entrepreneurship and youth (Hockerts, 2017). The questionnaire consisted of three main sections: Part 1 introduced the research objectives and subject screening questions, Part 2 contained the core content, and Part 3 collected personal information from respondents. This study aims to test the hypotheses in the research model through the Structural Equation Modeling (SEM) technique using SmartPLS 4 software. Data was collected

via Google Forms from May 2023 to June 2023. A total of 411 surveys were obtained, and after screening for incomplete responses, 405 valid questionnaires remained (achieving a response rate of 98.5%), which were used for subsequent analysis. The sample characteristics are described in detail in Table 1.

The questionnaire used in this study is a commonly employed tool for data collection in advanced scientific research. It utilized a five-point Likert scale, where one point signifies "strongly disagree," and five denotes "strongly agree." The measurement scales for the research concepts have been inherited from previous studies. Specifically, the "Entrepreneurial Intention" scale was adapted from Liñán and Chen's (2009) research. The "Perceived

desirability" concept was measured using Krueger Jr.'s (2000) scale. The "Perceived feasibility" scale was designed based on Ajzen's (1987) recommendations. The "Individual Entrepreneurial Orientation" scale was constructed from research by Hassan et al. (2021). The "Entrepreneurial Education" scale

was modified from Levenburg and Schwarz (2008). An explanation is provided in the introduction section of the questionnaire to ensure that respondents clearly understood these concepts.

Table 1: Sample statistics

| Category | | Frequency | Percent (%) |
|----------|----------------------|-----------|-------------|
| Gender | Female | 278 | 68.6 |
| | Male | 127 | 31.4 |
| Major | Business | 150 | 37.0 |
| | Related to economics | 159 | 39.3 |
| | Other | 96 | 23.7 |

Source: author's work.

RESULTS AND DISCUSSIONS

Measurement model assessment

To evaluate the reliability and validity of the scale, according to Hair et al. (2016), Cronbach's Alpha (CA) and composite reliability (CR) for the conceptual constructs were all greater than 0.7 (Table 2), showing satisfactory reliability.

Specifically, the Individual Entrepreneurial Orientation (IEO) scale demonstrated the lowest CA and CR values of 0.799 and 0.869, respectively, indicating that all scales demonstrated good reliability.

Table 2: Reliability and convergent validity

| Concept | CA | CR | AVE | Outer Loading | VIF (max) |
|--|-------|-------|-------|---------------|-----------|
| Entrepreneurial Education (ED) | 0.861 | 0.896 | 0.590 | 0.757 – 0.784 | 2.011 |
| Entrepreneurial Intention (EI) | 0.831 | 0.881 | 0.599 | 0.721 – 0.859 | 2.453 |
| Individual Entrepreneurial Orientation (IEO) | 0.799 | 0.869 | 0.624 | 0.747 – 0.820 | 1.836 |
| Perceived Desirability (DS) | 0.872 | 0.904 | 0.612 | 0.715 – 0.850 | 2.555 |
| Perceived Feasibility (FS) | 0.848 | 0.884 | 0.604 | 0.758 – 0.812 | 2.873 |

Source: author's work.

Furthermore, all outer loadings were greater than 0.7, and the average variance extracted (AVE) of constructs was more significant than 0.5. The low variance inflation factor (VIF) values, all below 3, indicate that multicollinearity is not a severe concern in this study (Hair et al., 2019). Similarly, this research employed a heterotrait-monotrait correlation ratio matrix (HTMT) to assess discriminant validity. The assurance of discriminant validity for the measurement scales is further solidified as all the HTMT values fall below the recommended threshold of 0.85, in

line with the guidelines proposed by Hair et al. (2019) (See Table 3).

Table 3: HTMT

| | DS | ED | EI | IEO | FS |
|-----|-------|-------|-------|-------|----|
| DS | | | | | |
| ED | 0.700 | | | | |
| EI | 0.592 | 0.668 | | | |
| IEO | 0.615 | 0.647 | 0.594 | | |
| FS | 0.306 | 0.352 | 0.299 | 0.376 | |

Source: author's work.

Structural model assessment

The results indicate that all the hypotheses are supported by the research data, with estimates in Table 4 showing that all proposed hypotheses are accepted at a 95% significance level, as indicated

by the p-values being less than 0.005. Furthermore, the standardized coefficients are all greater than 0, indicating a positive impact.

