



Entrepreneurial readiness of Vietnamese pedagogical student females

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Abstract The number of students in Vietnam who start their own businesses is on the rise; therefore, it is necessary to conduct this research in order to determine the factors that influence the preparation of female students for business ownership and management. The study participants were selected using a technique known as convenience sampling. In July and August of 2021, the required data collection for the analysis occurred. Two hundred forty-four female students attending one of four institutions in Ho Chi Minh City, Vietnam, filled out the questionnaire. According to the findings of this study, academic year, major, and parental business license did not significantly impact female students' entrepreneurial preparedness. A further reality is that a person's readiness to engage in entrepreneurial activity was impacted by their knowledge of entrepreneurship, social norms, and behavioral control. There were differences in the ways in which criteria associated with permanent residences, such as central, province, and district, influence the entrepreneurial readiness of female students. The key finding highlights that characteristics significantly influence female students' readiness for entrepreneurship, distinguishing the impact of demographic factors on this preparedness. The outcomes offer valuable insights for female college students aspiring to become entrepreneurs and underscore the importance of further research to assess entrepreneurial readiness among Vietnamese students comprehensively.

Keywords: behavioral control, entrepreneurial readiness, knowledge of entrepreneurship, pedagogical student, social norms.

1. Introduction

Female students' entrepreneurial preparedness is an essential research topic in this field. On March 30, 2018, the Vietnamese Prime Minister issued Decision 1665/QĐ-TTg on "Supporting students to start a business until 2025" and Decision 1230/QĐ-BGDĐT of the Ministry of Education and Training regarding the implementation plan for the project. Therefore, this research is required to identify the factors that influence the entrepreneurial preparedness of female students and provide future recommendations. There is no universally accepted definition for the field of entrepreneurship, as is widely acknowledged. Economics, psychology, and sociology had the most significant impact on entrepreneurship research. Schumpeter (1934) and McClelland (1967), the acknowledged founders of the field of entrepreneurship studies, adopted a psychology-based approach to entrepreneurship research with a primary focus on individuals. Recent research has emphasized the importance of a psychological perspective because entrepreneurship is intrinsically personal (Baum et al., 2007).

Entrepreneurship is defined as recognizing and pursuing business opportunities within the individual–opportunity nexus (Shane & Venkataraman, 2000). Entrepreneurship was essential for job creation, nations' economic and social development, and new technologies (van Praag & Versloot, 2007). With its university departments, conferences, journals, and professional divisions (e.g., family business, small business, social entrepreneurship, international/regional entrepreneurship, developmental entrepreneurship, and entrepreneurship education), entrepreneurship is now a dynamic and differentiated research field. The concept of entrepreneurship was viewed as a process consisting of (at least) three phases: (a) the prelaunch phase, also known as the opportunity identification phase, in which the entrepreneur identifies viable and feasible business opportunities, and (b) the launch phase, also known as the development and execution phase, in which the entrepreneur assembles the necessary resources for starting a venture, and (c) the post-launch phase, in which the entrepreneur evaluates the venture's performance and makes adjustments as needed (Baron, 2007). According to Gedeon (2010), entrepreneurship is a multidimensional concept that includes owning a small business (Risk Theory), being creative (Dynamic Theory), being a leader (Traits School), and launching a new business (Behavioural School).

The team at the Overseas Development Institute defined youth entrepreneurial activities as the process involving individuals who are (or want to become) self-employed or who have established (or want to establish) a new business to earn money in the formal or informal sector (Overseas Development Institute, 2012). Youth with entrepreneurial aspirations seek



to actualize a personal vision while gaining the technical knowledge needed to make a business financially viable and successful (Sathya & Velmurugan, 2023). Nevertheless, many young people have business ideas, but few have the aptitude and ability to turn these ideas into profitable enterprises (Shane et al., 2003; Timmons & Spinelli, 2007). According to Shane et al. (2003), the success of new business startups is contingent on the youth's readiness to implement their business ideas. In other words, identifying and capitalizing on the opportunity depended heavily on the youth's willingness to engage in such entrepreneurial activities. Preparation for entrepreneurship significantly affected the rise of entrepreneurs in society. A person with entrepreneurial aptitude will have the ability to take risks in the future. Entrepreneurial readiness is a combination of the attitudes and skills required for entrepreneurship in any situation (Pratomo et al., 2018).

