



**Fostering Innovation and Entrepreneurship in Ecotourism**  
to support sustainable development  
in Vietnam and the Philippines



# REVIEWING EMPLOYABILITY AND ENTREPRENEURSHIP IN TOURISM STUDIES IN VIETNAM AND THE PHILIPPINES

**An ECOViP project publication**

D3.3 Situational Analysis Report





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## TABLE OF CONTENTS

<b>1.</b>	<b>The graduate employability analysis .....</b>	<b>6</b>
<b>1.1.</b>	<b>Introduction to the graduate employability analysis .....</b>	<b>6</b>
1.1.1.	Expected Objectives of the Analysis .....	6
1.1.2.	Theoretical Approaches to Employability .....	6
1.1.3.	Proposed Framework of the Employability Analysis .....	6
1.1.4.	Methodology and Measurement of Employability .....	7
1.1.4.1.	Survey: Target Respondents, Sample Size, Sampling, and Survey Tools .....	7
1.1.4.2.	Statistical Analyses Used .....	7
<b>2.</b>	<b>Employability analysis in Vietnam and the Philippines .....</b>	<b>7</b>
<b>2.1.</b>	<b>THAI NGUYEN UNIVERSITY OF SCIENCES (TNUS), VIETNAM .....</b>	<b>8</b>
2.1.1.	Sample characteristics .....	8
2.1.2.	- Employability activities at school .....	8
2.1.3.	- Employment situation after graduation .....	14
2.1.4.	- Employability performance measurement .....	21
2.1.5.	Concluding remarks and discussions .....	32
<b>2.2.</b>	<b>NHA TRANG UNIVERSITY (NTU), VIETNAM .....</b>	<b>33</b>
2.2.1.	GRADUATES' PERSPECTIVE .....	33
2.2.2.	TRAINING OFFICER .....	38
2.2.3.	EMPLOYER .....	53
2.2.4.	Concluding remarks and discussions .....	58
<b>2.3.</b>	<b>CAN THO UNIVERSITY (CTU) .....</b>	<b>60</b>
2.3.1.	Employability activities at school .....	60
2.3.2.	Employment situation after graduation .....	67
2.3.3.	Current status of employment .....	70
2.3.4.	The contribution of the academic program to the alumni's employability opportunity 71	
2.3.5.	Educational staff .....	73
2.3.6.	Other related stakeholders/ Recruiter .....	78
2.3.7.	Concluding remarks and discussions .....	81
<b>2.4.</b>	<b>LYCEUM OF THE PHILIPPINES UNIVERSITY – BATANGAS (LPU-B) .....</b>	<b>83</b>
2.4.1.	Alumni – Employability .....	83
2.4.2.	CURRENT EMPLOYMENT STATUS .....	87
2.4.3.	CONTRIBUTION OF KNOWLEDGE AND SKILLS LEARNED TO THE EMPLOYABILITY OPPORTUNITY .....	88



2.4.4.	Concluding remarks and discussions .....	91
<b>2.5.</b>	<b>POLYTECHNIC UNIVERSITY OF THE PHILIPPINES (PUP) .....</b>	<b>92</b>
2.5.1.	PERSONAL INFORMATION .....	92
2.5.2.	EDUCATIONAL INFORMATION .....	93
2.5.3.	CAREER SUPPORTING STATUS .....	94
2.5.4.	KNOWLEDGE AND SKILLS LEARNED TO THE EMPLOYABILITY OPPORTUNITY WHILE STUDYING THE PROGRAM .....	95
2.5.5.	3. Concluding remarks and discussions .....	98
<b>2.6.</b>	<b>UNIVERSITY OF SAN CARLOS (USC), THE PHILLIPINES 3.2 .....</b>	<b>98</b>
2.6.1.	Respondents' Profile: .....	98
2.6.2.	AWARENESS OF ENTREPRENEURSHIP EDUCATION & ENTREPRENEURIAL OPPORTUNITIES .....	102
2.6.3.	ENTREPRENEURIAL COMPETENCY & ENTREPRENEURIAL OPPORTUNITY	106
2.6.4.	Concluding remarks and discussions .....	111
<b>2.7.</b>	<b>VIETNAMESE AND THE PHILLIPINES CONCLUDING REMARKS AND ANALYSIS DISCUSSIONS .....</b>	<b>112</b>
<b>3.</b>	<b>Chapter 2. The entrepreneurship education analysis .....</b>	<b>115</b>
<b>3.1.</b>	<b>Introduction to the entrepreneurship education analysis .....</b>	<b>115</b>
<b>3.2.</b>	<b>Entrepreneurship education analysis in Vietnam and the Philippines .....</b>	<b>115</b>
<b>3.3.</b>	<b>THAI NGUYEN UNIVERSITY OF SCIENCES (TNUS) .....</b>	<b>116</b>
3.3.1.	General characteristics of the targeted groups of respondents .....	116
3.3.2.	Awareness of the entrepreneurship education and entrepreneurial opportunities .....	120
3.3.3.	Entrepreneurship competency .....	127
3.3.4.	Drivers of the entrepreneurship development .....	133
3.3.5.	Concluding remarks and discussions .....	137
<b>3.4.</b>	<b>NHA TRANG UNIVERSITY (NTU) .....</b>	<b>138</b>
3.4.1.	ENTREPRENEURSHIP EDUCATION ANALYSIS .....	138
3.4.2.	ENTREPRENEURSHIP EDUCATION ANALYSIS .....	142
<b>3.5.</b>	<b>CAN THO UNIVERSITY (CTU) .....</b>	<b>145</b>
3.5.1.	General characteristics of the targeted groups of respondents .....	146
3.5.2.	Awareness of the entrepreneurship education and entrepreneurial opportunities .....	147
3.5.3.	Entrepreneurship competency .....	156
3.5.4.	Drivers of the entrepreneurship development .....	164
3.5.5.	Concluding remarks and discussions .....	171
<b>3.6.</b>	<b>LYCEUM OF THE PHILIPPINES UNIVERSITY – BATANGAS (LUP-B) .....</b>	<b>172</b>
3.6.1.	Student – Alumni – Entrepreneurship .....	172



3.6.2.	AWARENESS OF ENTREPRENEURSHIP EDUCATION & ENTREPRENEURIAL OPPORTUNITIES .....	177
<b>3.7.</b>	<b>POLYTECHNIC UNIVERSITY OF THE PHILIPPINES (PUP) .....</b>	<b>187</b>
3.7.1.	EDUCATIONAL STAFF ENTREPRENEURSHIP ANALYSIS .....	187
3.7.2.	Concluding remarks and discussions .....	204
<b>3.8.</b>	<b>UNIVERSITY OF SAN CARLOS (USC) .....</b>	<b>205</b>
3.8.1.	SERVICES .....	205
3.8.2.	ENTREPRENEURIAL COMPETENCY & ENTREPRENEURIAL OPPORTUNITY	216
	<b>Numerical Interpretation Verbal Interpretation.....</b>	<b>216</b>
3.8.3.	Concluding remarks and discussions .....	221
<b>3.9.</b>	<b>VIETNAMESE AND THE PHILIPPINES CONCLUDING REMARKS AND DISCUSSIONS .....</b>	<b>223</b>
<b>4.</b>	<b>Conclusions .....</b>	<b>227</b>
<b>5.</b>	<b>REFERENCES .....</b>	<b>232</b>
<b>6.</b>	<b>ANNEXES .....</b>	<b>233</b>
6.1.	<b>ANNEX 1: Tracer Study Questionnaire (for Alumni).....</b>	<b>234</b>
6.2.	<b>ANNEX 2: For Students (Final Year only)/ Cho Sinh viên (Chỉ dành cho năm cuối) 240</b>	
6.3.	<b>ANNEX 3: For Educational Staff/ Cho Cán bộ đào tạo.....</b>	<b>259</b>
6.4.	<b>ANNEX 4: Tracer Study Questionnaire (for Alumni).....</b>	<b>282</b>
6.5.	<b>ANNEX 5. Results from T3.2 and T3.3 statistical analysis .....</b>	<b>286</b>
6.5.1.	Concluding remarks and discussions from T3.2.....	286
6.5.2.	Concluding remarks and discussions from T3.3.....	288
6.5.3.	VIETNAMESE AND THE PHILLIPINES CONCLUDING REMARKS AND DISCUSSIONS FROM GRADUATE EMPLOYABILITY ANALYSIS AND ENTREPRENEURSHIP EDUCATION ANALYSIS TOWARD NEW SUGGESTED NEW COURSES IN THE CURRICULUM REFORMS .....	292



## 1. The graduate employability analysis

### 1.1. Introduction to the graduate employability analysis

This project focuses on the development of a sustainable tourism startup for students from Thai Nguyen University of Sciences (TNU), Vietnam, Nha Trang University (NTU), Vietnam, Can Tho University (CTU), Vietnam, Polytechnic University of the Philippines (PUP), Lyceum of the Philippines University – Batangas (LUP-B), and University of San Carlos (USC), The Philippines, exploring the intersection of graduate employability and tourism entrepreneurship. The analysis aims to evaluate the employability of graduates, identifying key objectives such as enhancing skills and opportunities in the tourism sector. The theoretical approaches to employability will be examined, alongside a proposed framework for assessing graduate employability. Methodologically, the project will employ surveys targeting students from these universities, using a structured sample and statistical analyses to measure employability factors. This approach will help shape a sustainable, student-driven tourism business model in both countries.

#### 1.1.1. Expected Objectives of the Analysis

The expected objectives of the analysis on graduate employability in the context of tourism studies in Vietnam and the Philippines are to assess the alignment between the skills acquired by tourism students and the demands of the job market, especially in the tourism industry. This involves understanding how education, training, and work experience contribute to employability outcomes, as well as identifying the gaps in these areas (Giroto et al., 2019).

#### 1.1.2. Theoretical Approaches to Employability

Employability is a multifaceted concept that can be understood through various theoretical frameworks. One influential theory is the Human Capital Theory (Becker, 1993), which suggests that the skills, knowledge, and competencies gained through education and training are the key determinants of employability. Additionally, Social Capital Theory (Bourdieu, 1986) emphasizes the importance of networking, relationships, and social networks in securing employment. The Skills Gap Theory (McKinsey & Company, 2012) further explores the mismatch between the skills taught in educational institutions and those demanded by the labor market, particularly in dynamic sectors like tourism. The Capability Approach (Sen, 1999) argues that employability is not only about having a job but also about having the capabilities and freedoms to pursue a desired life through meaningful work.

#### 1.1.3. Proposed Framework of the Employability Analysis

The proposed framework for the employability analysis in the tourism sector could integrate the theoretical approaches mentioned above. A model such as the Graduate Employability Framework (Yorke, 2006) could be adopted, which emphasizes four key components:



knowledge, skills, experience, and personal attributes. In the tourism context, the framework should focus on both industry-specific competencies (e.g., hospitality management, tourism planning) and transferable skills (e.g., communication, leadership). Furthermore, the inclusion of external factors such as market conditions, economic trends, and regional development policies, which impact employability in the tourism industry, should be incorporated into the framework (McQuaid & Lindsay, 2005).

#### **1.1.4. Methodology and Measurement of Employability**

The methodology for measuring employability in this study would use both qualitative and quantitative approaches to gather a comprehensive understanding of graduate employability in the tourism sector. Quantitative methods will rely on structured surveys, while qualitative methods will include interviews and focus groups with various stakeholders in the tourism sector.

##### **1.1.4.1. Survey: Target Respondents, Sample Size, Sampling, and Survey Tools**

The target respondents for the survey include alumni (both employed and self-employed), final-year tourism students, tourism business/recruiters, educational staff, and indirect stakeholders (NGOs, local authorities, and local hubs). The total sample size is expected to be over 100 participants, ensuring a broad representation of various viewpoints. Sampling techniques will likely include stratified sampling to ensure that all relevant groups are proportionately represented, and purposive sampling will be used to target specific participants, such as recruiters and educational staff who are knowledgeable about employability in the tourism field. The survey tools will include structured or semi-structured questionnaires that can be administered both online and in-person (Creswell, 2014).

##### **1.1.4.2. Statistical Analyses Used**

The statistical analyses employed in this study will likely include descriptive statistics (mean, median, mode) to summarize demographic data, as well as inferential statistics (e.g., regression analysis, chi-square tests) to identify relationships between variables such as education, experience, and employability outcomes. This will help in testing hypotheses regarding the factors that influence employability in the tourism industry (Field, 2013).

## **2. Employability analysis in Vietnam and the Philippines**

This section is prepared in primary basing upon a summary of the surveyed analyses of the employability from all partners involved, in which each partner is expected to present their analysis with the following structure

- A description of the sample characteristics (responded rate, respondent's demographic and the major being studied or graduated)



- Employability activities at school (for final year students only)
- Employment situation after graduation (for alumni only)
- Employability performance measurement: the focus on different perspectives from the target stakeholders

## 2.1. THAI NGUYEN UNIVERSITY OF SCIENCES (TNUS), VIETNAM

### 2.1.1. Sample characteristics

This section presents the surveyed result from different groups of stakeholders including both direct and indirect, who involve in the tourism industry in Vietnam as illustrated in table below. Among those, final year students and alumni related to the selected programs such as tourism and hospitality management, IT, nature sciences, and so on are dominant than other groups of stakeholders in the whole survey.

	Final year students	Alumni	Academic Staff	Recruiters	Indirect stakeholders	Total
Female	93	38	4	3	4	142
Male	33	36	6	7	6	88
Others	6	2	0	0	0	8
Total	132	76	10	10	10	238

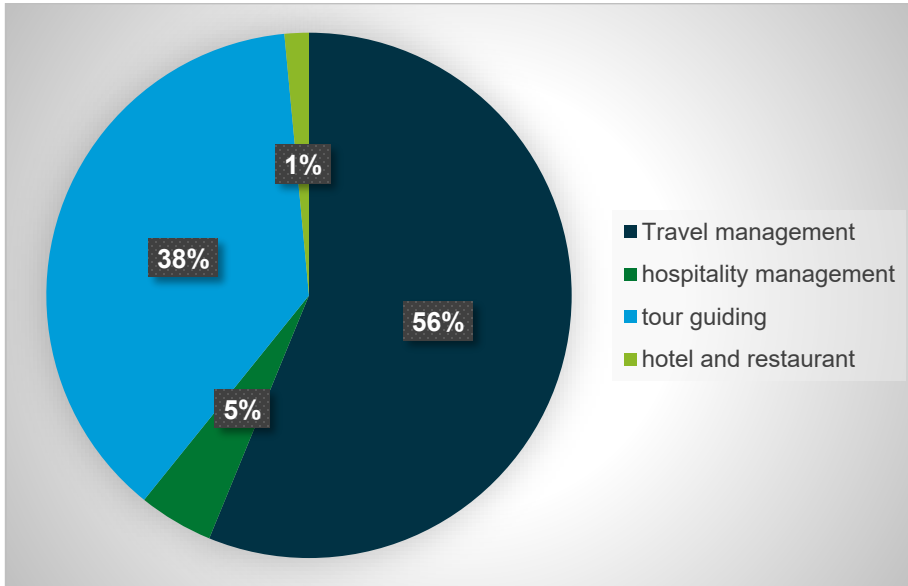
Information in Table above presents a total of 238 respondents being counted in the analysis. Final year student (55.4%), alumni (31.8%), recruiters (4.2%), academic staffs (4.2%) and different respondents from local authorities, hubs, tourism promotion centers (4.2%).

### 2.1.2. - Employability activities at school

The survey was conducted with the response from 129 final year students who have followed the selected programs – travel management, hospitality management, tour guiding and hotel and restaurant at Thai Nguyen University of Sciences. The descriptive results is expected to provide a general image of the personal characteristics and employability skills, as follows.

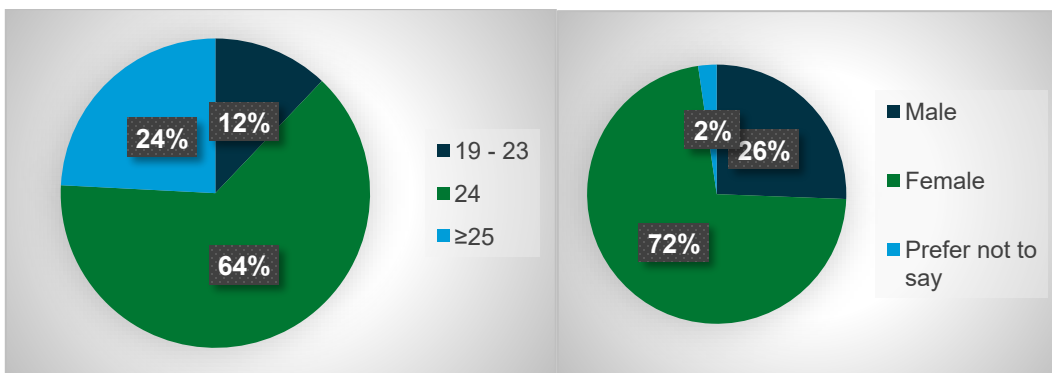
In term of all program categories selected, the statistical result illustrated in Figure 1 below is presented but abundant so for travel management (56.2%) than hospitality management

(37.7%) and remaining groups of respondents (6.1%) including tour guiding and hotel and restaurant.



**Figure 1: Percentage of the respondents by academic programs**

Due to the target sampling for the final year students, most respondents fall within an age bracket of 24 years (64.3%); compared to younger than 19-23 years (12.2%) and 24+ (24.4%). In addition, the majority are female (close 77.1%), compared to the male group of respondents (25.6%).