Table 4: Total effects

| Hypothesis | β | P_value | Result |
|---------------------|---------|---------|--------|
| ED \rightarrow FS | 0.341 | 0.000 | Accept |
| ED \rightarrow DS | 0.608 | 0.000 | Accept |
| FS \rightarrow EO | 0.215 | 0.000 | Accept |
| DS \rightarrow EO | 0.451 | 0.000 | Accept |
| EO \rightarrow EI | 0.484 | 0.000 | Accept |
| ED \rightarrow FS | 0.341 | 0.000 | Accept |

Source: author's work.

Discussion

Specifically, entrepreneurial education has a positive effect on perceived feasibility (H1: $\beta = 0.341$; $p < 0.001$) and also positively influences perceived desirability (H2: $\beta = 0.608$; $p < 0.001$). The study has demonstrated the role of education in universities in influencing perceived feasibility, perceived desirability, and entrepreneurial orientation, which, in turn, affect entrepreneurial intention, following the Theory of Planned Behavior (TPB) and Entrepreneurial Event Model (EEM). The results show that entrepreneurial education has the most significant impact on perceived desirability and a relatively lower impact on perceived feasibility, implying that students are influenced by university education, indicating that students are more likely to have entrepreneurial intentions if they believe that entrepreneurship is accessible (Boyd & Vozikis, 1994), and this can be achieved through university support. Universities provide students with relevant knowledge and foster entrepreneurial intention, influencing students' attitudes and increasing their perceived desirability of entrepreneurial

intention (Maheshwari et al., 2022). The research results align with prior studies by Lu et al. (2021) and Aliedan et al. (2022).

Furthermore, perceived feasibility and desirability also positively impact students' individual entrepreneurial orientation (H3: $\beta = 0.215$; $p < 0.001$; H4: $\beta = 0.451$; $p < 0.001$). This result is a novel finding in the research, as it demonstrates the positive impact of perceived desirability and perceived feasibility on individual entrepreneurial orientation, whereas previous research by Majeed et al. (2021) had their hypotheses rejected. They explained that Pakistani students might view entrepreneurship as an unattractive career choice due to living in a low-income country with limited opportunities and resources to start new business ventures, as compared to developed countries. In contrast, the study by Awang et al. (2016) proposed the reverse hypothesis, suggesting that individual entrepreneurial orientation influences perceived desirability and perceived feasibility. This research indicates that the orientation of students in Vietnam differs from that of students in Pakistan and Malaysia, emphasizing the

importance of education in Vietnamese universities, which helps students recognize the feasibility of entrepreneurship and the level of desirability, creating the individual entrepreneurial orientation of students.

The study also found a significant positive correlation between individual entrepreneurial orientation and entrepreneurial intention (H5: $\beta = 0.484$; $p < 0.001$). This finding is consistent with prior research (Smith & Perks, 2006) that identified a significant relationship at the individual or organizational level, highlighting individual entrepreneurial orientation as a crucial factor influencing entrepreneurial intention. Universities can utilize the individual entrepreneurial orientation mapping tool to allocate resources, update teaching programs, and structure more effective education and training programs to prepare students for business activities. This will equip them with the necessary entrepreneurial skills and resources for future entrepreneurship (Lindberg et al., 2017).

CONCLUSION AND RECOMMENDATIONS

This study has demonstrated the significant importance of entrepreneurial education in shaping students' entrepreneurial intentions. Specifically, it has successfully shown the positive impact of perceived desirability and perceived feasibility on individual entrepreneurial orientation. This factor distinguishes Vietnamese students from others. The research findings emphasize the role of education, especially entrepreneurial education, in molding students' intentions to engage in entrepreneurship. Furthermore, the analytical results help address one of the critical questions in entrepreneurship research: why do some individuals become entrepreneurs while others do not (Baron, 2004)? The research findings provide both theoretical and practical significance.

From a theoretical perspective, the research has established entrepreneurial education's substantial role and significant contribution to students' entrepreneurial intention. This opens up a new avenue for researchers in education and entrepreneurial intention. Additionally, discovering the impact of perceived desirability and feasibility on students' entrepreneurial orientation introduces an intriguing element for future research. This contribution is fascinating,

as it contradicts the findings of Majeed et al. (2021).