Entrepreneurial readiness is the capacity of an individual to pursue a business venture. Depending on the manufacturer's, customer's, and shareholders' approaches, there were three essential readiness sectors: technical readiness, business readiness, and management readiness (Douglas & Shepherd, 2002). Motivation has a positive and substantial effect on entrepreneurial readiness, as shown by Kallas (2019). The Environment-Readiness Entrepreneurship Intention Model, composed of the perception of the environment (i.e., political, economic, and sociocultural) and an evaluation of readiness, guided the research on entrepreneurship intention, with a primary emphasis on individual-related characteristics and the external environment (motivation, attitudes, competencies). Othman et al. (2012) demonstrated that Malaysian students are well-equipped in terms of entrepreneurial motivation and proficiency. However, entrepreneurial mindset readiness and preparation for entrepreneurship education within the internal environment of public universities remain insufficient and must be improved. Effective entrepreneurship education must include all relevant components to foster an entrepreneurial spirit in students and equip them to compete on the international stage. To promote entrepreneurship among university students, consideration should also be given to the instructors' credentials and the existence of an internal environment conducive to the implementation of entrepreneurship education. Through these techniques, students' entrepreneurial readiness can be improved.

According to Khin and Lim (2018), identifying opportunities facilitates a company's readiness for launch and promotes its success. According to Ahmeda et al. (2020), entrepreneurship training improved resource management and business launch readiness. Vuong (2016) determined that the following factors significantly impacted entrepreneurship: networked innovation, societal obligations and entrepreneurs' tenacity, mind-sponge-based decisiveness, and an increased likelihood of success based on prior experiences. According to the findings of this new study, Vietnamese entrepreneurship appears to have become more receptive to environmental changes. The North's more politically and economically complex structure enables entrepreneurs to view the changing process as more extensive and adaptable than their Central and South counterparts.

Factors such as independence, pursuing opportunities in limited job markets, and engaging in work-from-home positively correlate with the performance of female entrepreneurs. These factors contribute to women's inclination to initiate and sustain their businesses (Kraja & Berberi, 2023). However, engaging in informal entrepreneurial activities, such as self-employment, street vending, and food vending, places women at financial and social risk. These informal entrepreneurial practices extend beyond poverty-stricken and developing nations (Bedaduri & Pradhan, 2023).

Numerous studies on the entrepreneurial tendencies of students have been conducted in Vietnam. The Vietnamese youth have a strong entrepreneurial spirit, with career advancement as their primary motivation, as Nguyen (2019) demonstrated. Despite this, young people who were launching a business faced several obstacles and challenges. Young entrepreneurs require capital, knowledge, technology, and market support to overcome obstacles and establish favorable conditions. In addition, Bui-Thi et al. (2018) discovered that the factors (Attitudes, Subjective standards; Perceived behavioral control; Risks; Experience opportunities; Educational environment, and Industry sector) influence the entrepreneurial intention of university students in Hanoi. Risk aversion is negatively impacted and exerts the most significant influence.

On the other hand, little research has been conducted on female students' entrepreneurial preparation in Vietnam. The study by Tran (2020) on the effects of personal, supportive aspects and differences on behavior intentions to start a business: female students' confidence in a few Hanoi institutions is one of the studies cited. This study examined the impact of supportive variables and personal barriers on female college students' intentions to start a business in a few Hanoi colleges. Positively and most significantly, female students' perceptions of family and government (institutional) support affect their entrepreneurial ambitions. When starting a business, personal obstacles have a negative impact on conduct. This strategy's most significant advantage is its ability to identify characteristics that influence female students' entrepreneurial readiness. This study seeks to determine how factors such as permanent residence, parents' business license, major, and school year impact entrepreneurial readiness and to identify opportunities and resources for female students.