**Figure 2: Percentage of the respondents by age bracket and gender**

The final year student's responses on accessing or getting supports from any organizations or center belonged to the university related to their employability or start a business during the school are illustrated in the following table.

*Table 1. Frequences of the supporting statuses of employability and entrepreneurship provided by the university*

<i>Does your university have any organization devoted to providing support to the students and graduates to get a job or start a business?</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Yes, there are both center belonging to different administrative units	14	10.9
Yes, there are both center belonging to a same administrative unit	2	1.6
No, there are none of these centers, but there are programs and activities to support students	27	21.1
I do not know	67	52.3
Others	22	16.5
<i>What kinds of the supporting activities related to career opportunities are often taken at school?</i>		
Talk Shows on career path	13	10
Seminars on preparing a CV, job application skills	0	0
Job fair/career day	3	2.3
Job interview sessions (internship, employees)	5	3.8
Career related field trips	90	69.2
Job information dissemination	3	3.0
Scholarship awards	4	3.1
Others	14	10.6
<i>How often are these supporting activities organized in your school?</i>		
1 – 2 times per year	108	83.7
3 – 5 times per year	19	14.7
6 – 10 times per year	2	1.6
More than 10 times per year	3	2.2

At presently, TNUS has a student support center, named Center of Training, Consulting and Technology Transfer (TRACOTECH). This center is dedicated to providing basic knowledge



and advising experience for all students. The center staff and invited experts are expected to assist all student with the following: seminars, short-trainings on business start-up, improving academic performance, student exchange and internship abroad, organizing career fair, cooperation with businesses, and so on.

It is worth noting that 52.3% out of 132 respondents chose “I don’t know” about a presence of the TRACOTECH at TNUS. That is the reason, course of “Introduction to Entrepreneurship” has been conducted in undergraduate programs of TNUS (ex: travel management, hospitality management). We further provide general knowledge of the entrepreneurship to students in the major of tourism and travel services management throughout opening of this 3-credit course.

Statistical calculations presented in table above provide us useful information about the fact that schools and organizations in TNUS have much efforts on providing the support activities of bringing career opportunities for students. These activities are truly meaningful to students, particularly final-year students.

Next, in courses in tourism, field trips to manufactures, tourism sites, or farms are evaluated positively by students and businesses. Because such trips helped students having good practices and a deeper insight of their career path in future.

Concerning the question on “How often are the support activities of career opportunities held in your school?”, majority of the respondents chose 1-2 times per year and reported as 83.7%. there were 14.7% of respondents said 3-5 times per year. Of course, this rate would be down against an increasing number of support activities a year.

### **The contribution of the academic program to student’s personal and professional growth**

Employability skills can be effectively assessed where the specific skills and their application are clearly described in both learning outcomes and course materials within the given curriculum program.

All 129 final-year students have answered for the question “how would you rate the contribution of your academic program to your personal and professional growth” related to 15 items of specific skills and professional prospect.

**Table 2. Student’s assessment on the contribution of the academic program into developing skills and professional growth**

	1.	2.	3.	4.	Total	Mean	Mode
Items	Poor	Fair	High	Very high			

1. Practice of the profession	3.9	39.5	46.5	10.1	100. 0	2.62	3.0
2. Problem-solving skill	4.7	39.5	45.7	10.1	100. 0	2.65	3.0
3. Research skills	4.7	45.7	42.6	7.0	100. 0	2.51	2.0
4. Lifelong learning skills	3.9	38.8	48.1	9.3	100. 0	2.62	3.0
5. Communication skills	3.9	32.0	51.6	12.5	100. 0	2.72	3.0
6. Information technology skills	5.5	46.9	42.2	5.5	100. 0	2.47	2.0
7. People management/ interpersonal skills	3.9	44.2	43.4	33.5	100. 0	2.56	2.0
8. Leadership competencies	3.1	43.4	44.2	9.3	100. 0	2.59	3.0
9. Critical thinking skill	6.2	35.7	48.8	9.3	100. 0	2.60	3.0
10. Exposure to local community within field of specialization	3.9	30.2	54.3	11.6	100. 0	2.73	3.0
11. Exposure to International Community within the field of Specialization	8.5	45.7	39.5	6.2	100. 0	2.43	2.0
12. Meeting present and future professional skills	3.1	39.4	48	9.4	100. 0	2.63	3.0
13. Work promotion	3.9	43.4	44.2	8.5	100. 0	2.61	2.0
14. Opportunity to work abroad	7.0	49.6	34.9	8.5	100. 0	2.44	2.0
15. Personality Development	4.7	33.3	53.5	8.5	100. 0	2.65	3.0

Statistical results in Table 2 above suggest that most respondents have expressed their evaluation at “high” rate for all items of the personal skills and the career prospect within the academic program that they have studied at TNUS.

Despite all items of the personal skills and the career growth are quite different from themselves, the average points among these items calculated from the student’s responses were less variant and in a range of 2.4 to 2.6; and mode was valid around 2.0 – 3.0.

**Table 3. Student’s assessment on aspects related to the academic program**

Aspects	1. Poor	2. Fair	3. High	4. Very high	Total	Mean	Mode
1. Courses offered in the curriculum	3.1	35.4	54.3	7.1	100.0	2.67	3.0
2. Relevance of the program to your professional requirements	3.9	32.0	54.7	9.4	100.0	2.69	3.0
3. Extra-Curricular Activities	3.1	31.8	53.5	11.6	100.0	2.73	3.0
4. Internship/field trip/OJT	3.1	28.7	50.4	17.8	100.0	2.82	3.0
5. Research activities (student's research project)	3.1	41.1	48.8	7.0	100.0	2.59	3.0
6. Interdisciplinary learning	4.7	41.9	47.3	6.2	100.0	2.55	3.0
7. Teaching and learning environment	3.1	35.7	52.7	8.5	100.0	2.66	3.0
8. Quality of Instruction	3.9	31.5	54.3	10.2	100.0	2.70	3.0
9. Teacher- Student Relationship	3.9	29.5	50.4	16.3	100.0	2.79	3.0
10. Library Resources	5.5	28.9	56.3	9.4	100.0	2.69	3.0
11. Science Laboratory Resources/Business simulation Lab	8.6	40.6	44.5	6.3	100.0	2.48	2.0
12. Class Size	4.7	44.1	43.3	7.9	100.0	2.54	2.0
13. Infrastructure and facilities	7.0	44.2	41.9	7.0	100.0	2.48	3.0
14. Professor's competence	3.1	22.5	59.7	14.7	100.0	2.86	3.0
15. Attainment of program objectives and outcomes	3.9	32.6	52.7	10.9	100.0	2.70	3.0



Final-year students are kindly required to express their qualitative assessment on the academic program regarded with 15 items consisting of courses, learning activities, learning resources, studying facilities and space, as presented in Table 3 above.

Similar to the evaluation result of specific skills and professional growth obtained, most respondents also reported their assessment of the TNUS's academic program at the "high" rate, making more than 50% out of 129 respondents in the sample. Of those items, students are likely the most interested in three aspects of the learning services offered by TNUS, including Relevance of the program to professional requirements, library resources and professor's competence

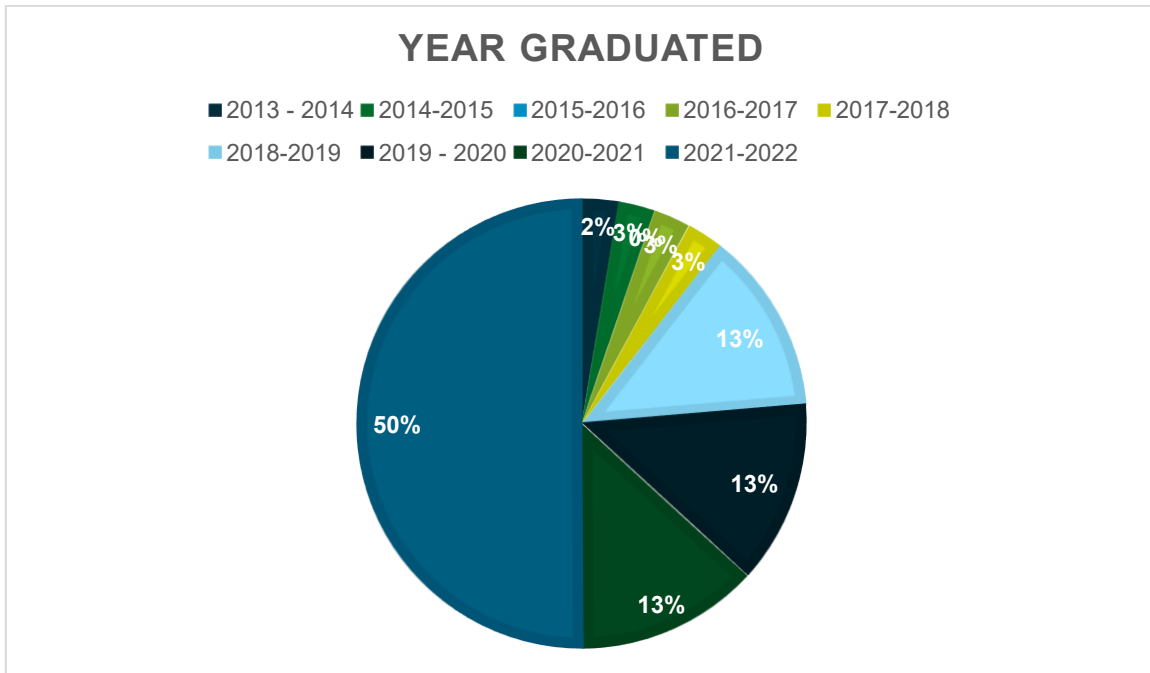
### **2.1.3. - Employment situation after graduation**

#### ***In searching for jobs***

An online survey was conducted with the google form and face to face/ group interview to all alumni that we have longer kept in touch and they graduated from TNUS from the academic year 2013-2014 and onward (till 2021-2022). The questionnaire covers of alumni's personal information, employment status, and assessment on what's they learned from the academic program.

The survey result is reported with the total of 76 alumni responding to the questionnaire; of which, the rate of female alumni responded to the survey is 50%, compared to the rate of the male group with 47.3%. On average, alumni is in the age of about 24-26 and 68.4% alumni are single. The statistical result shows that a majority of the alumni (89.3%) are from the past four recent years from 2018 – 2022.

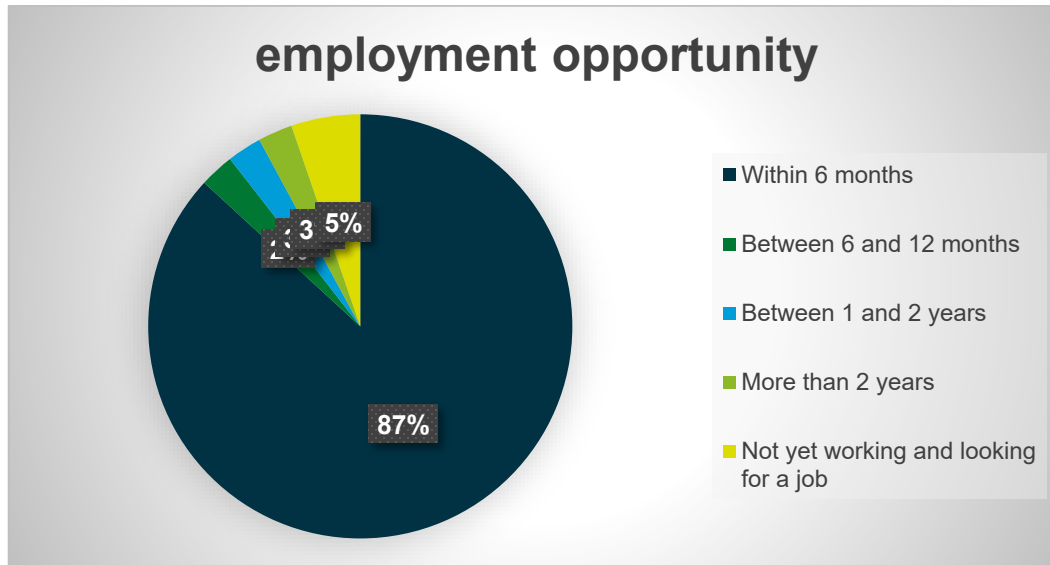
#### **Figure 4. Academic year graduated**



Academic year graduated	Frequency	Percentage (%)
2013 - 2014	2	2.63
2014-2015	2	2.63
2015-2016	0	0
2016-2017	2	2.63
2017-2018	2	2.63
2018-2019	10	13.1
2019 - 2020	10	13.1
2020-2021	10	13.1
2021-2022	38	50.0

In terms of employment opportunity, information illustrated in Figure 5 reveals that the vast majority of TNUS alumni succeeded in finding a job within the six months after graduation, making up 86.8%. However, there are only four cases (5.26%) of the alumni still seek a suitable job in the field.

**Figure 5. employment opportunity after graduation**



How long did it take you to find a job since obtaining your degree?	Frequency	Percentage (%)
Within 6 months	66	86.8
Between 6 and 12 months	2	2.63
Between 1 and 2 years	2	2.63
More than 2 years	2	2.63
Not yet working and looking for a job	4	5.26

In addition, the alumni in the survey also shared major challenges faced by new graduates in looking for a suitable job in the field, as follows: (i) Little work experience or professional practices; (ii) Limited ability of foreign languages; (iii) Few or no skills of interview and CV preparation; (iv) high competition with so many candidates searching for jobs at the same time in the same field; (v) weak recovery of economic activities after Covid pandemic.

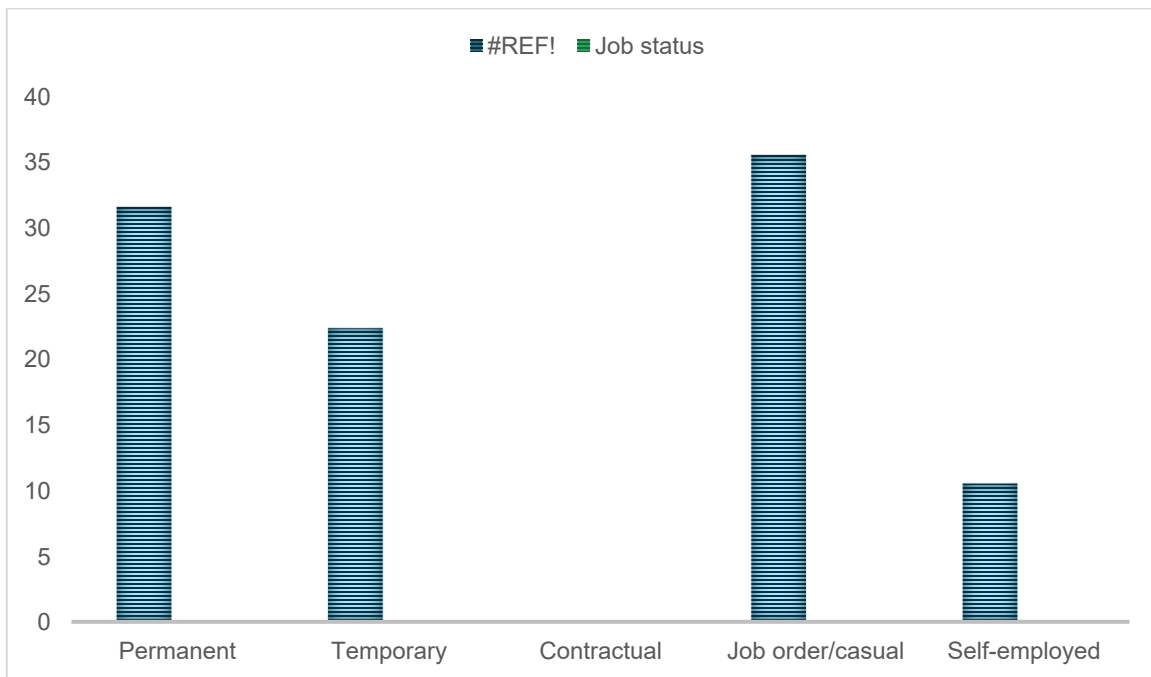
**Figure 6. Major challenges faced by new graduates in looking for a suitable job**

Major challenges faced by new graduates in looking for a suitable job	Frequency	Percentage (%)
Little work experience or professional practices	3	3.94

Limited ability of foreign languages	13	17.1
Few or no skills of interview and CV preparation	9	11.8
high competition with so many candidates searching for jobs at the same time in the same field	11	14.4
weak recovery of economic activities after Covid pandemic	29	38.1
Others	7	9.21

Statistical result presented in Figure 7 & 8 indicates that the most of graduates' work on the full time basis and job order and most of them also work in private sector.