In terms of practical implications, developing a specific training program can enhance students' perceived desirability and feasibility, as Whyte et al. (1997) suggested. Entrepreneurial education influences students' awareness and orientation toward entrepreneurial intention, as highlighted by Sulistyani and Suhariadi (2022). Based on these research results, universities should consider developing an effective teaching program incorporating entrepreneurial knowledge. Such a program can stimulate ambitious entrepreneurial ideas and intentions among students because education creates a favorable environment for promoting entrepreneurial awareness, perceived desirability, feasibility, and orientation.

The results of this study affirm the indirect impact of higher education support on students' entrepreneurial intention, and therefore, higher education support is critical to it (Aliedan et al., 2022). Researchers should also focus on understanding the role of constructs within the Theory of Planned Behavior (TPB), as they act as positive mediators in the relationship between higher education support and entrepreneurial intention (Ekore & Okekeocha, 2012). This implies that these three constructs can potentially enhance the influence of higher education support on entrepreneurial intention. Both scholars and policymakers in higher education should emphasize and pay more attention to these three constructs to ensure successful entrepreneurial activities. Therefore, they must strive to comprehend how to make entrepreneurship appealing to students. Programs need to be developed to improve the quality of the field despite the lack of theoretical foundations for constructing teaching models and methods, the absence of formal academic development and training programs, and the necessity to maintain student interest in academic programs (Foster, 2021). Additionally, there is a need to develop support roles from family, friends, and colleagues since these factors shape students' subjective standards and, ultimately, their entrepreneurial intention.

The findings of this study suggest that quantifying the levels of individual entrepreneurial orientation among students will vary, allowing university managers to create a more diverse learning environment by

customizing courses for different student groups and improving their selection processes. The significant positive relationship between context-specific antecedents implies that universities can transform into an "entrepreneurship ecosystem" by integrating academia with organizations, industries, venture capitalists, and other enterprises to provide training, resources, business information, and support to promote students' entrepreneurial skills and abilities to propel them towards entrepreneurial careers (Farooq, 2018). The achievements of this research have the potential to support university managers and policymakers in allocating their resources, developing effective strategies and policies, and providing essential contextual pillars to nurture students' entrepreneurial spirit.

Despite its contributions, this study still has some limitations. First, the study primarily focused on current students residing in Ho Chi Minh City, and the survey sample represented students in Vietnam. This highlights a limitation in terms of the survey sample's diversity. There are two main reasons for this. First, there is a lack of comprehensive representation. Despite being one of the country's economic centers, Ho Chi Minh City alone cannot fully reflect all aspects of a nation, such as education, economy, and politics. Second is the absence of regional diversity. Vietnam comprises seven distinct economic focal regions, and Ho Chi Minh City is in the southern region. Vietnam is a country characterized by geographical and cultural diversity. Consequently, utilizing a Ho Chi Minh City sample overlooks the cultural diversity in different regions.

Expanding the sample size, therefore, will optimize its representativeness. Collecting samples from various economic regions in Vietnam ensures representation of the geographical and cultural diversity across the entire country. Furthermore, enlarging the sample size contributes to increased confidence in the results. Consequently, future studies should consider expanding the scope of the research, encompassing not only Ho Chi Minh City but also major cities in other key economic regions. It would not only diversify the research sample but also provide a broader perspective on the impact of entrepreneurship education.

Second, this study used convenience sampling to analyze the research model, and as a result, the

data collected may not be fully representative. Additionally, the study acknowledges that there are numerous factors influencing the entrepreneurial intention of young individuals. Further studies should consider employing a more rigorous sampling method and incorporate new factors that may require inclusion in the model.