2. Materials and Methods

2.1. Participants

The survey respondents were selected using a method of convenience sampling. Between July and August of, 2021, data was collected for analysis. The sample consisted exclusively of female college students. The survey was completed by 249 female students from four universities in Ho Chi Minh City, Vietnam. No student was compensated for their participation, and

all participants consented after being informed. Two hundred forty-four eligible respondents participated in the survey. The response rate was 98%, which is significantly higher than the average response rate of 30% expected in the majority of studies (Dillman, 2000). Two hundred forty-four female students enrolled in undergraduate programs at various universities in Ho Chi Minh City, Vietnam, were interviewed.

2.2. Measurement

This cross-sectional study by Manzoor et al. (2018) assessed the entrepreneurial readiness of women. On the 5-point Likert scale, responses ranged from 1 = strongly disagree to 5 = strongly agree for each item—two linguists versed in the concept of measurement translated this scale into Vietnamese. The native language of the first researcher was Vietnamese, while the native language of the second researcher was English. Following the rules, the forwarding and reverse translation processes were carried out. The exact arrangement of the index was maintained in the Vietnamese translation. EFA results indicated that the estimated sample adequacy measure KMO for the 23-item scale was greater than 0.60 (recommended value). Cronbach's Alpha was used to examine the reliability of the remaining items in the present study; EFA results revealed factor loadings ranging from 0.70 to 0.87, retrieved under four factors, with 74.5 percent of the variance explained, thus meeting the threshold criteria (Hair et al., 2015; Nunnally & Bernstein 1994). For each construct, Cronbach's Alpha ranged from 0.91 to 0.95, per additional reliability analysis (Cronbach 1951).

2.3. Procedure

The demographic data collected were academic years, universities, permanent residence, majors, and parental business licenses. Participants volunteered for the online survey and could opt out at any time. They were instructed to answer each question based on their personal experiences.

2.4. Ethics Approval of Research

The current study adhered to the Declaration of Helsinki's ethical requirements as well as the guidelines established by the American Psychological Association for research involving human subjects.

2.5. Analysis

This study determined whether the data distribution was normal by analyzing its skewness and kurtosis. A two-way ANOVA was used to compare the mean differences between permanent residence (central city, province, district) and parents' business license (yes, no); academic years (freshman, sophomore, junior, senior), and majors (economics, pedagogy, social sciences and humanities, science and technology) in female student entrepreneurship readiness after graduation.

3. Results

A two-way ANOVA was conducted to examine the impact of permanent residence and parental business licenses on the post-graduation entrepreneurial preparedness of female student entrepreneurs. Permanent residency (PR) and parental business license (PBL) were the two independent variables in this study (yes or no). The dependent variable was the total EFA score, which is $M = 3.27$ ($SD = 0.67$). Table 1 presents the mean and standard deviations for the entrepreneurial readiness of female students as a function of the two factors.

Table 1 Descriptive statistics.

PR	PBL	Mean	Std. Deviation	N
<i>Central city</i>	Yes	3.61	0.68	41
	No	3.31	0.70	99
	<i>Total</i>	3.40	0.71	140
<i>Province</i>	Yes	3.19	0.71	12
	No	3.08	0.63	43
	<i>Total</i>	3.11	0.64	55
<i>District</i>	Yes	3.11	0.33	6
	No	3.10	0.53	43
	<i>Total</i>	3.10	0.51	49
<i>Total</i>	Yes	3.47	0.68	59
	No	3.21	0.66	185
	<i>Total</i>	3.27	0.67	244

N: number of participants

Source: Preparation by the authors (2023)

A test of normal distribution was performed, examining standardized skewness and kurtosis. This procedure indicated that the data were statistically average. The null hypothesis test was that the error term variance is constant across the cells

defined by the combination of factor levels. Since the significance value of the Levene test was $F_{(5, 238)} = 1.801$, $p = 0.113$, the analysis found that the premise underpinning the application of two-way ANOVA was satisfied. An alpha level of 0.05 was used for the initial analyses.