**Figure 7. Job status**



<i>Job status</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Permanent	24	31.57
Temporary	17	22.36
Contractual	0	0

Job order/casual	27	35.52
Self-employed	8	10.52

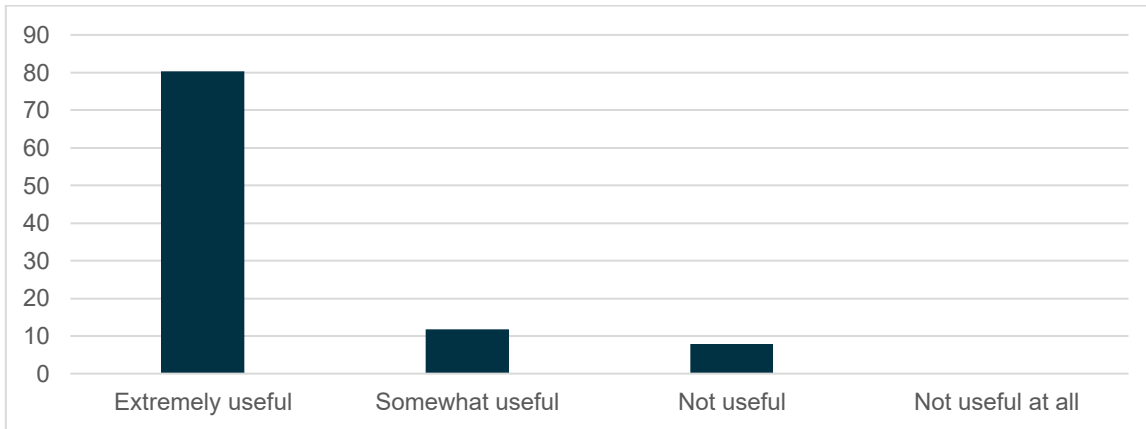
**Figure 8. Organization's ownership**

<i>Organization's ownership</i>		
Private	54	71.05
Public	8	10.52
Joint-stock venture	7	9.21
NGO	4	5.26
100% foreign investment	0	0
Self-employed without the business registration	3	3.94



An approximately 87% of the alumni did express the perception that knowledge and skills acquired during the academic program are almost useful and more relevant to their jobs. Only 7.87% the remaining reported no usefulness of what's acquired from TNUS to current jobs.

**Figure 9. How useful is the knowledge and skills learned from the university?**



77.7% of the alumni released that their first job related to the degree they earned, only 22.3% had the answer “No”.

**The contribution of the academic program to the alumni’s employability opportunity**

The assessment of the alumni from the survey regarding with the contribution of the academic program to their personal and professional growth was collected in using the Likert scale from 1 (poor) to 4 (very high). The calculated result reported in Table 4 indicates that the mean and mode of all observed aspects (items) are approximately 3, meaning “high” rate. Among those items, the alumni expressed their assessment at high rate to skills incorporated and offered by the academic program such as problem-solving skill, lifelong learning skills, communication skills, and personality development. Meanwhile, the alumni are likely not satisfied with what’s learned from the academic program that helped them getting much employability opportunities in abroad.

**Table 4: Alumni’s assessment on the contribution of the academic program to their personal and professional growth**

Aspects	1. Poor	2. Fair	3. High	4. Very high	Total	Mean	Mode
1. Practice of the profession	0	39.5	44.7	15.8	100.0	2.76	3
2. Problem-solving skill	1.3	14.5	55.3	28.9	100.0	3.11	3
3. Research skills	3.9	39.5	50.0	6.6	100.0	2.59	3
4. Lifelong learning skills	0	28.9	56.6	14.5	100.0	2.85	3
5. Communication skills	0	17.9	59.2	21.1	100.0	3.01	3
6. Information technology skills	3.9	40.8	39.5	15.8	100.0	2.67	3

7. People management/ interpersonal skills	1.3	46.1	35.5	17.1	100.0	2.68	3
8. Leadership competencies	6.6	35.5	42.1	15.8	100.0	2.67	3
9. Critical thinking skills	1.3	25.0	55.3	18.4	100.0	2.90	3
10. Exposure to local community within the field of specialization	1.3	11.8	73.7	13.2	100.0	2.98	3
11. Exposure to international community within the field of specialization	6.6	35.5	43.4	14.5	100.0	2.65	3
12. Meeting present and future professional skills	5.3	31.6	48.7	14.5	100.0	2.73	3
13. Work promotion	5.3	30.3	46.1	18.4	100.0	2.77	3
14. Opportunity to work abroad	10.5	43.4	32.9	13.2	100.0	2.48	3
15. Personality Development	3.9	30.3	50.0	15.8	100.0	2.77	2

The alumni's assessment concerning the what's acquired during the academic program is presented in Table 5 below. Similar to the assessment result collected from the survey of the final-year students, all alumni have expressed their assessment at "high" and "very high" rate on 15 items of the academic program that they experienced during the learning program in TNUS.

**Table 5. Alumni's assessment on aspects related to the academic program**

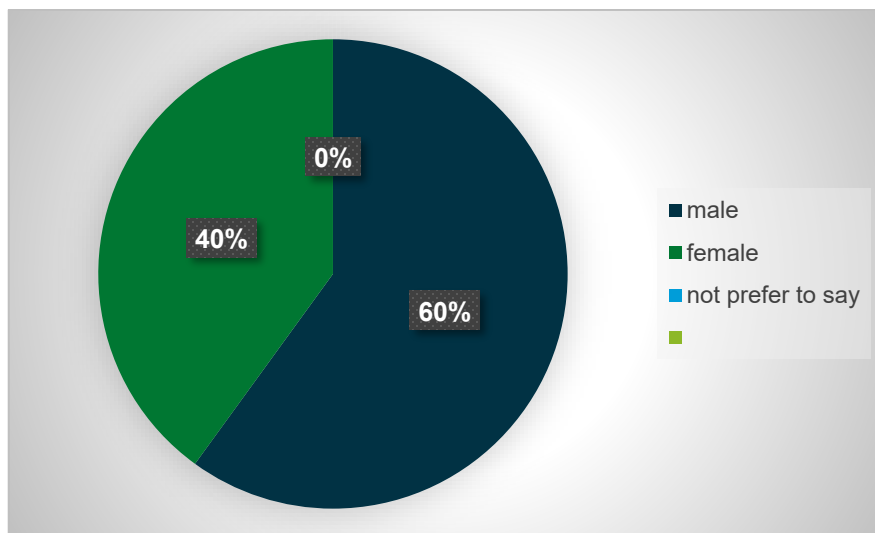
Aspects	1. Poor	2. Fair	3. High	4. Very high	Total	Mean	Mode
1. Courses offered in the curriculum	0	13.2	71.1	15.8	100.0	3.0	3
2. Relevance of the program to your professional requirements	0	34.2	53.9	11.8	100.0	2.77	3
3. Extra-Curricular Activities	2.6	17.1	52.6	27.5	100.0	3.05	3
4. Internship/field trip/OJT	1.3	17.1	45.1	45.1	100.0	3.15	3
5. Research activities (student's research project)	3.9	23.7	51.8	10.5	100.0	2.78	3
6. Interdisciplinary learning	0	42.1	42.1	15.8	100.0	2.73	3
7. Teaching and learning environment	0	28.9	42.1	28.9	100.0	3.0	3
8. Quality of Instruction	0	22.4	44.7	32.9	100.0	3.1	3
9. Teacher- Student Relationship	0	1.3	55.3	43.4	100.0	3.42	3
10. Library Resources	0	6.6	35.5	57.9	100.0	3.09	4
11. Science Laboratory Resources/Business simulation Lab	3.9	47.4	43.4	5.3	100.0	2.5	2
12. Class Size	3.9	30.3	53.9	11.8	100.0	2.73	3

13. Infrastructure and facilities	10.5	27.6	57.9	3.9	100.0	2.55	3
14. Professor's competence	0.0	10.5	53.9	35.5	100.0	3.25	3
15. Attainment of program objectives and outcomes	0.0	30.3	44.7	25.0	100.0	2.94	3

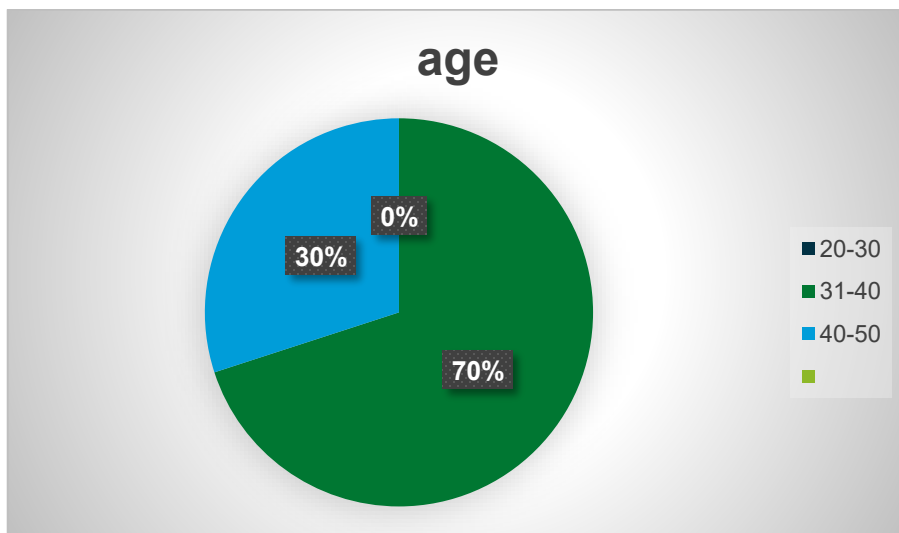
### 2.1.4. - Employability performance measurement

Different perspectives from the target stakeholders (business/recruiters, local authorities, academic staffs)

#### *Educational staff*



**Figure 1. Distribution of the Staff gender**



**Figure 2. Distribution of the Staff Age**

### Working university

	Frequency	Percent
TNUS	5	50
Thai Nguyen University of Economics and Business Administration	2	20
Thai Nguyen University of Agriculture and Forestry	1	10
Thai Nguyen Tourism College	2	20
Total	10	100

### Roles

<b><i>Please indicate the level of your responsibility in the Employability and or Entrepreneurship programs at your University</i></b>	<b><i>Frequency</i></b>	<b><i>Percentage (%)</i></b>
Academic staff collaborating with entrepreneurship programs	1	10
Administrative staff collaborating with employment program	0	0

Administrative staff collaborating with entrepreneurship programs	1	10
<b>Director/Dean of employment center</b>	1	10
Higher Management Staff: Rector, Vice-rector, Director, Dean	1	10
Professor (Full-time or Part-time Faculty Members)	2	20
Support Staff	3	30
Technical staff collaborating with both employment and entrepreneurship programs	1	10
<i>Does your University have a Career Center or Business Center devoted to providing support to the students and graduates to get a job or start a business</i>		
No, there are none of these centers, but there are programs and activities to support students and graduates to find a job and/or start a business	2	10
Yes, there are both centers belonging to a same administrative unit	5	20
Yes, there are both centers belonging to different administrative units	1	10
Yes, there is a Business Center but not Career Center	2	10
Yes, there is a Career Center, but not Business Center	0	0
I don't know	0	0

### How these services contribute to increasing the opportunities to get a job

Items	Mean	Verbal Interpretation	Rank
Regular/Main Curricular at your University	3.80	Very Useful	16
Extracurricular internships	4.30	Very Useful	6.5
Curricular internships	4.30	Very Useful	6.5
International employment program	4.30	Very Useful	6.5
Career Hub or Start-up Center	4.30	Very Useful	6.5
Career Coaching	4.00	Very Useful	12
Career Guidance	4.00	Very Useful	12
Vocational training	4.00	Very Useful	12

Employment propection (Visits to companies and companies presentation)	3.90	Very Useful	14.5
Job fair at national level (private companies)	3.90	Very Useful	14.5
Job fair at government level	4.20	Very Useful	9.5
Job fair at university level	4.20	Very Useful	9.5
Job fair at faculty level	3.00	Useful	17
International internship program	4.40	Very Useful	3.5
National internship program	4.40	Very Useful	3.5
Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc	4.70	Completely useful	1.5
Conference/Seminar/Workshop support in polishing/preparing CVs and interviews	4.70	Completely useful	1.5
Composite Mean	<b>4.14</b>	<b>Very Useful</b>	

**Individual factors** that can explain the level of employability that a person can reach in any context. These factors will determine the probability of a person to **get a job according to his or her interests and educational level**.

Items	Mean	Verbal Interpretation	Rank
Academic field of study	3.80	Very important	12
Academic performance	4.30	Very important	5
Foreign languages skills	3.90	Very important	13
Previous work experience	3.00	Very important	20
Ability to face a job interview	3.80	Very important	15.5
Ability to learn and adapt	4.00	Very important	9.5
Ability to prepare a job application (Resume/CV, Cover letter)	4.00	Very important	9.5
Ability to use the job searching resources (job portals...)	4.00	Very important	9.5
Business orientated attitude	4.00	Very important	9.5
Computing skills	3.00	important	20
Creativity and innovation	4.40	Very important	3.5
Decision making skills	4.10	Very important	7
Interpersonal and communication skills	4.20	important	6
Leadership skills	3.90	Very important	13
Networking skills	3.90	Very important	13

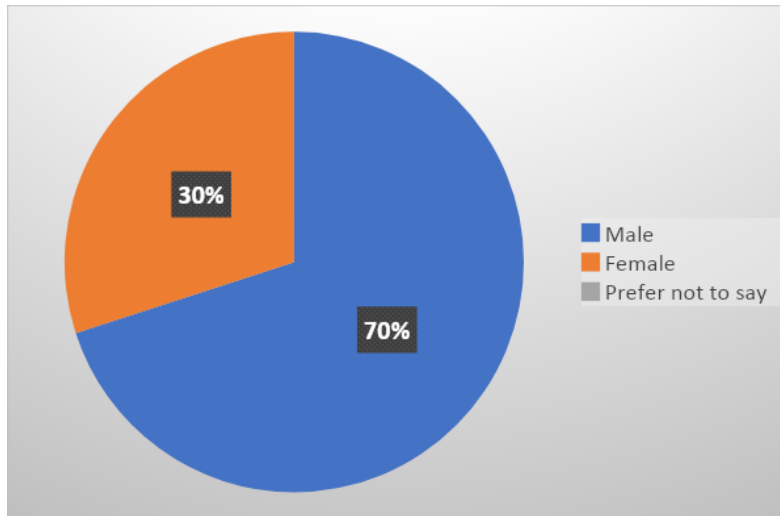


Proactivity	4.40	Very important	3.5
Problem solving skills	4.70	Essential	1.5
Teamwork skills	4.70	Essential	1.5
Willingness to relocate for a job	3.00	important	20
Gender	3.10	important	17.5
The social origin (Education and Job status of parents)	3.10	important	17.5
Composite Mean	<b>3.87</b>	<b>Very important</b>	

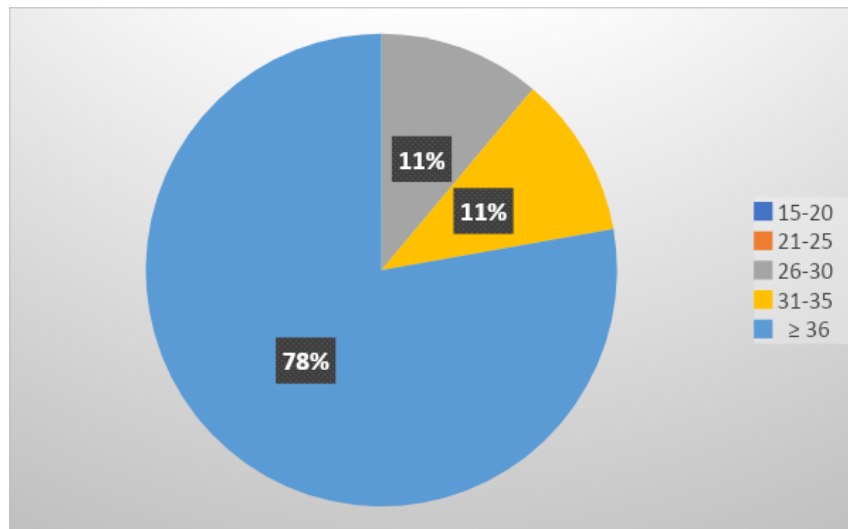
The following is a set of factors **based on the labor market and national regulations** that can be **barriers to graduates securing an employment**.