REFERENCES

- Adha, M. A., Wibowo, A., Faslah, R., Ariyanti, N. S., & Lutfia, A. (2022). Students' ideal career in the 4.0 Industrial. *Journal of Eastern European and Central Asian Research (JEECAR)*, 9(4), 651-664. <http://dx.doi.org/10.15549/jeecar.v9i4.928>
- Aggarwal, A., & Shrivastava, U. (2021). Entrepreneurship as a career choice: impact of environments on high school students' intentions. *Education+ Training*, 63(7/8), 1073-1091. <https://doi.org/10.1108/ET-07-2020-0206>
- Aldin, N., & Stahre, F. (2003). Electronic commerce, marketing channels and logistics platforms—a wholesaler perspective. *European Journal of Operational Research*, 144(2), 270-279. [https://doi.org/10.1016/S0377-2217\(02\)00393-4](https://doi.org/10.1016/S0377-2217(02)00393-4)
- Ajzen, I. (1987). Attitudes, traits, and actions: Dispositional Prediction of Behavior in Personality and Social Psychology. *Advances in experimental social psychology*, 20, 1-63. [https://doi.org/10.1016/S0065-2601\(08\)60411-6](https://doi.org/10.1016/S0065-2601(08)60411-6)
- Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, 50(2), 179-211. 11. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Aliedan, M. M., Elshaer, I. A., Alyahya, M. A., & Sobaih, A. E. E. (2022). Influences of University Education Support on Entrepreneurship Orientation and Entrepreneurship Intention: Application of Theory of Planned Behavior. *Sustainability*, 14(20), 13097. <https://doi.org/10.3390/su142013097>
- Alnemer, H. A. (2021). Determinants of entrepreneurial intention among students of management stream in the Kingdom of Saudi Arabia. *Entrepreneurship Education*, 4(4),

- 425-445. <https://doi.org/10.1007/s41959-021-00058-4>
- Autio, E., H. Keeley, R., Klofsten, M., GC Parker, G., & Hay, M. (2001). Entrepreneurial intent among students in Scandinavia and in the USA. *Enterprise and Innovation Management Studies*, 2(2), 145-160. <https://doi.org/10.1080/14632440110094632>
- Awang, A., Amran, S., Nor, M. N. M., Ibrahim, I. I., & Razali, M. F. M. (2016). Individual entrepreneurial orientation impact on entrepreneurial intention: Intervening effect of PBC and subjective norm. *Journal of Entrepreneurship, Business and Economics*, 4(2), 94-129.
- Bandura, A. (2002). Social cognitive theory in cultural context. *Applied psychology*, 51(2), 269-290. <https://doi.org/10.1111/1464-0597.00092>
- Baron, R. A. (2004). The cognitive perspective: a valuable tool for answering entrepreneurship's basic "why" questions. *Journal of business venturing*, 19(2), 221-239. [https://doi.org/10.1016/S0883-9026\(03\)00008-9](https://doi.org/10.1016/S0883-9026(03)00008-9)
- Bird, B. (1988). Implementing entrepreneurial ideas: The case for intention. *Academy of management Review*, 13(3), 442-453. <https://doi.org/10.5465/amr.1988.4306970>
- Bolton, D. L., & Lane, M. D. (2012). Individual entrepreneurial orientation: Development of a measurement instrument. *Education+ Training*, 54(2/3), 219-233. <https://doi.org/10.1108/00400911211210314>
- Bosma, N., Content, J., Sanders, M., & Stam, E. (2018). Institutions, Entrepreneurship, and Economic Growth in Europe. *Small Business Economics*, 51(2), 483-499. <https://doi.org/10.1007/s11187-018-0012-x>
- Boyd, N. G., & Vozikis, G. S. (1994). The influence of self-efficacy on the development of entrepreneurial intentions and actions. *Entrepreneurship theory and practice*, 18(4), 63-77. <https://doi.org/10.1177/104225879401800404>
- Conner, M., & McMillan, B. (1999). Interaction effects in the theory of planned behaviour: Studying cannabis use. *British journal of social psychology*, 38(2), 195-222. <https://doi.org/10.1348/014466699164121>
- Dykan, V., Pakharenko, O., Saienko, V., Skomorovskyi, A., & Neskuba, T. (2021). Evaluating the efficiency of the synergistic effect in the business network. *Journal of Eastern European and Central Asian Research (JEECAR)*, 8(1), 51-61. <http://dx.doi.org/10.15549/jeecar.v8i1.646>
- Eagly, A. H., & Chaiken, S. (1995). Attitude strength, attitude structure, and resistance to change. *Attitude strength: Antecedents and consequences*, 4(2), 413-432.
- Ekore, J. O., & Okekeocha, O. C. (2012). Fear of entrepreneurship among university graduates: a psychological analysis. *International Journal of Management*, 29(2), 515.
- Farooq, R. (2018). A conceptual model of knowledge sharing. *International Journal of Innovation Science*, 10(2), 238-260. <https://doi.org/10.1108/IJIS-09-2017-0087>
- Fietze, S., & Boyd, B. (2017). Entrepreneurial intention of Danish students: A correspondence analysis. *International Journal of Entrepreneurial Behavior & Research*, 23(4), 656-672. <https://doi.org/10.1108/IJEBR-08-2016-0241>
- Foster, M.K. (2022). The Emergence of Entrepreneurship Education. In: Ozkazanc-Pan, B., Osorio, A.E., Dutta, D.K., Gupta, V.K., Javadian, G., Guo, G.C. (eds) Modern Classics in Entrepreneurship Studies. *Palgrave Macmillan*, Cham. https://doi.org/10.1007/978-3-030-61029-6_6
- Fretschner, M., & Weber, S. (2013). Measuring and understanding the effects of entrepreneurial awareness education. *Journal of small business management*, 51(3), 410-428. <https://doi.org/10.1111/jsbm.12019>
- Galloway, L., & Brown, W. (2002). Entrepreneurship education at university: a driver in the creation of high growth firms? *Education+ Training*, 44(8/9), 398-405. <https://doi.org/10.1108/00400910210449231>
- Gupta, V. K., Chiles, T. H., & McMullen, J. S. (2016). A process perspective on evaluating and conducting effectual entrepreneurship research. *Academy of management Review*, 41(3), 540-544. <https://doi.org/10.5465/amr.2015.0433>
- Hahn, D., Minola, T., Van Gils, A., & Huybrechts, J.