The results of the two-way independent ANOVA showed that there was a significant main effect of permanent residence ($F_{(2, 238)} = 5.122$, $p < 0.01$, $\eta^2 = 0.041$), indicating a significant difference. The central city had an entrepreneurship score ($M = 3.40$, $SD = 0.71$) higher than the province ($M = 3.11$, $SD = 0.64$) and district ($M = 3.10$, $SD = 0.51$). The main effect of parents' business license yields an $F_{(1, 238)} = 1.230$, $p = 0.269$, $\eta^2 = 0.005$, indicating that the effect of parents' business license was not significant. Moreover, the results indicated that interaction effects that exist between the two variables were not significant ($F_{(2, 238)} = 0.614$, $p = 0.542$, $\eta^2 = 0.005$). The actual result of the two-way ANOVA – namely, whether either of the two independent variables or their interaction is statistically significant – is shown in the combined univariate ANOVA in Table 2 below.

Table 2 Combined univariate ANOVA.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial η^2
<i>Corrected Model</i>	7.856 ^a	5	1.571	3.687	0.003	0.072
<i>Intercept</i>	1137.306	1	1137.306	2668.942	< 0.001	0.918
<i>PR</i>	4.365	2	2.183	5.122	0.007	0.041
<i>PBL</i>	0.524	1	0.524	1.230	0.269	0.005
<i>PR*PBL</i>	0.523	2	0.262	0.614	0.542	0.005
<i>Error</i>	101.418	238	0.426			
<i>Total</i>	2722.541	244				
<i>Corrected Total</i>	109.274	243				

a. $R^2 = .072$ (Adjusted $R^2 = .052$)

Source: Preparation by the authors (2023)

A two-way ANOVA was conducted to examine the effect of the academic year and major on the readiness of female student entrepreneurship after graduation. The two independent variables in this study were academic year (freshman, sophomore, junior, and senior) and major (social sciences and humanities, science and technology, economics, and pedagogy). The dependent variable was the total score of the EFA scale, which was $M = 3.27$ ($SD = 0.67$). The mean and standard deviations for the readiness of female student entrepreneurship measured as a function of the two factors are presented in Table 3 below.

Table 3 Descriptive statistics.

Schoolyear	Major	Mean	Std. Deviation	N
<i>Freshman</i>	Economics	3.39	0.12	2
	Pedagogy	3.40	0.66	13
	Social sciences and humanities	3.00	0.50	14
	<i>Total</i>	3.20	0.58	29
<i>Sophomore</i>	Economics	3.25	0.67	6
	Pedagogy	3.39	0.64	20
	Social sciences and humanities	3.23	0.63	30
	Science and technology	3.57	0.26	3
	<i>Total</i>	3.30	0.62	59
<i>Junior</i>	Economics	3.66	0.95	14
	Pedagogy	3.22	0.69	39
	Social sciences and humanities	3.13	0.70	33
	Science and technology	3.18	0.55	5
	<i>Total</i>	3.25	0.75	91
<i>Senior</i>	Economics	3.58	0.71	13
	Pedagogy	3.15	0.78	11
	Social sciences and humanities	3.18	0.62	33
	Science and technology	3.56	0.30	8
	<i>Total</i>	3.30	0.65	65
<i>Total</i>	Economics	3.54	0.78	35
	Pedagogy	3.28	0.68	83
	Social sciences and humanities	3.16	0.63	110
	Science and technology	3.44	0.41	16
	<i>Total</i>	3.27	0.67	244

N: number of participants

Source: Preparation by the authors (2023)

A test of normal distribution was performed, examining standardized skewness and kurtosis. This procedure indicated that the data were statistically average. The null hypothesis test was that the error term variance is constant across the cells

defined by the combination of factor levels. Since the significance value of the Levene test was $F_{(14, 229)} = 1.091$, $p = 0.367$, the analysis found that the premise underpinning the application of two-way ANOVA was satisfied. An alpha level of 0.05 was used for the initial analyses.