Items	Mean	Verbal Interpretation	Rank
Employers not recruiting graduates	3.30	problematic	2
Lack of job vacancies	2.60	problematic	9
Complex hiring procedures	2.90	problematic	4.5
Educational mismatch with corporation priorities	3.40	problematic	1
Labor market laws	2.90	problematic	4.5
Inequality for women	2.80	problematic	6.5
Inequality for minorities	2.80	problematic	6.5
Lack of opportunities to work abroad	2.60	problematic	9
Lack of recognition of degrees	2.60	problematic	9
Lack of regulation of work-life balance	3.00	problematic	3
Lack of intermediation agencies	2.20	Not very problemati	11
Employers not recruiting graduates	1.60	Not very problemati	12
Composite Mean	<b>2.72</b>	problematic	

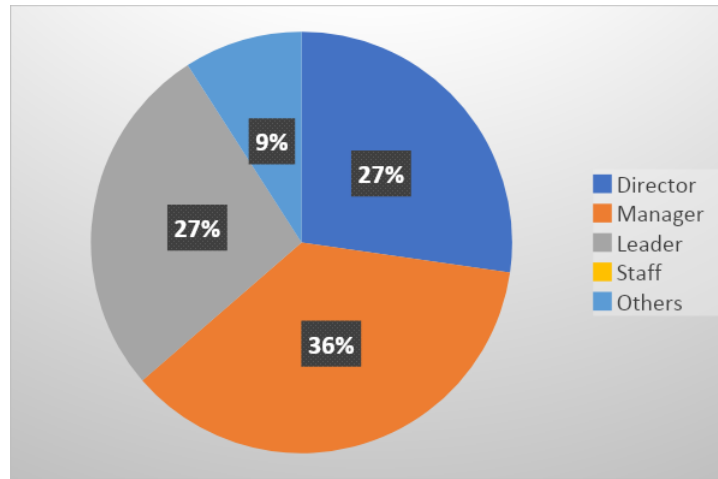
## Recruiters



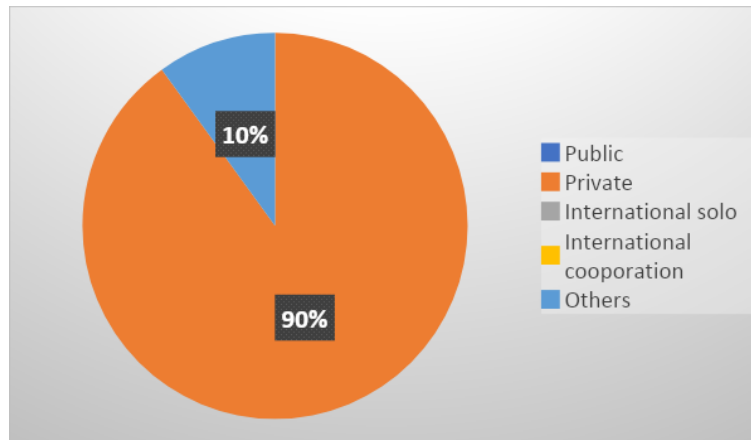
*Figure 1. Distribution of Gender*



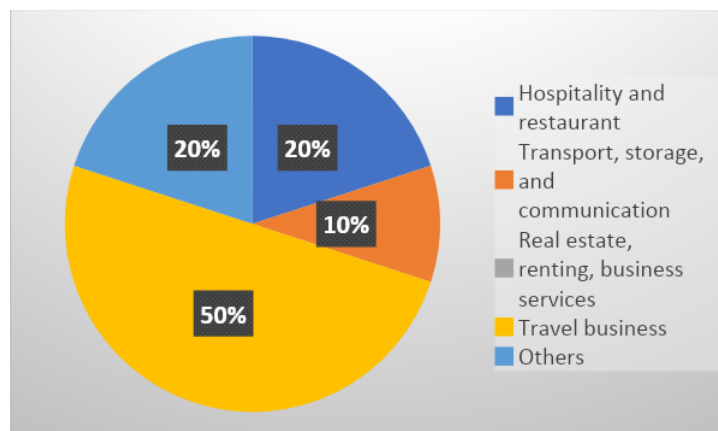
*Figure 2. Distribution of Age*



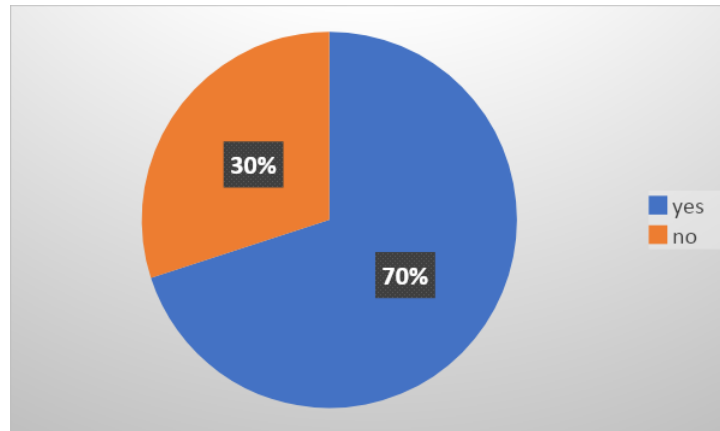
**Figure 3. Distribution of job position**



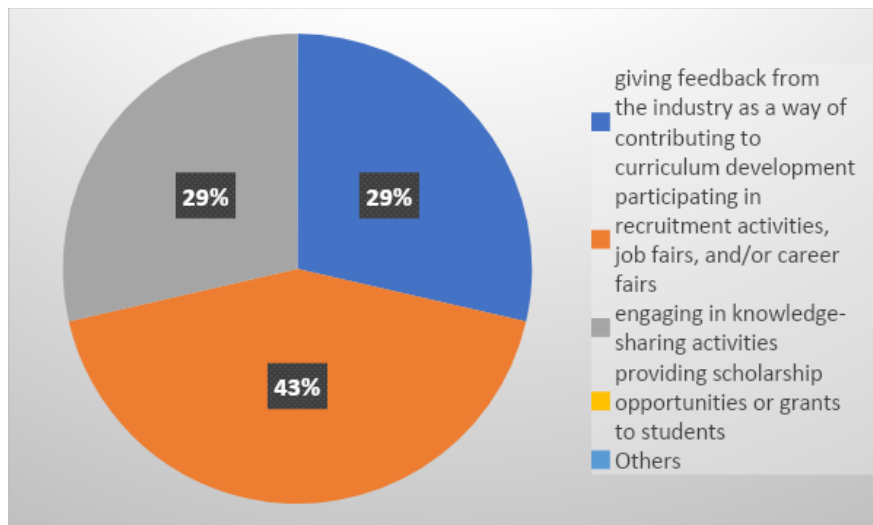
**Figure 4. The company's ownership**



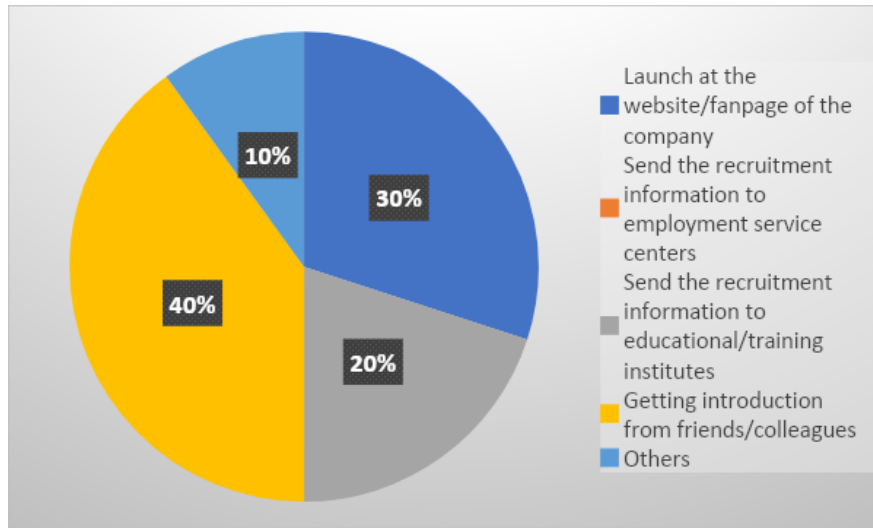
**Figure 5. Major line of business**



**Figure 6. Company or organization has ever participated in capacity-building activities organized by the academic sector in locale**



**Figure 7. Identify the nature of these activities**



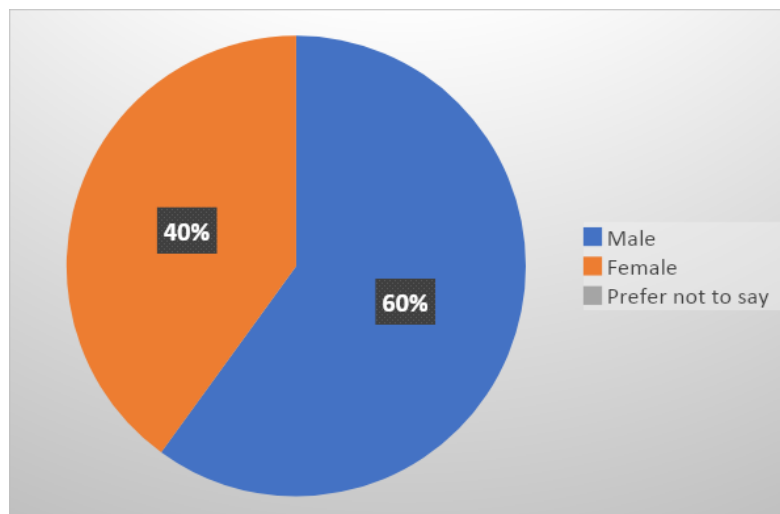
**Figure 8. The way to recruit or scout talents**

The rate of the employability skills of tourism-program graduates to their professional performance at the company in terms of the following:

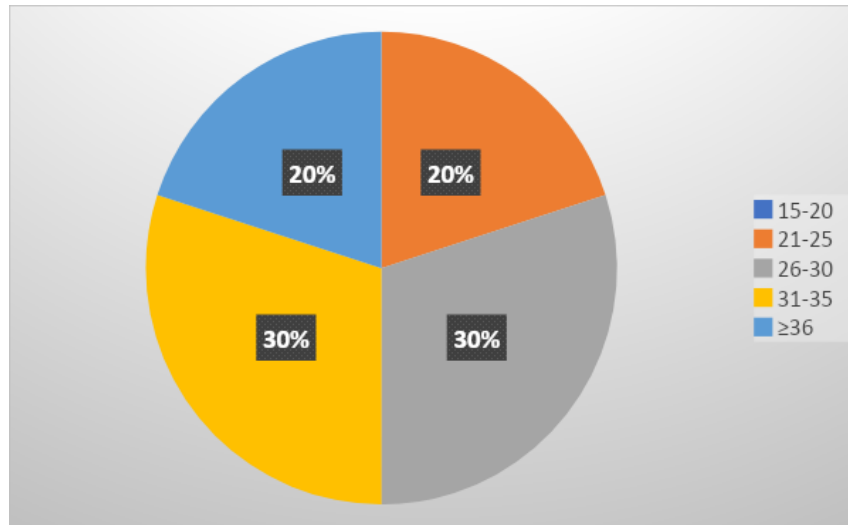
Items	Mean	Verbal Interpretation	Rank
Practice of the profession	2.40	Fair	12
Problem-solving skill	2.50	High	11
Research/analysis skills	2.10	Fair	14
Lifelong learning skills	2.80	High	4.5
Communication skills	2.90	High	3
Information technology skills	2.70	High	7
People management/ interpersonal skills	2.20	Fair	13
Leadership competencies	2.60	High	9.5
Critical Thinking Skill	3.00	High	2
Exposure to local community within field of specialization	3.20	High	1
Exposure to International Community within the field of Specialization	2.00	Fair	15
Meeting present and future professional skills	2.70	High	7
Work promotion	2.70	High	7
Opportunity to work abroad	2.60	High	9.5
Personality Development	2.80	High	4.5
<b>Composite Mean</b>	<b>2.61</b>	<b>High</b>	

Legend: 3.50 – 4.00 = Very High; 2.50 – 3.49 = High; 1.50 – 2.49 = Fair; 1.00 – 1.49 = Poor

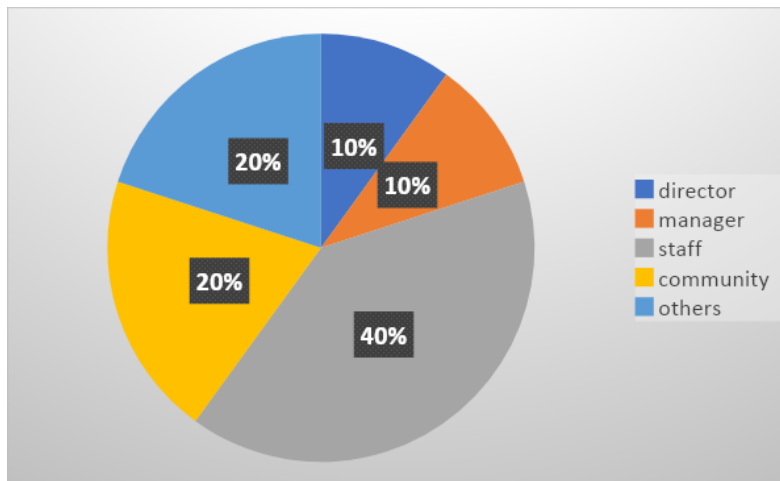
### Indirect stakeholders



*Figure 1. Distribution of the Respondents Sex*



*Figure 2. Distribution of the Respondents Age*



*Figure 3. Distribution of the Respondents position*

The ranking importance of the following employability skills (Rank 1 being most important)

Items	Mean	Rank
Overall employability skills	3.60	2
IT skills	3.40	3
Interpersonal skills	3.90	1
Numeracy	2.40	4

Written communication skills	1.50	5
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### 2.1.5. Concluding remarks and discussions

The report presents the surveyed result from different groups of stakeholders including final year student, alumni, academic staffs, recruiters about the graduate employability in Thai Nguyen University of Sciences.

Regard as employability activities at school, most respondents also reported their assessment of the TNUS's academic program at the "high" rate, making more than 50% out of 129 respondents in the sample. Of those items, students are likely the most interested in three aspects of the learning services offered by TNUS, including relevance of the program to professional requirements, library resources and professor's competence.

As a result, vast majority of TNUS alumni succeeded in finding a job within the six months after graduation, making up 86.8% and 31.57% get a permanent job; However, the alumni in the survey also shared major challenges faced by new graduates in looking for a suitable job in the field, as follows: (i) Little work experience or professional practices; (ii) Limited ability of foreign languages; (iii) Few or no skills of interview and CV preparation; (iv) high competition with so many candidates searching for jobs at the same time in the same field; (v) weak recovery of economic activities after Covid pandemic.

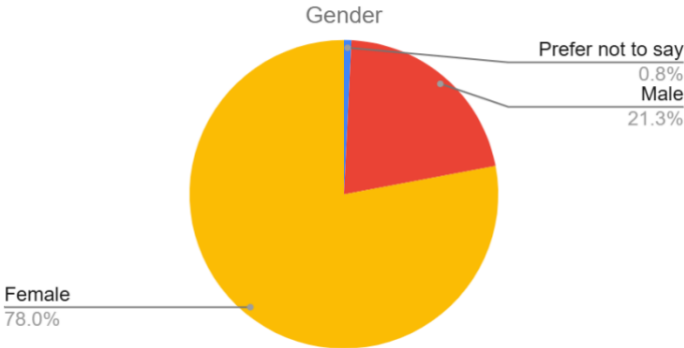
The assessment of the alumni from the survey regarding with the contribution of the academic program to their personal and professional growth indicates that the mean and mode of all observed aspects (items) are approximately 3, meaning "high" rate. Among those items, the alumni expressed their assessment at high rate to skills incorporated and offered by the academic program such as problem-solving skill, lifelong learning skills, communication skills, and personality development.



## 2.2. NHA TRANG UNIVERSITY (NTU), VIETNAM

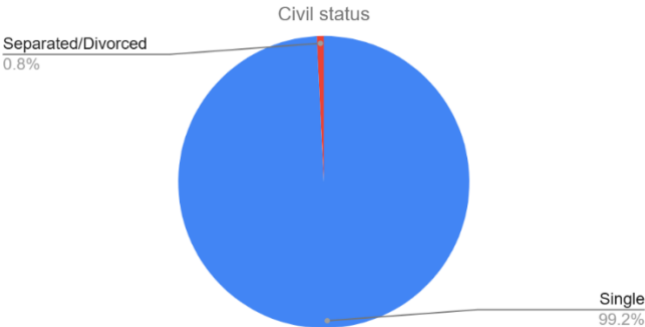
### 2.2.1. GRADUATES' PERSPECTIVE

#### 1. Gender



The pie chart titled "WP3.2. Graduate Employability Analysis" reveals a significant gender disparity among the graduates. Females constitute the majority, making up 78.0% of the group, while males represent 21.3%. A very small fraction, 0.8%, chose "Prefer not to say." This data indicates a predominantly female demographic within this graduate cohort. The considerable difference suggests potential underlying factors influencing gender representation in this field, warranting further investigation. Possible explanations could include differing career interests, educational pathways, or even industry-specific hiring practices. The chart highlights the need to explore these factors to understand the observed gender imbalance better.

#### 2. Civil Status



The pie chart illustrating the civil status of the graduate cohort reveals a striking homogeneity. An overwhelming 99.2% of graduates are categorized as "Single." This suggests a predominantly young demographic or a cohort that has prioritized education and career establishment before entering into committed relationships. The



"Separated/Divorced" category represents a mere 0.8%, indicating a very small number of individuals who have experienced marital changes. This data paints a picture of a group largely focused on a stage of life characterized by being unmarried. The chart underscores the dominance of single individuals within this particular graduate population.

### 3. Name of the School or University where you are currently studying

Name of the School or University where you are currently studying



The pie chart represents the educational institution of the respondents, which is stated to be NUT. The chart's composition, a single, solid blue circle, indicates that all respondents (100%) within this particular data set are currently studying at NTU. This suggests that the survey or data collection was likely conducted specifically within NTU, targeting its student population. The data provides a clear and concise representation of the respondent's academic affiliation, confirming their enrollment at this particular institution. The chart highlights that the analysis is based solely on data collected from students of NTU.

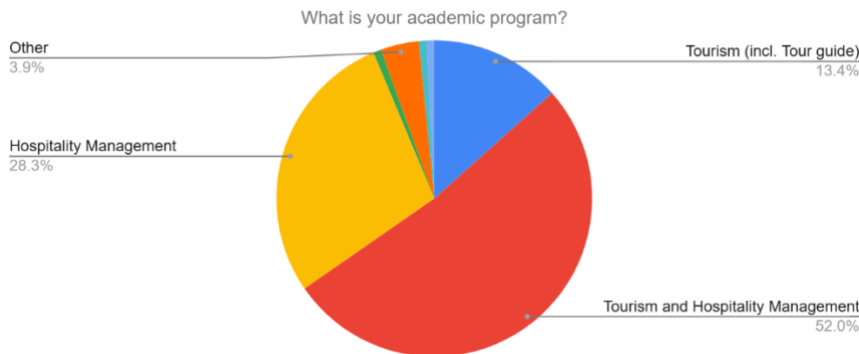
### 4. What is the university's form of ownership?