- (2017). Entrepreneurial education and learning at universities: exploring multilevel contingencies. *Entrepreneurship & Regional Development*, 29(9-10), 945-974. <https://doi.org/10.1080/08985626.2017.1376542>
- Hair, J., Joe F, Sarstedt, M., Matthews, L. M., & Ringle, C. M. (2016). Identifying and treating unobserved heterogeneity with FIMIX-PLS: part I—method. *European business review*, 28(1), 63-76. <https://doi.org/10.1108/EBR-09-2015-0094>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European business review*, 31(1), 2-24. <https://doi.org/10.1108/EBR-11-2018-0203>
- Hassan, A., Anwar, I., Saleem, I., Islam, K. B., & Hussain, S. A. (2021). Individual entrepreneurial orientation, entrepreneurship education and entrepreneurial intention: The mediating role of entrepreneurial motivations. *Industry and Higher Education*, 35(4), 403-418. <https://doi.org/10.1177/09504222211007051>
- Henderson, R., & Robertson, M. (2000). Who wants to be an entrepreneur? Young adult attitudes to entrepreneurship as a career. *Career development international*, 5(6), 279-287. <https://doi.org/10.1108/00400919910279973>
- Hoang, G., Le, T. T. T., Tran, A. K. T., & Du, T. (2020). Entrepreneurship education and entrepreneurial intentions of university students in Vietnam: the mediating roles of self-efficacy and learning orientation. *Education+ Training*, 63(1), 115-133. <https://doi.org/10.1108/ET-05-2020-0142>
- Hockerts, K. (2017). Determinants of social entrepreneurial intentions. *Entrepreneurship theory and practice*, 41(1), 105-130. <https://doi.org/10.1111/etap.12171>
- Krueger Jr, N. F. (2000). The cognitive infrastructure of opportunity emergence. *Entrepreneurship theory and practice*, 24(3), 5-24. <https://doi.org/10.1177/104225870002400301>
- Krueger Jr, N. F. (2007). What lies beneath? The experiential essence of entrepreneurial thinking. *Entrepreneurship theory and practice*, 31(1), 123-138. <https://doi.org/10.1111/j.1540-6520.2007.00166.x>
- Lam, Q. B., & Pham, M. (2023). ASSESS THE ROLE OF CAREER EXPLORATION IN EXPANDING SOCIAL COGNITIVE CAREER THEORY. *Advances in Business-Related Scientific Research Journal*, 14(1), 15-26.
- Levenburg, N. M., & Schwarz, T. V. (2008). Entrepreneurial orientation among the youth of India: The impact of culture, education and environment. *The Journal of Entrepreneurship*, 17(1), 15-35. <https://doi.org/10.1177/097135570701700102>
- Liñán, F. (2004). Intention-based models of entrepreneurship education. *Piccola Impresa/Small Business*, 3(1), 11-35.
- Liñán, F., & Chen, Y. W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship theory and practice*, 33(3), 593-617. <https://doi.org/10.1111/j.1540-6520.2009.00318.x>
- Lindberg, E., Bohman, H., & Hultén, P. (2017). Methods to enhance students' entrepreneurial mindset: a Swedish example. *European Journal of Training and Development*, 41(5), 450-466. <https://doi.org/10.1108/EJTD-10-2016-0078>
- Lingappa, A. K., Shah, A., & Mathew, A. O. (2020). Academic, family, and peer influence on entrepreneurial intention of engineering students. *Sage Open*, 10(3), 2158244020933877. <https://doi.org/10.1177/2158244020933877>
- Lu, G., Song, Y., & Pan, B. (2021). How university entrepreneurship support affects college students' entrepreneurial intentions: an empirical analysis from China. *Sustainability*, 13(6), 3224. <https://doi.org/10.3390/su13063224>
- Lumpkin, G. T., & Dess, G. G. (1996). Clarifying the entrepreneurial orientation construct and linking it to performance. *Academy of management Review*, 21(1), 135-172. <https://doi.org/10.5465/amr.1996.9602161568>
- Maheshwari, G., Kha, K. L., & Arokiasamy, A. R. A. (2022). Factors affecting students'