Table 4 Combined univariate ANOVA.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial η^2
<i>Corrected Model</i>	7.082 ^a	14	0.506	1.134	0.329	0.065
<i>Intercept</i>	1104.647	1	1104.647	2475.373	< 0.001	0.915
<i>Schoolyear</i>	0.156	3	0.052	0.117	0.950	0.002
<i>Major</i>	2.547	3	0.849	1.903	0.130	0.024
<i>Schoolyear*Major</i>	2.273	8	0.284	0.637	0.747	0.022
<i>Error</i>	102.192	229	0.446			
<i>Total</i>	2722.541	244				
<i>Corrected Total</i>	109.274	243				

a. $R^2 = .065$ (Adjusted $R^2 = .008$)

Source: Preparation by the authors (2023)

The results of the two-way independent ANOVA showed that there was a significant main effect of academic year ($F_{(3, 229)} = 0.117$, $p = 0.950$, $\eta^2 = 0.002$) indicating a difference was not significant between freshman ($M = 3.20$, $SD = 0.58$), sophomore ($M = 3.30$, $SD = 0.62$), junior ($M = 3.25$, $SD = 0.75$) and senior ($M = 3.30$, $SD = 0.65$). The main effect of major yields an $F_{(3, 229)} = 1.903$, $p = 0.130$, $\eta^2 = 0.024$, indicating that the effect of major was not significant, the entrepreneurship's average score were social sciences and humanities ($M = 3.16$, $SD = 0.63$), science and technology ($M = 3.44$, $SD = 0.41$), economics ($M = 3.54$, $SD = 0.78$) and pedagogy ($M = 3.28$, $SD = 0.68$). Moreover, the results indicated that interaction effects exist between the two variables were not significant ($F_{(8, 229)} = 0.637$, $p = 0.747$, $\eta^2 = 0.022$). The two-way ANOVA's actual result— whether either of the two independent variables or their interaction are statistically significant – is shown in the combined univariate ANOVA above.

4. Discussion

In Vietnam, student entrepreneurship is on the rise. Thus, students' entrepreneurial readiness is intensively studied. Our initial hypothesis was that there would be a distinction between five demographic factors and female students' entrepreneurial readiness. This study identifies the characteristics that influence female students' entrepreneurial preparation. According to the hypothesis, there is a significant disparity between permanent residency factors such as central, province, and district and the entrepreneurial readiness of female students. Contrary to the initial hypothesis, academic year, major, and parental business license did not impact female students' entrepreneurial readiness. However, students whose parents have a company license are more equipped for entrepreneurship than those whose parents do not.

Female students' attitudes toward business indicate that being an entrepreneur would offer them the most happiness, followed by being exhilarated and choosing to be an entrepreneur over being an employee. These characteristics are vital for the entrepreneurial preparedness of female students. This argument is consistent with the findings of Zulfiqar et al. (2017) concerning Measuring Entrepreneurial Readiness among Youth in Pakistan through the Theory of Planned Behavior (TPB) Based Approach, which indicates that entrepreneurial attitude plays a significant and positive role in the development of entrepreneurial intention among youth.

According to the paradigm of Ajzen (1991), subjective standards directly influence intention. Individuals' entrepreneurial ambitions were influenced by their views of others' thoughts and encouragement. For female pupils, the most important people in their immediate surroundings are their parents, teachers, and close friends. According to the results of this study, female students rank the likelihood that their close friends would love it if they became an entrepreneur as the highest priority. If female students wish to start their own business, they must put their parents' opinions above those of their closest friends. Tran (2020) also found equivalent research findings indicating that encouragement from loved ones is the most influential factor in female students' development of entrepreneurial aspirations. Compared to other factors that influence a person's decision to launch a business, the support of close friends is decisive.