What is the university's form of ownership?



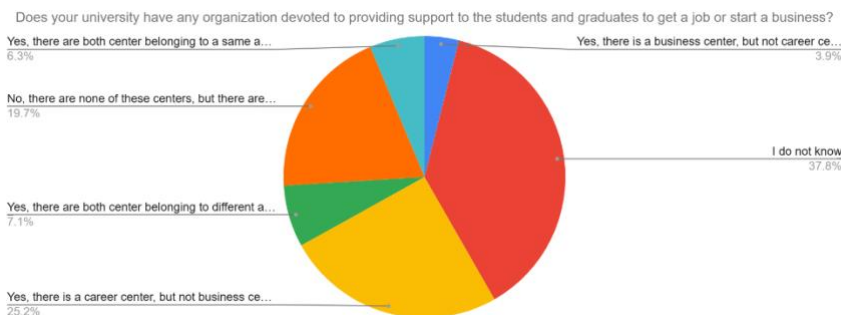
The pie chart depicts the form of ownership of NTU, which has been identified as a public university. The chart, a solid blue circle, indicates that 100% of respondents selected the option representing "Public." This confirms that NTU is understood by its students to be a publicly owned and operated institution. The data aligns with the stated nature of the university, reinforcing the fact that it is not a private or for-profit entity. The chart provides a clear and concise visual representation of NTU's public ownership status.

### 5. What is your academic program?



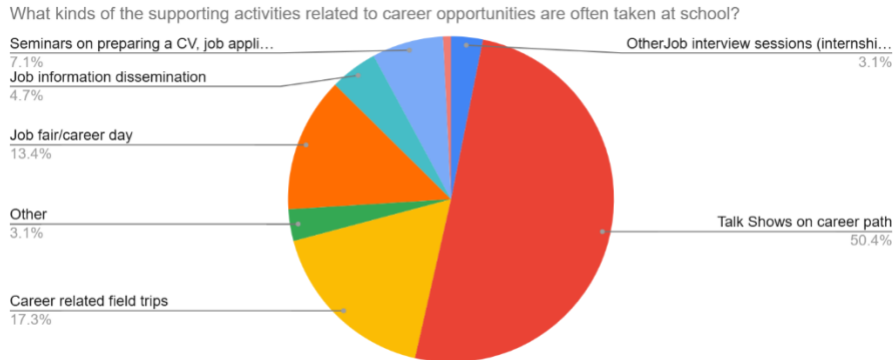
This pie chart illustrates the distribution of academic programs among the respondents, likely students of NTU, a public university. A significant majority, 52.0%, are enrolled in "Tourism and Hospitality Management," indicating a strong focus on this combined field. "Hospitality Management" follows at 28.3%, while "Tourism (incl. Tour guide)" accounts for 13.4%. A small percentage, 3.9%, fall under "Other." The data suggests a specialization in tourism and hospitality-related programs within this particular student cohort, with a clear emphasis on the combined management aspect of both fields. This chart highlights the popularity of these programs at NUT.

### 6. Does your university have any organization devoted to providing support to the students and graduates to get a job or start a business?



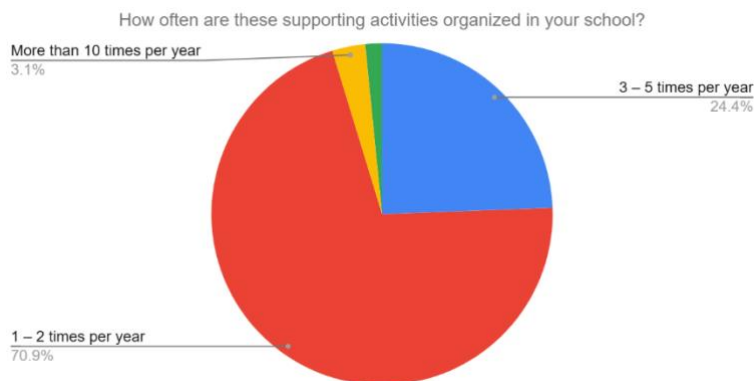
This pie chart explores the presence of career and business support services at the university, presumably NTU. A significant portion of respondents, 37.8%, answered "I do not know," highlighting a potential lack of awareness. 25.2% indicated the presence of a career center but not a business center. 19.7% stated that neither center exists, but other forms of support are available. Smaller percentages noted the existence of both centers (either under the same or different administrations) or only a business center. The data suggests a mixed landscape of support services and a need to improve student awareness of available resources.

## 7. What kinds of the supporting activities related to career opportunities are often taken at school?



This pie chart details the types of career support activities frequently offered at the school, presumably NTU. "Talk Shows on career path" dominate, representing 50.4% of responses, indicating a strong emphasis on this activity. "Career related field trips" and "Job fair/career day" follow with 17.3% and 13.4%, respectively. Activities like "Seminars on preparing a CV" and "Job information dissemination" have lower representation. The "Other" and "Job interview sessions" categories are the smallest, at 3.1% each. The data suggests that while various activities are offered, talk shows are the most prevalent form of career support provided to students.

## 8. How often are these supporting activities organized in your school?

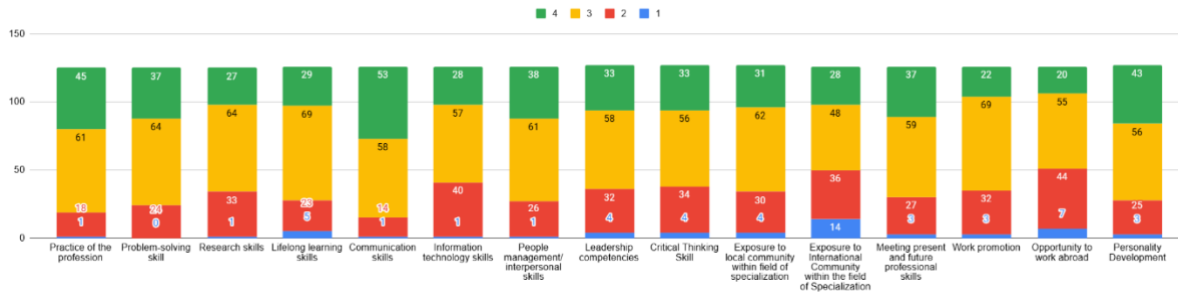


This pie chart reveals the frequency of career support activities organized at the school, presumably NTU. The majority of respondents, 70.9%, indicate that these activities are held "1-2 times per year." "3-5 times per year" follows at 24.4%, while "More than 10 times per year" represents only 3.1%. The data suggests that while career support activities are offered, they are relatively infrequent, with most students experiencing them only once or

twice annually. This indicates a potential area for improvement, as more frequent events might provide greater benefit to students preparing for their careers.

**9. How would you rate the contribution of your academic program to your personal and professional growth in terms of the following:**

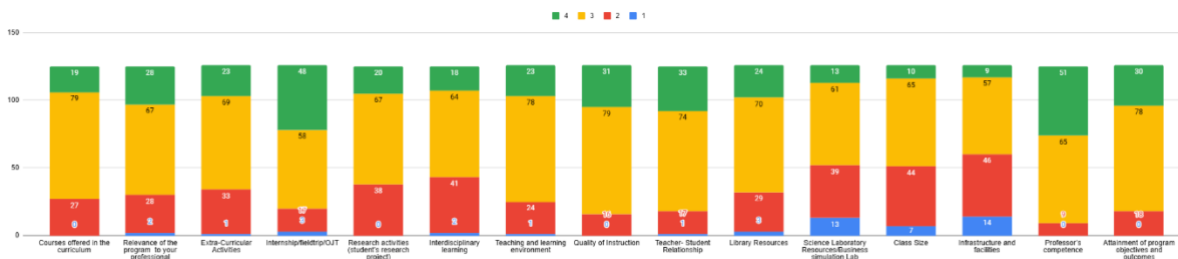
(1: Poor, 2: Fair, 3: High, 4: Very high)



This bar chart depicts student ratings of their academic program's contribution to various personal and professional growth areas. Generally, the ratings are positive, with "High" and "Very High" ratings (yellow and green segments) dominating most categories. Areas like "Practice of the profession," "Problem-solving skills," and "Personality Development" score particularly well. However, "Exposure to International Community" and "Opportunity to work abroad" receive lower ratings, with a significant portion in the "Fair" and "Poor" categories. Overall, the data suggests the program is perceived as effective in most areas, but with room for improvement in fostering international exposure and opportunities.

**10. How would you rate the following aspects of your academic program in terms of the following:**

(1: Poor, 2: Fair, 3: High, 4: Very high)



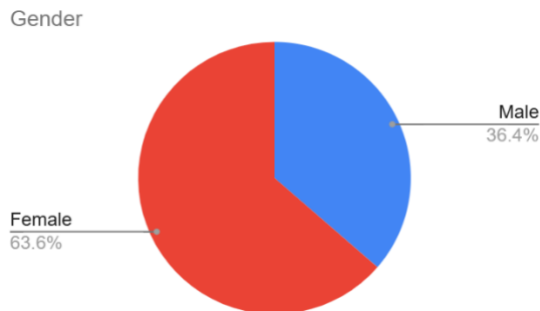
This bar chart presents student ratings on various aspects of their academic program. Overall, the ratings are positive, with "High" and "Very High" ratings (yellow and green segments) being most prominent. Areas like "Courses offered," "Relevance of the program," "Quality of Instruction," and "Professor's competence" receive particularly strong positive



feedback. However, "Science Laboratory Resources/facilities" and "Library Resources" show a higher proportion of "Fair" and "Poor" ratings (orange and red segments), indicating potential areas for improvement. The data generally suggests a well-regarded program, but with some specific areas needing attention.

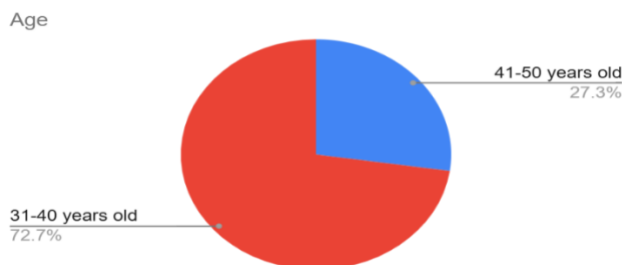
## 2.2.2. TRAINING OFFICER

### 1. Gender



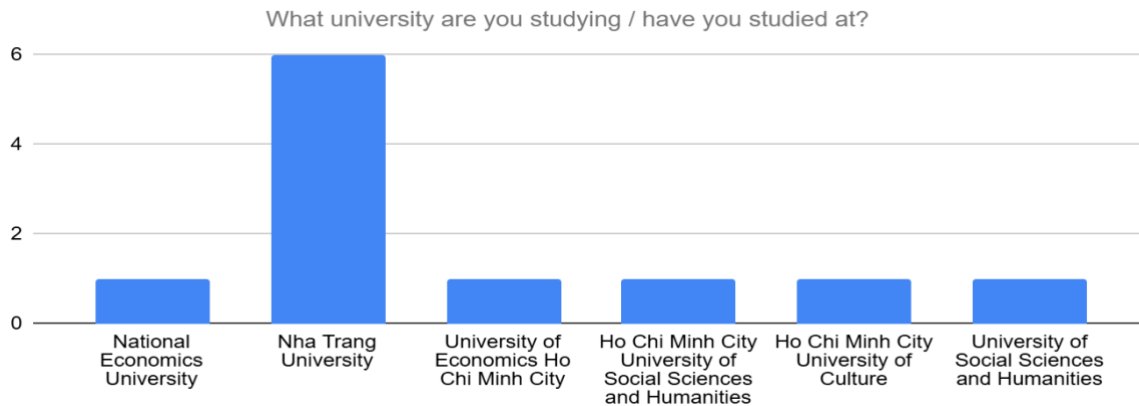
This pie chart illustrates the gender distribution among Training Officers. Females make up the majority, representing 63.6% of the group, while males comprise 36.4%. This indicates a predominantly female workforce in this specific role. The data suggests a significant gender disparity within the field of training officers, with nearly two-thirds being female. This information is valuable for understanding the demographics of this profession and could be relevant for workforce planning, diversity initiatives, and targeted recruitment efforts.

### 2. Age



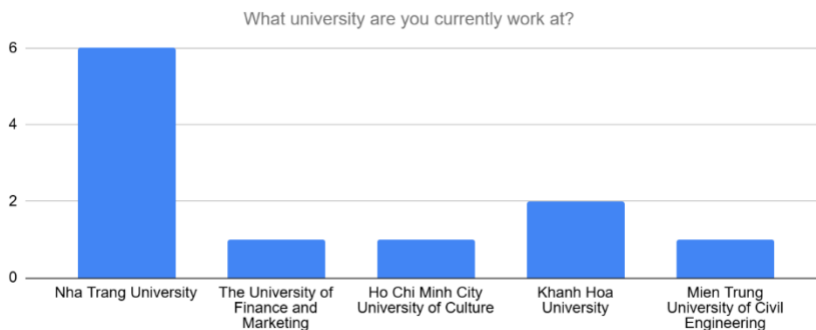
This pie chart depicts the age distribution of Training Officers within the WP3.2+3.3 context. A significant majority, 72.7%, fall within the 31-40 years old age bracket, indicating a relatively young workforce in this profession. The remaining 27.3% are between 41-50 years old. The data suggests a concentration of professionals in their early to mid-careers within the field of training officers. This information is valuable for understanding the demographics of this workforce and could be relevant for succession planning, professional development programs, and understanding the needs and perspectives of this specific age group.

### 3. What university are you studying / have you studied at?



This bar chart represents the distribution of universities attended by the respondents. Nha Trang University stands out with 6 respondents, significantly more than any other listed institution. The remaining universities, including National Economics University, University of Economics Ho Chi Minh City, Ho Chi Minh City University of Social Sciences and Humanities, Ho Chi Minh City University of Culture, and University of Social Sciences and Humanities, each have only 1 respondent. The data suggests a strong connection to Nha Trang University within this particular group, potentially indicating a targeted survey or a specific cohort being analyzed.

### 4. What university are you currently work at?

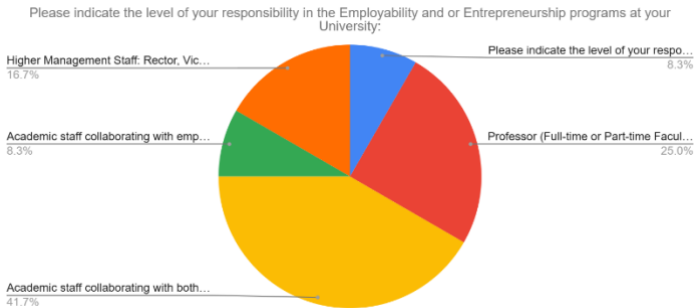


This bar chart displays the distribution of universities where respondents are currently employed. Nha Trang University has the highest representation with 6 respondents, followed by Khanh Hoa University with 2. The remaining universities—The University of Finance and Marketing, Ho Chi Minh City University of Culture, and Mien Trung University of Civil Engineering—each have 1 respondent. This distribution, particularly the prominence of Nha Trang University, likely reflects the focus on Training Officers and their



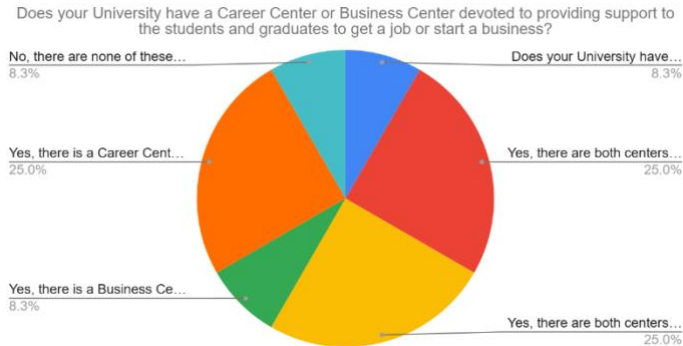
likely affiliation with specific institutions. The data suggests a concentration of employment at Nha Trang University within this particular group.

**5. Please indicate the level of your responsibility in the Employability and or Entrepreneurship programs at your University:**



This pie chart represents the level of responsibility held by respondents in their university's employability and/or entrepreneurship programs. The largest segment, at 41.7%, are "Academic staff collaborating with both..." areas, suggesting that many are involved in both employability and entrepreneurship initiatives. Professors make up 25%, while Higher Management Staff constitutes 16.7%. Smaller segments indicate staff collaborating with only one area or having a different, unspecified role. This distribution highlights a significant involvement of academic staff in both aspects of these programs. It is likely that the blue segment represents an error in data, as it restates the question.