- entrepreneurial intentions: a systematic review (2005–2022) for future directions in theory and practice. *Management Review Quarterly*, 1-68.
<https://doi.org/10.1007/s11301-022-00289-2>
- Majeed, A., Ghumman, A. R., Abbas, Q., & Ahmad, Z. (2021). Role of entrepreneurial passion between entrepreneurial attitude, subjective norms, perceived behavioral control, and entrepreneurial intention: measuring the entrepreneurial behavior of Pakistani students. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 15(3), 636-662.
- Markman, G. D., Balkin, D. B., & Baron, R. A. (2002). Inventors and new venture formation: The effects of general self-efficacy and regretful thinking. *Entrepreneurship theory and practice*, 27(2), 149-165. <https://doi.org/10.1111/1540-8520.00004>
- Martin, B. C., McNally, J. J., & Kay, M. J. (2013). Examining the formation of human capital in entrepreneurship: A meta-analysis of entrepreneurship education outcomes. *Journal of business venturing*, 28(2), 211-224.
<https://doi.org/10.1016/j.jbusvent.2012.03.002>
- Miller, D. (1983). The correlates of entrepreneurship in three types of firms. *Management science*, 29(7), 770-791.
<https://doi.org/10.1287/mnsc.29.7.770>
- Ooi, Y. K., Selvarajah, C., & Meyer, D. (2011). Inclination towards entrepreneurship among university students: An empirical study of Malaysian university students. *International Journal of Business and Social Science*, 2(4), 206-220.
- Ratten, V., & Jones, P. (2021). Entrepreneurship and management education: Exploring trends and gaps. *The International Journal of Management Education*, 19(1), 100431.
<https://doi.org/10.1016/j.ijme.2020.100431>
- Sánchez, J. C. (2011). University training for entrepreneurial competencies: Its impact on intention of venture creation. *International Entrepreneurship and Management Journal*, 7(2), 239. <https://doi.org/10.1007/s11365-010-0156-x>
- Shapero, A., & Sokol, L. (1982). Social dimension on entrepreneurship. *Encyclopedia of entrepreneurship*, 72-90.
<https://doi.org/10.1016/j.technovation.2004.02.003>
- Sithole, M. M., & Buchana, Y. (2021). Effects of innovation activities on employment growth in upper-middle-income countries with high unemployment rates. *Development Southern Africa*, 38(3), 371-390.
<http://hdl.handle.net/20.500.11910/15446>
- Smith, E. E., & Perks, S. (2006). Training interventions needed for developing black micro-entrepreneurial skills in the informal sector: A qualitative perspective. *SA Journal of Human Resource Management*, 4(1), 17-26. <https://doi.org/10.4102/sajhrm.v4i1.85>
- Steel, P., & König, C. J. (2006). Integrating theories of motivation. *Academy of management Review*, 31(4), 889-913.
<https://doi.org/10.5465/amr.2006.22527462>
- Su, Y., Zhu, Z., Chen, J., Jin, Y., Wang, T., Lin, C.-L., & Xu, D. (2021). Factors influencing entrepreneurial intention of university students in China: integrating the perceived university support and theory of planned behavior. *Sustainability*, 13(8), 4519.
<https://doi.org/10.3390/su13084519>
- Sulistiyani, N. W., & Suhariadi, F. (2022). Self-Efficacy as a Mediator of the Impact of Social Capital on Entrepreneurial Orientation: A Case of Dayak Ethnic Entrepreneurship. *Sustainability*, 14(9), 5620.
<https://doi.org/10.3390/su14095620>
- Thompson, E. R. (2009). Individual entrepreneurial intent: Construct clarification and development of an internationally reliable metric. *Entrepreneurship theory and practice*, 33(3), 669-694. <https://doi.org/10.1111/j.1540-6520.2009.00321.x>
- Trope, Y., & Liberman, N. (2010). Construal-level theory of psychological distance. *Psychological review*, 117(2), 440.
<https://doi.org/10.1037/a0018963>
- Türk, S., Zapkau, F. B., & Schwens, C. (2020). Prior entrepreneurial exposure and the emergence of entrepreneurial passion: the moderating role of learning orientation. *Journal of small business management*, 58(2), 225-258.
<https://doi.org/10.1080/00472778.2019.1659678>