Regarding Perceived Behavioral Control, the third-placed factor "I can handle the establishment of a new business" is comparable to the second-placed factor in Vo and Le-Hoang (2021) study. This suggests that students believe it is possible to control the operation of a new business, which favorably affects their intention to start a business. This idea is consistent with the findings of Nguyen-Ngoc (2019) that Perceived Behavioral Control has the biggest influence and the same direction on the entrepreneurial motivation of students at Lac Hong University, Vietnam.

Knowledge of entrepreneurship, societal norms, and behavioral control have been shown to influence entrepreneurial readiness. When female students were asked about their readiness for entrepreneurship, the comment "I would rather be self-employed than be hired by others" received the highest score. This observation aligns with Supriyanto (2018) findings, which are identical to this experiment. Individuals with the job creator mindset and an empirically substantial link with

entrepreneurial readiness can successfully generate jobs. This result is congruent with Miller (2011) perspective, which identifies three traits of a creator that become the characteristics of the person who can establish a new job vacancy. These three characteristics reflect the activity of the individuals, who must (1) love what they do, (2) be able to perform what they do, and (3) engage in the activity. If children possess characteristics such as a strong work ethic, they will develop a personality that is more conducive to entrepreneurship in the future.

4.1. Implications

Theoretical implications: (1) Entrepreneurial Knowledge, Social Norms, and Behavioral Control were factors significantly impact entrepreneurial readiness. This supports the theory that entrepreneurship is not just about having a business background or studying a particular major, but also about an individual's knowledge, societal influences, and self-control. This could lead to further research into how these factors can be enhanced in educational settings. (2) The finding that the location of residence, whether in central, provincial, or district areas, affects entrepreneurial readiness opens up new avenues for inquiry. Investigating the underlying reasons for these regional variations and devising measures to address them could be a fruitful area of research.

Practical implications: (1) Given that academic year and major have limited impact on entrepreneurial readiness, educational institutions may need to reconsider their curricula. Incorporating more practical knowledge about entrepreneurship, fostering positive social norms around entrepreneurship, and teaching behavioral control could be beneficial. (2) The role of geographical location in entrepreneurial readiness could inform policy decisions. Crafting policies that offer additional support and resources to regions with lower readiness levels can help bridge the gap. (3) The finding that parental business license does not significantly impact entrepreneurial readiness could be useful for parents. It suggests that even if parents do not own a business, they can still foster entrepreneurial readiness in their children by enhancing their knowledge of entrepreneurship, encouraging positive social norms, and teaching behavioral control.

4.2. Limitations

This study is subject to several limitations. Firstly, as it is based on cross-sectional analysis, it is challenging to establish causal relationships, and this approach is susceptible to various biases. Another limitation pertains to the unequal distribution among participation groups; for instance, there were 110 students majoring in Social Sciences and Humanities compared to only 16 students majoring in Science and Technology. Moreover, there are various unexplored factors that were not considered in this study. To enhance the quality of results, future research endeavors should aim to address and mitigate these limitations.

5. Conclusions

The most important finding is that the characteristics impact female students' readiness for entrepreneurial endeavors. This is the only distinction between a student's demographic characteristics and readiness for entrepreneurial endeavors can be made. Because the focus of the research article was limited to Ho Chi Minh City, it was difficult to extrapolate its findings to the entire country. Female students' entrepreneurial preparedness in Vietnam may vary depending on the province or city where the test is taken. The outcomes of this study can help female college students who desire to or are preparing for entrepreneurship. This study investigates female college students' perspectives on the characteristics that signal entrepreneurial preparedness. These characteristics include an entrepreneurial attitude, perceived behavioral control, subjective norms, and business acumen. Concerning the entrepreneurial readiness of female students, there is still a need for future research and improvement. Students would be able to determine whether or not they are prepared to launch their enterprises if a large-scale study on this topic was conducted in Vietnam.

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Ethical considerations

The study carefully followed ethical protocols for doing research with human beings, guaranteeing explicit agreement from all participants and interviewers. Survey participants were well informed about the study through the detailed information presented on the beginning page.

Conflict of Interest

The authors declare no conflicts of interest.

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