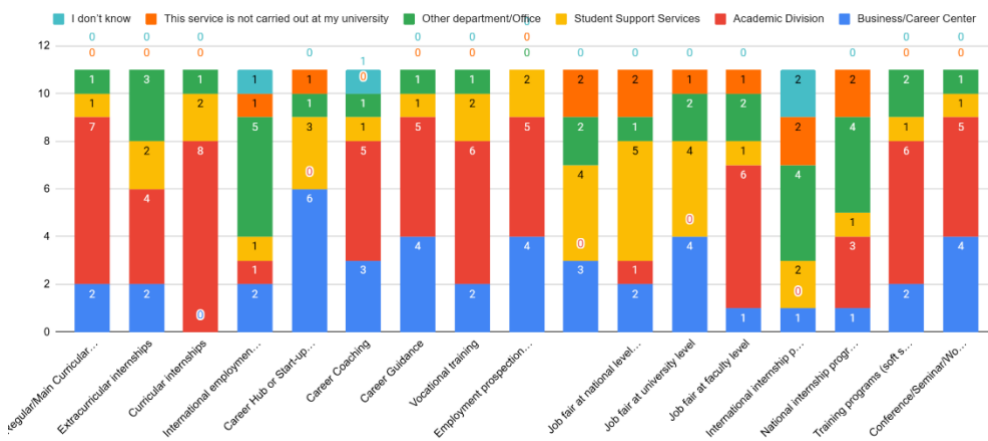
**6. Does your University have a Career Center or Business Center devoted to providing support to the students and graduates to get a job or start a business?**



This pie chart reveals the responses to a question about the existence of Career and/or Business Centers at universities. Interestingly, three options share the top spot at 25% each: having both centers under the same administration, having both under different administrations, and having only a Career Center. A small percentage (8.3%) indicated

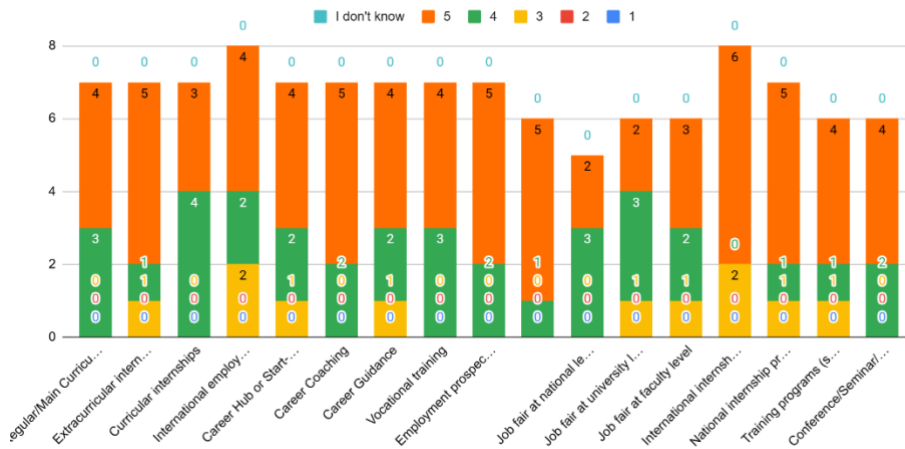
having only a Business Center or having alternative support mechanisms. Another small percentage of 8.3% selected "Does your University have...", which appears to be a data entry error. The data suggests a diverse landscape regarding the provision of these support services, with a significant portion of universities offering both Career and Business Centers in some capacity. One instance of the question being selected instead of an answer choice slightly skews the data.

**7. Please indicate the following mechanism / programs to support the students to get a job and improve employability organized by your University (please check one box for each mechanism/program that best corresponds to your answer).**



This chart provides a detailed overview of the mechanisms/programs offered by the university to enhance student employability and identifies the departments responsible. The Academic Division appears to be the primary provider of many services, followed by Student Support Services. The responses also highlight areas where services might be lacking or where awareness among respondents could be improved. For example, the higher "not carried out" responses for international programs and faculty-level job fairs suggest potential areas for development. Overall, the chart offers valuable insights into the university's employability support ecosystem.

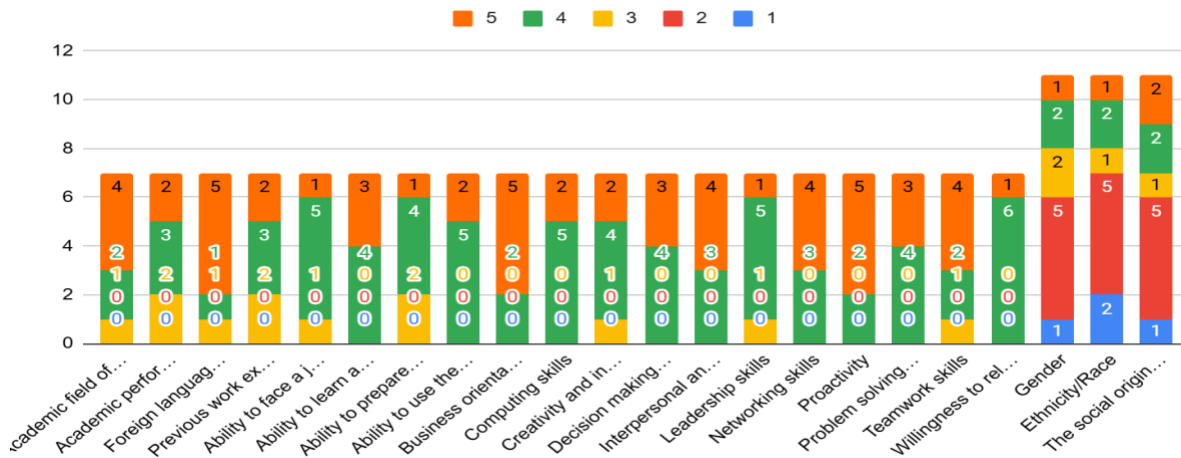
**8. Using a scale of 1 to 5, where 5 is “completely useful” and 1 is “completely useless”, please check the cell that corresponds to how these services contribute to increasing the opportunities to get a job.**



This chart reveals how respondents perceive the usefulness of various employability support services offered by the university. The data suggests that, overall, students find these services to be valuable, with a majority giving ratings of "4" or "Completely useful" (5). "Regular/Main Curricular Internships" and "Training programs" are among the highest-rated, while "International employment/job placement" and some types of job fairs receive slightly lower ratings. The low frequency of "Completely useless" ratings indicates a generally positive perception of the university's efforts to support student employability. The chart highlights areas where the university is perceived as excelling and potential areas for improvement or further development.

**9. The following is a set of individual factors that can explain the level of employability that a person can reach in any context. These factors will determine the probability of a person to get a job according to his or her interests and educational level.**

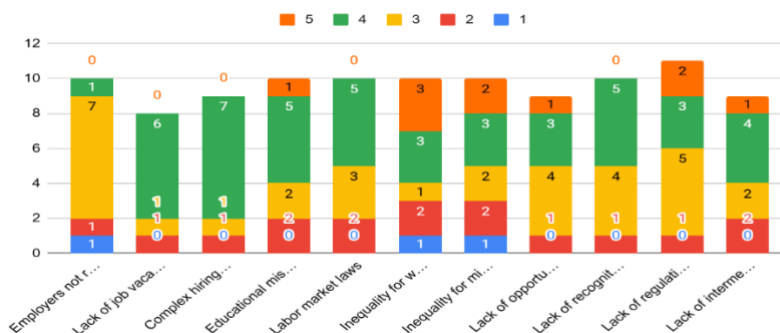
**(1: Not important at all, 2: Not very important, 3: Important, 4: Very important, 5: Essential)**



This chart illustrates the perceived importance of various individual factors in influencing employability. Respondents overwhelmingly rated most factors as "Essential" or "Very Important," highlighting a shared understanding of the multifaceted nature of employability. Notably, soft skills like learning ability, communication, proactivity, problem-solving, and teamwork are deemed particularly crucial. Conversely, factors like gender, ethnicity/race, and social origin are rated significantly lower, indicating a belief that merit and skills should be the primary drivers of employment opportunities. The chart provides valuable insights into the attributes considered essential for success in the job market.

**10. The following is a set of factors based on the labor market and national regulations that can be barriers to graduates securing employment.**

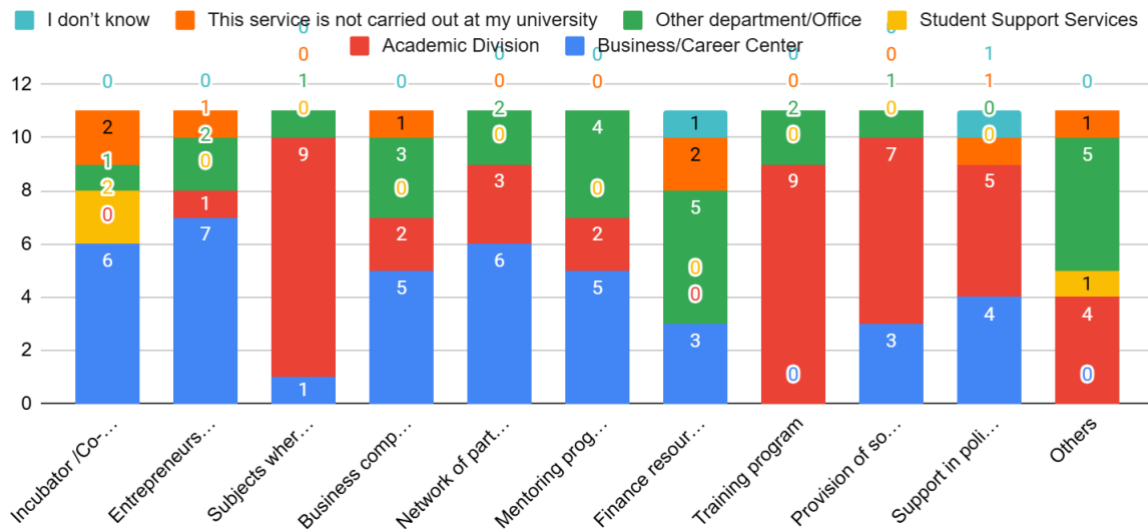
(1: Not problematic at all, 2: Not very problematic, 3: Problematic, 4: Very problematic, 5: Critical)



This chart illustrates the perceived barriers to graduate employment based on labor market factors and national regulations. Respondents identified "Lack of job vacancies" as the most critical issue, followed by "Lack of opportunities for internships" and "Educational mismatch." While "Employers not recognizing qualifications from abroad" is seen as less

severe, inequalities for women and minorities, as well as the lack of regulation for unpaid internships, are still considered significant concerns. The chart provides valuable insights into the challenges faced by graduates entering the job market and highlights areas where policy interventions or support mechanisms might be needed.

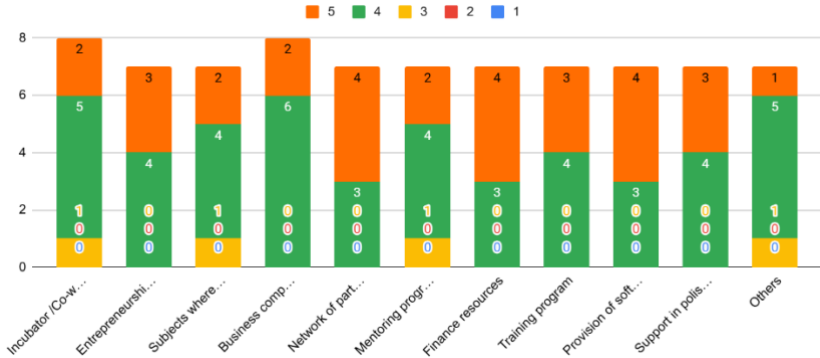
**11. Please indicate the following mechanism / programs to support the entrepreneurship for students organized by your University (please check one box for each mechanism/program that best corresponds to your answer).**



This chart explores the mechanisms/programs offered by the university to support student entrepreneurship and the departments responsible for them. A significant portion of respondents selected "I don't know" or "This service is not carried out at my university," indicating a need to improve awareness and potentially expand offerings. Where services are provided, the Academic Division plays the most significant role, followed by the Business/Career Center. The data suggests that while some entrepreneurship support exists, there's substantial room for growth and better communication to students regarding available resources. The chart highlights a potential gap between offered services and student awareness.

**12. Using a scale of 1 to 5, where 5 is “completely useful” and 1 is “completely useless”, please check the cell that corresponds to how these services contribute to increasing the skills to start a business.**

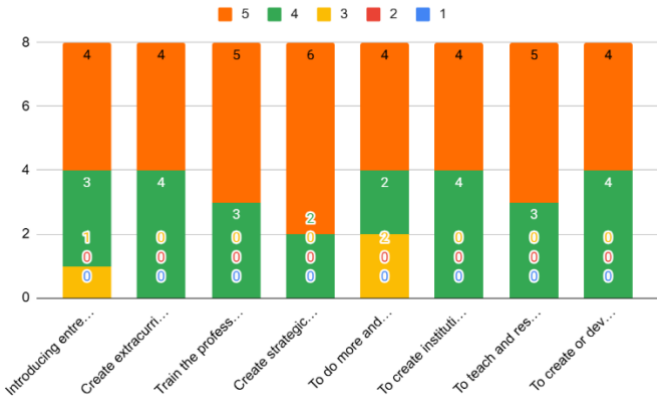
**(1: Not important at all, 2: Not very important, 3: Important, 4: Very important, 5: Essential)**



This chart reveals how respondents perceive the usefulness of various entrepreneurship support services offered by the university in enhancing skills needed to start a business. The data indicates a generally positive perception, with most services receiving high ratings of "Completely useful" or "Very important." "Subjects where entrepreneurship is mainstreamed," "Business competitions," "Mentoring programs," "Training programs," and "Provision of software/materials" are seen as particularly valuable. While still viewed positively, "Incubator/Co-working Spaces" and "Entrepreneurs in Residence" receive slightly lower ratings, possibly due to limited awareness or access. Overall, the chart suggests that the university's entrepreneurship support ecosystem is perceived as beneficial for developing business startup skills.

**13. Please check the cell that corresponds to how important you consider each of the following items to create a better context to develop entrepreneurial culture**

(1: Not important at all, 2: Not very important, 3: Important, 4: Very important, 5: Essential)

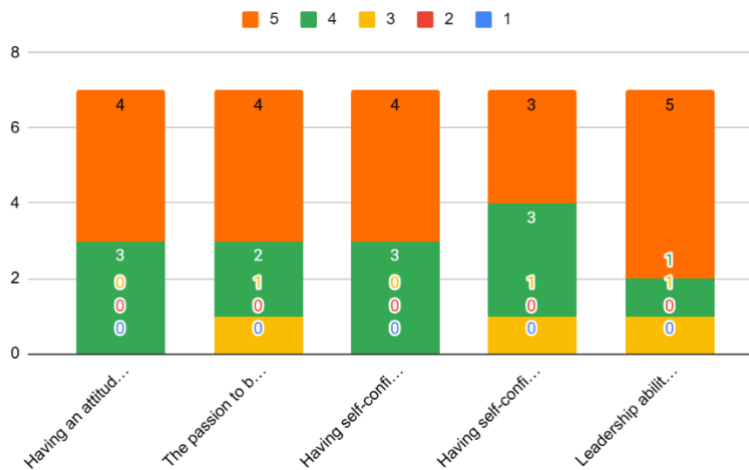


This chart reveals the perceived importance of various actions in cultivating an entrepreneurial culture within the university. Respondents overwhelmingly rated all listed

actions as "Essential" or "Very important," highlighting a shared belief in their significance. Building strategic alliances with the local entrepreneurial ecosystem is considered particularly crucial. Introducing entrepreneurship into the curriculum, creating extracurricular activities, training professors, and establishing institutional mechanisms are also deemed highly important. The data strongly supports a multifaceted approach to fostering entrepreneurship, emphasizing both academic integration and practical support structures. The chart underscores a strong commitment to developing a robust entrepreneurial ecosystem.

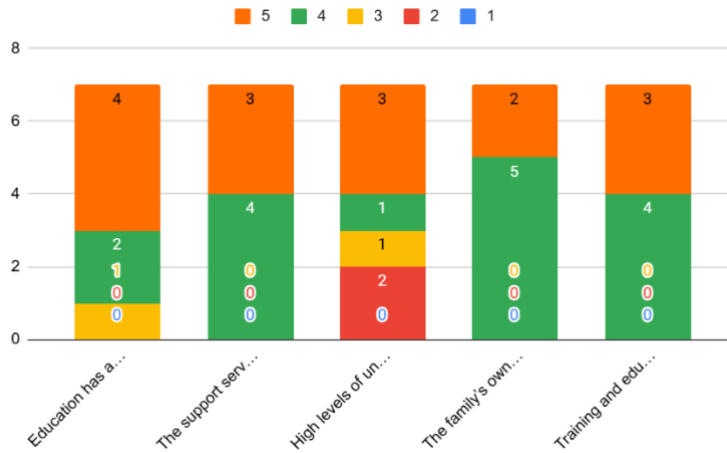
## 14. Enabling Environmental Factors

### 14A. Personal Factors



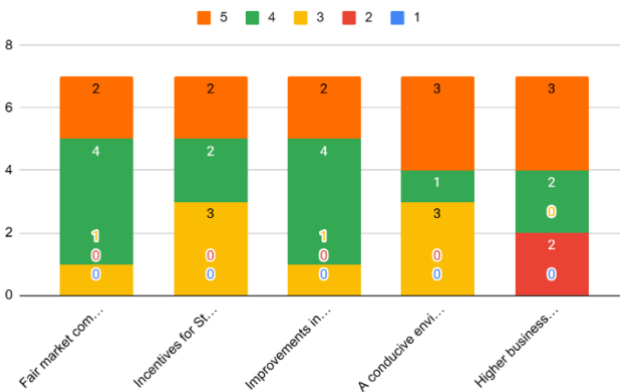
This chart illustrates the perceived importance of various personal factors in enabling an entrepreneurial environment. Respondents overwhelmingly rated all factors highly, with "Leadership ability to start a new business" considered the most crucial. "Entrepreneurial attitude and mindset," "passion to become an entrepreneur," and "self-confidence to take risk to start a business" are also deemed essential. While still highly rated, "self-confidence to manage and grow an existing business" receives slightly lower scores. The data strongly suggests that these personal attributes are considered vital for success in an entrepreneurial context. The chart highlights the importance of cultivating these qualities to foster a thriving entrepreneurial ecosystem.