- Turker, D., & Selcuk, S. S. (2009). Which factors affect entrepreneurial intention of university students? *Journal of European industrial training*, 33(2), 142-159.
<https://doi.org/10.1108/03090590910939049>
- Utomo, S. H., Narmaditya, B. S., Wibowo, A., Ali, A., & Sahid, S. (2022). Social capital and entrepreneurial intention among Indonesia rural community. *Journal of Eastern European and Central Asian Research (JEECAR)*, 9(4), 665-679.
<http://dx.doi.org/10.15549/jeecar.v9i4.927>
- Whyte, G., Saks, A. M., & Hook, S. (1997). When success breeds failure: The role of self-efficacy in escalating commitment to a losing course of action. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 18(5), 415-432.
[https://doi.org/10.1002/\(SICI\)10991379\(199709\)18:5<415::AIDJOB813>3.0.CO;2-G](https://doi.org/10.1002/(SICI)10991379(199709)18:5<415::AIDJOB813>3.0.CO;2-G)
- Zamrudi, Z., & Yulianti, F. (2020). Sculpting factors of entrepreneurship among university students in Indonesia. *Entrepreneurial Business and Economics Review*, 8(1), 33-49.
<https://doi.org/10.15678/EBER.2020.080102>

ABOUT THE AUTHORS

Bao Quoc Lam, email: bao.lq@ou.edu.vn

Bao Quoc Lam is a researcher and student research manager at the Office of Cooperation and Research Management, Ho Chi Minh City Open University, Vietnam. His research focuses on career behaviors and entrepreneurship.

Hao Yen Tran is a researcher and student at the School of Advanced Study, Ho Chi Minh City Open University, Vietnam. Her research subjects revolve around entrepreneurship, behavior, and psychology.

Giang Minh Hoang Nguyen is a researcher and student at the School of Advanced Study, Ho Chi Minh City Open University, Vietnam. Her research subjects revolve around entrepreneurship and marketing.

Yen Kim Nguyen is a researcher and student at the School of Advanced Study, Ho Chi Minh City Open University, Vietnam. Her research subjects revolve around entrepreneurial intention and behavioral intention.

Hoai Mong Thi Dinh is a researcher and student at the School of Advanced Study, Ho Chi Minh City Open University, Vietnam. Her research subjects revolve around entrepreneurial behavior.

Dr. Minh Pham is Vice Head of the Administration Department at Ho Chi Minh City Open University, Vietnam.