### 14B. Social Factors



This chart explores the perceived impact of social factors on the entrepreneurial environment. Education, support services, and training opportunities focused on entrepreneurship are seen as strong enablers. High levels of unemployment are generally viewed as a negative influence, though not as strongly disabling as the positive factors are enabling. Family attitude towards entrepreneurship receives mixed ratings, suggesting that it can act as both an enabler and a disabler depending on individual circumstances. The chart highlights the importance of societal support structures and educational initiatives in fostering a positive environment for entrepreneurship. It also implies diverse perspectives on the role of unemployment and family attitudes.

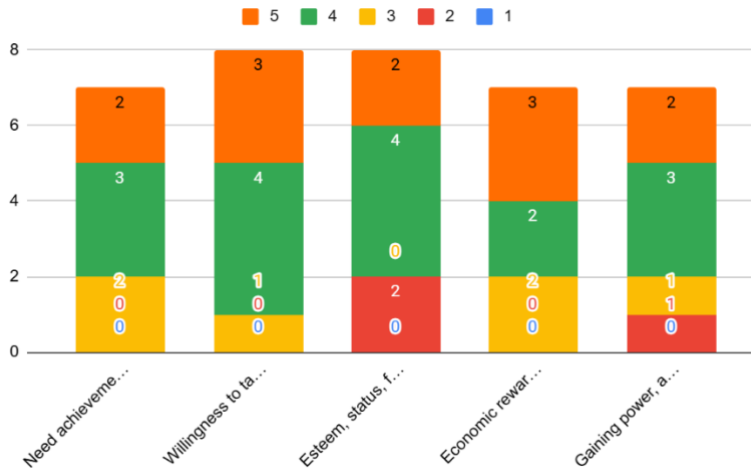
### 14C. Economic Factors



The bar chart illustrates responses regarding various economic factors. "Fair market competition" and "Improvements in infrastructure" received predominantly positive feedback (levels 4 and 5), indicating their perceived importance. Conversely, "A conducive environment" and "Higher business costs" show more polarized opinions, with both positive and negative responses. Notably, "Incentives for Start-ups" received the fewest responses.

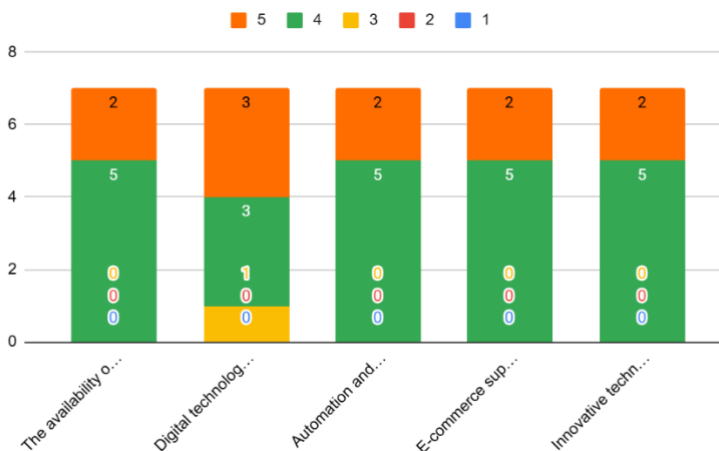
Overall, the chart reflects a diverse range of perspectives on the significance of these economic factors.

### 14D. Psychological Factors



The chart emphasizes that "Willingness to Take Risks" is considered the most crucial psychological factor for fostering an entrepreneurial culture, followed by "Need for Achievement" and "Economic Rewards." "Esteem, Status, and Fame" and "Gaining Power and Authority" are viewed as less consistently important.

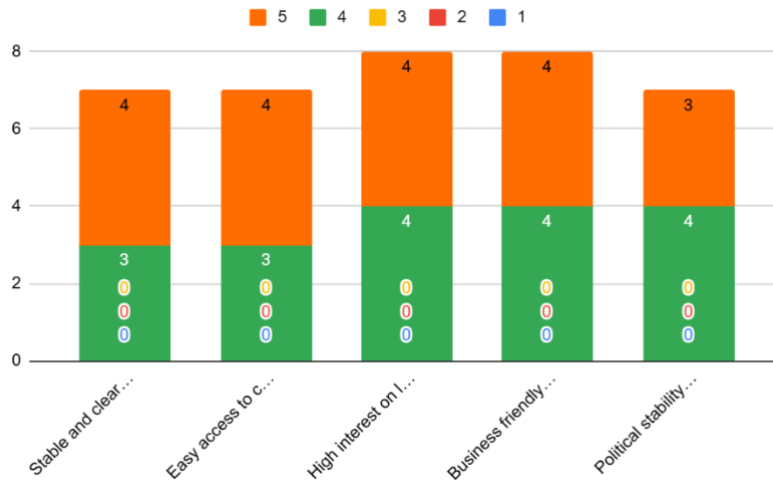
### 14E. Technological Factors



The chart demonstrates a very consistent trend. All five technological factors are overwhelmingly considered important (levels 4 and 5) for creating a supportive environment for entrepreneurship. There are very few responses indicating lower levels of importance.

This strongly suggests that access to and utilization of technology are seen as essential for fostering entrepreneurial activity.

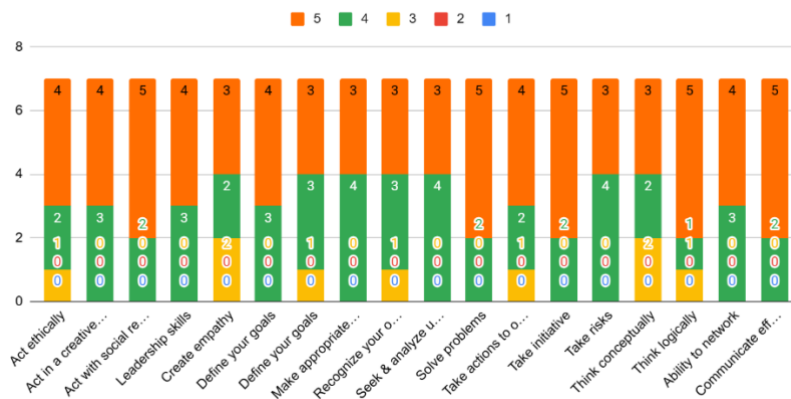
### 14F. Political/Legal Factors



All five political/legal factors are consistently rated as important (levels 4 and 5), with very few or no responses at lower levels. This strongly suggests that these factors are considered essential for creating a supportive environment for entrepreneurial activities. The slight variation in "High interest on loans" may warrant further investigation to understand the nuances of how respondents interpreted the question.

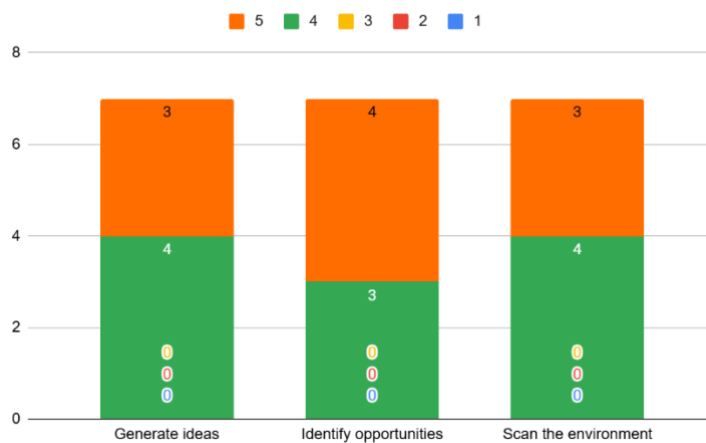
### 15. Entrepreneurship Competency

#### 15A. Personal Competence



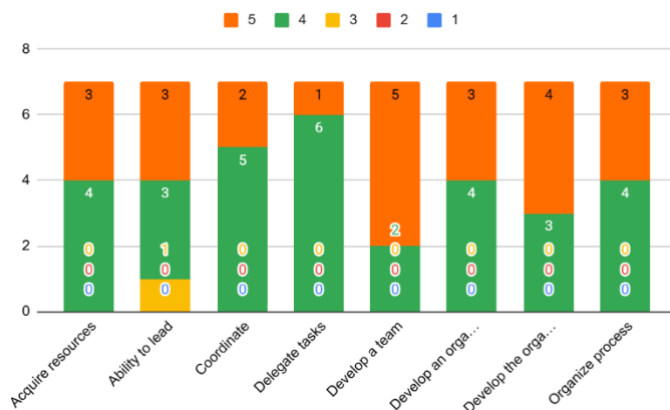
The chart clearly shows that certain personal competencies are considered crucial for entrepreneurship. These include ethical behavior, creativity/innovation, leadership, problem-solving, overcoming obstacles, taking initiative, taking risks, logical thinking, networking, and effective communication. Other competencies, while still important, are not as universally emphasized. These include acting with social responsibility, empathy, goal setting, decision-making, self-awareness, information analysis, and conceptual thinking. This suggests a hierarchy of personal competencies in the context of entrepreneurship, with some being seen as absolutely essential and others as more supportive or supplementary.

### 15B. Domain Competence/ in terms of Opportunity



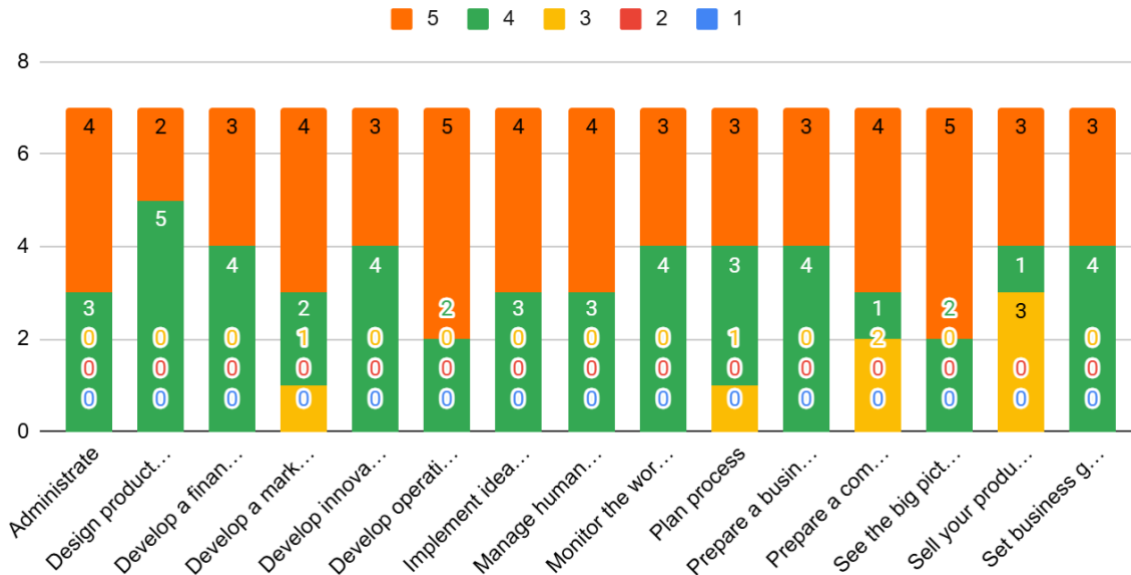
Overall, the chart highlights that domain competence, particularly the ability to identify opportunities, is seen as a vital aspect of entrepreneurial success. This suggests that cultivating skills in idea generation, market scanning, and opportunity recognition is essential for aspiring entrepreneurs.

### 15C. Domain Competence/ in terms of Organization



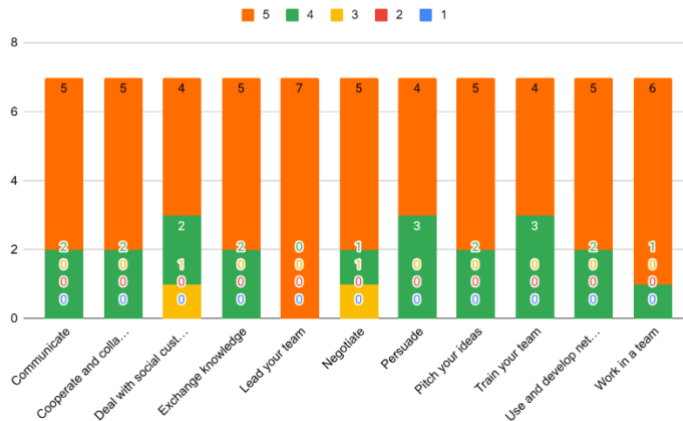
Overall, the chart emphasizes that organizational domain competence is essential for entrepreneurs. The ability to develop a strong team is seen as particularly crucial, while other skills like resource acquisition, leadership, task delegation, and process organization are also considered important for success.

### 15D. Domain Competence/ in terms Strategy & Management



This chart strongly emphasizes the importance of a wide range of strategic and management skills for entrepreneurs. The ability to develop operational strategies and think strategically are seen as particularly crucial. However, all the listed competencies are considered valuable and contribute to entrepreneurial success. This highlights that successful entrepreneurship requires a well-rounded skill set encompassing various aspects of strategy and management.

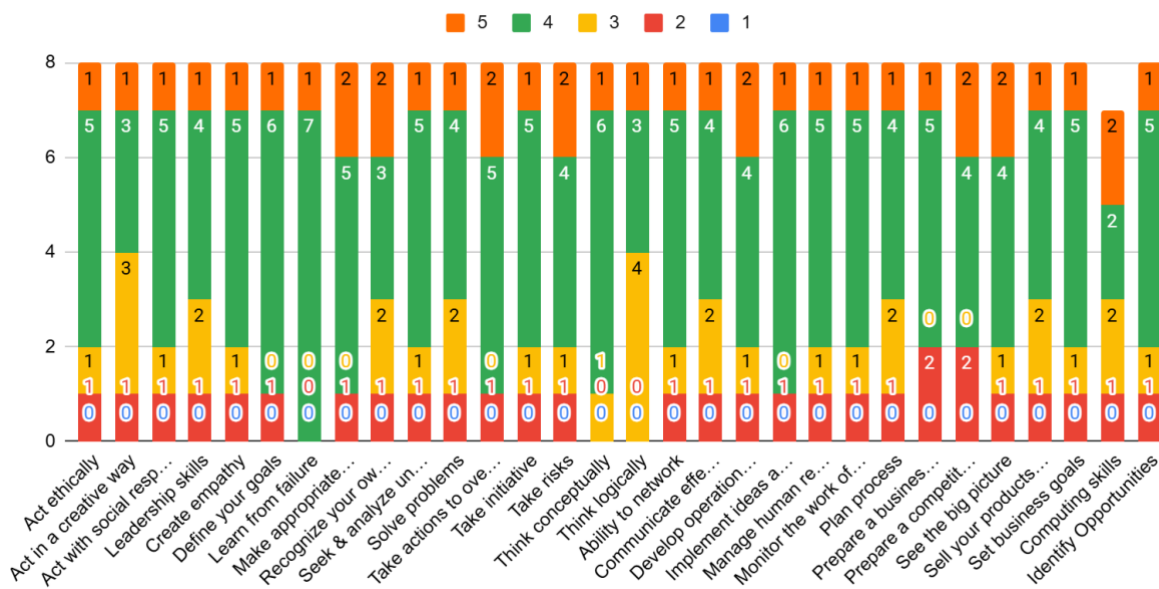
### 15E. Relationship Competence



This chart highlights the critical role of relationship competencies in entrepreneurship. Effective communication, collaboration, negotiation, and team leadership are seen as particularly crucial. The ability to build and maintain strong relationships is essential for success in the entrepreneurial world

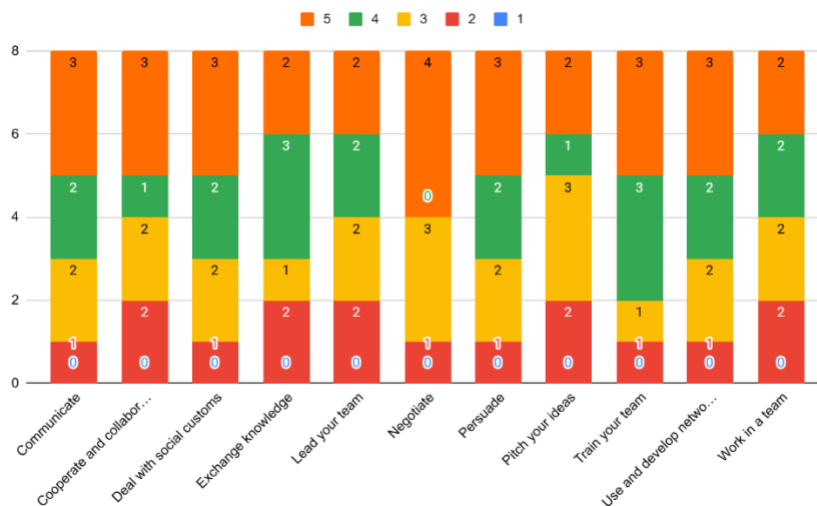
Overall, the series of charts provides a comprehensive overview of the competencies deemed essential for entrepreneurship. It underscores the importance of a well-rounded skillset encompassing personal, domain, and relationship competencies.

### 16. Personal Competence



This chart further emphasizes the importance of a wide range of personal competencies for entrepreneurship. Ethical behavior, creativity, leadership, initiative, risk-taking, networking, and effective communication are seen as particularly crucial. Additionally, a wide array of other personal skills is deemed essential for entrepreneurial success. This highlights the multi-faceted nature of personal competencies required for entrepreneurship.

### 17. Relationship Competence

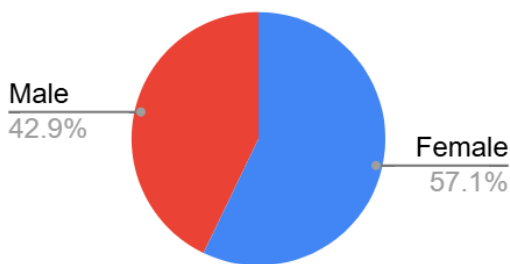


This chart reinforces the importance of strong interpersonal and communication skills for entrepreneurs. Negotiation and teamwork stand out as particularly crucial, but all the listed competencies contribute significantly to entrepreneurial success. It highlights that entrepreneurship is not just about individual skills and ideas but also about building and maintaining effective relationships with others.

### 2.2.3. EMPLOYER

#### 1. Gender

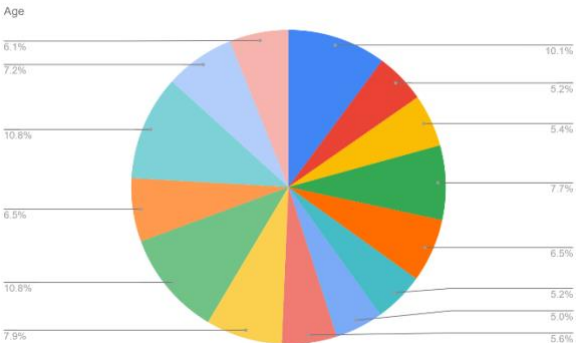
Gender





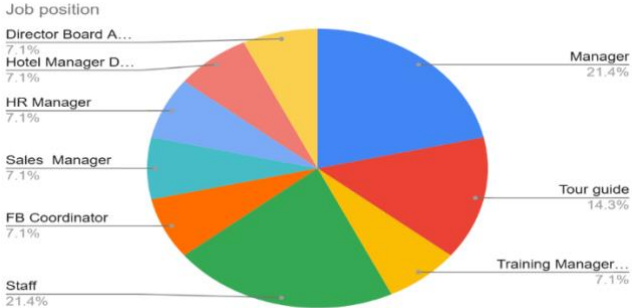
The pie chart clearly indicates that there were more female respondents (57.1%) than male respondents (42.9%) in the employer category. The data suggests a female majority among the employers who participated in this particular part of the study (WP3.2).

### 2. Age

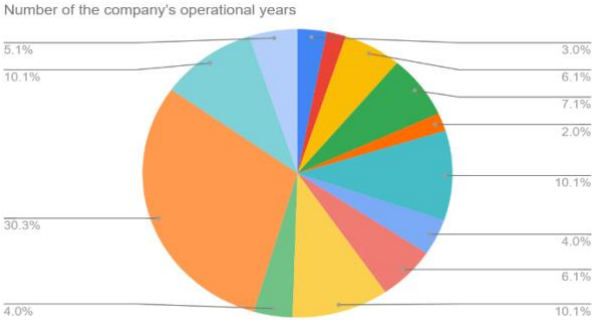


The pie chart offers a general overview of the age distribution of surveyed employers. However, the lack of clear labeling and image quality limitations prevent a more detailed and accurate analysis. To provide a more comprehensive understanding, a clearer image with age range labels and an accompanying data table are necessary.

### 3. Job position

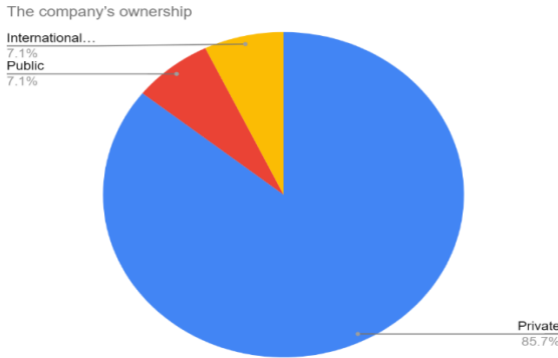


### 4. Number of the company's operational years



This pie chart depicts the distribution of companies based on their number of operational years. While the specific year ranges are not visible, the chart reveals that the largest proportion of companies (30.3%) falls within a particular, unknown range. The remaining companies are distributed across various age categories, with percentages ranging from 2.0% to 10.1%. This suggests a mix of relatively newer and older companies within the sample. To gain a more complete understanding, the specific year ranges corresponding to each segment would be needed. However, the chart still provides a general overview of the age distribution of the companies surveyed.

### 5. The company's ownership

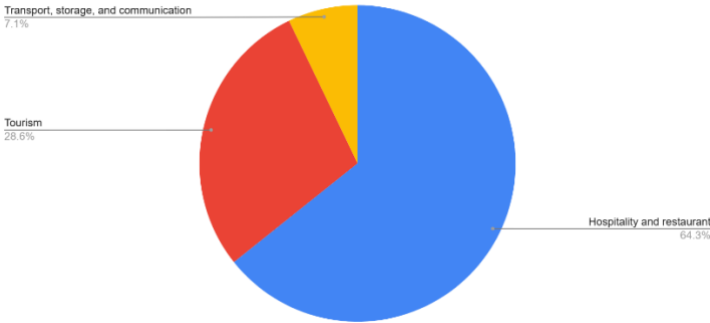


A significant portion of the surveyed companies (30.3%) have been operating for 3-5 years, suggesting a focus on established but not necessarily long-term businesses. Additionally, there's a notable presence of companies operating for 1-3 years (10.1%), 6-10 years (10.1%), and over 10 years (10.1%), indicating a diverse range of experience levels within the sample. Startups (less than 1 year) make up a smaller proportion (5.1%).

### 6. Major line of business of your company or organization



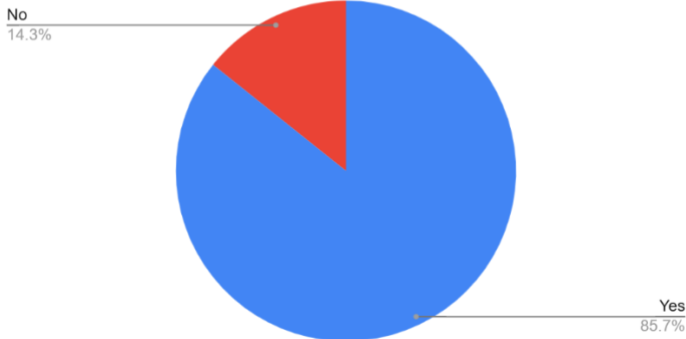
Major line of business of your company or organization



This pie chart illustrates the distribution of companies or organizations based on their primary line of business. The "Hospitality and restaurant" sector constitutes the majority, representing 64.3% of the sample, followed by "Tourism" at 28.6%. "Transport, storage, and communication" has a minimal representation at only 7.1%. This distribution suggests a strong focus on the hospitality and tourism industries within the surveyed group. The data highlights the prominence of these two sectors, particularly hospitality and restaurant, within the context of this particular study or survey. The chart provides a clear overview of the industry representation within the sample.

**7. Has your company or organization ever participated in any capacity-building activities organized by the academic sector in your locale?**

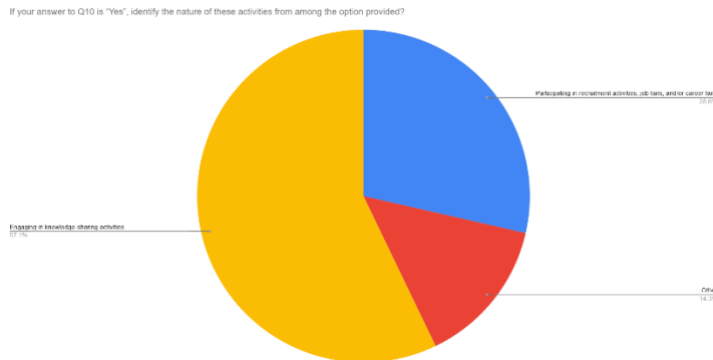
Has your company or organization ever participated in any capacity-building activities organized by the academic sector in your locale?



This pie chart indicates a strong engagement between companies/organizations and the academic sector in terms of capacity-building activities. The overwhelming majority, 85.7%, have participated in such activities, while only 14.3% have not. This suggests a positive relationship and a recognition of the value that academic institutions can bring to local businesses. The data highlights the prevalence of these collaborations, implying that they are a common practice within the surveyed locale. The chart provides a clear and concise

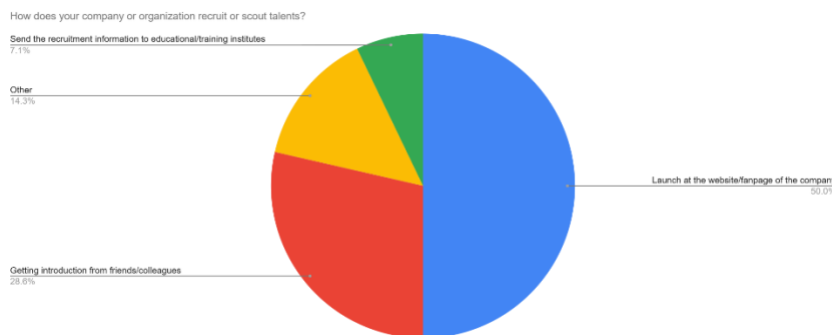
overview of the high level of participation in academically-organized capacity-building initiatives.

### 8. If your answer to Q10 is “Yes”, identify the nature of these activities from among the option provided?



This pie chart delves into the types of career and business support activities offered, focusing on respondents who previously confirmed the existence of such services (in Q10). "Employability related training activities" dominate, representing 57.3% of responses, highlighting a strong emphasis on preparing students for the job market. "Entrepreneurship, start-ups, spin-offs, and similar others" account for 28.6%, indicating support for entrepreneurial ventures. The "Other" category, at 14.2%, suggests the presence of additional, less common activities. The data reveals that, among those aware of support services, the focus is primarily on employability training, followed by entrepreneurship support.

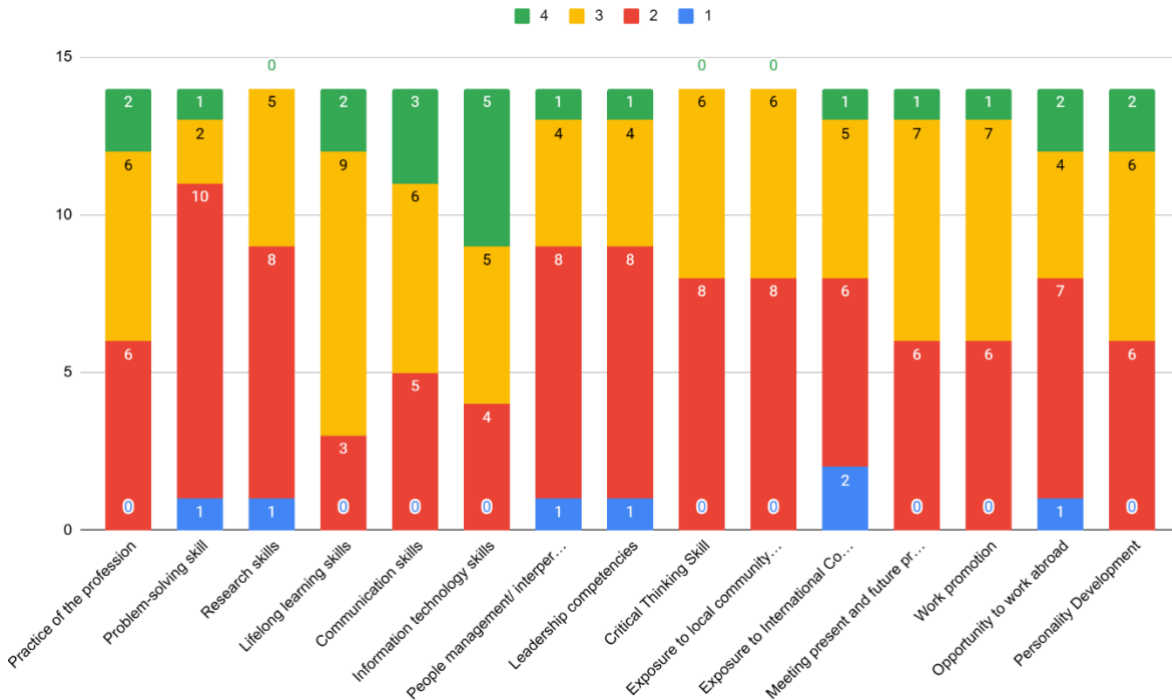
### 9. How does your company or organization recruit or scout talents?



This pie chart reveals the methods employed by companies or organizations to recruit or scout talent. Utilizing the company's website or fanpage is the most common method, used by 50% of respondents. Networking through friends and colleagues is also significant, representing 28.6%. Interestingly, directly contacting educational/training institutes is the

least used method (7.1%). The "Other" category (14.3%) indicates the presence of further recruitment strategies not covered by the listed options. The data suggests a reliance on online presence and personal networks for talent acquisition within the surveyed group. The chart provides a clear overview of the prevalent recruitment practices.

## 10. Particulars



This chart represents respondent ratings on how well their academic program contributed to various skills and areas. Overall, the program is rated positively, particularly in core areas like "Practice of the profession," "Problem-solving," "Communication," and "Critical Thinking." However, the program appears weaker in providing exposure to local and international communities within the field of specialization, as well as in facilitating opportunities to work abroad. "Research Skills" also receives a lower rating than other skills. The chart highlights the program's strengths in developing core professional competencies but suggests areas for improvement regarding broader exposure and international opportunities.

### 2.2.4. Concluding remarks and discussions

The "WP3.2. Graduate Employability Analysis" from Nha Trang University (NTU) offers insights into gender distribution, staff involvement, recruitment strategies, and entrepreneurship support within the university's employability programs.



The analysis shows a significant gender imbalance among graduates, with 78.0% females and 21.3% males. This disparity suggests possible factors such as differing career interests, educational paths, or industry-specific practices. Further research is needed to understand and address the gender imbalance in the graduate cohort.

Regarding staff involvement, 41.7% of respondents are academic staff working in both employability and entrepreneurship programs, while 25% are professors, and 16.7% are higher management. This data highlights the significant role academic staff play in these initiatives. However, an error is noted in the chart with a segment that repeats the question.

In terms of recruitment practices, 50% of companies use their websites or fanpages to recruit talent, while 28.6% rely on networking through friends and colleagues. The least common method, used by 7.1%, is direct contact with educational institutes. This suggests a preference for online and personal network-based recruitment strategies over collaboration with universities.

The analysis also highlights gaps in student entrepreneurship support. Many respondents indicated they were unaware of such services or that their university did not offer them. Where services are provided, the Academic Division and Business/Career Center are the primary departments involved. This suggests a need for increased awareness and expansion of entrepreneurship programs.

Overall, the analysis points to several areas for improvement, including addressing the gender imbalance, enhancing recruitment partnerships with educational institutions, and expanding and communicating entrepreneurship support services at NTU.



### 2.3. CAN THO UNIVERSITY (CTU)

A description of the sample characteristics (responded rate, respondent's demographic and the major being studied or graduated)

This section presents the surveyed result from different groups of stakeholders including both direct and indirect, who involve in the tourism industry in Vietnam as illustrated in table below. Among those, final year students and alumni related to the selected programs such as tourism and hospitality management, IT, nature sciences, and so on are dominant than other groups of stakeholders in the whole survey.

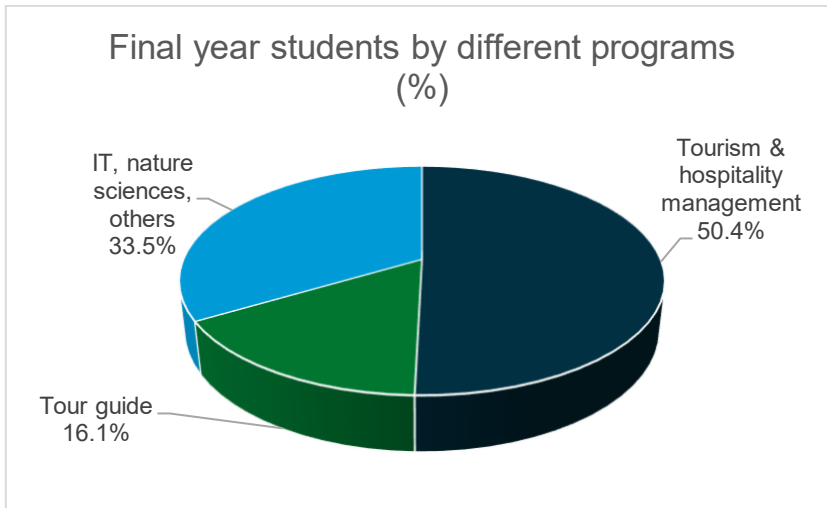
	Final year students	Alumni	Academic Staff	Recruiters	Indirect stakeholders	Total
Female	93	71	6	6	4	180
Male	135	98	4	11	7	255
Other	2	0	0	0	0	2
Total	230	169	10	17	11	437

Information in Table above presents a total of 437 respondents being counted in the analysis. Final year student (52%), alumni (38%), recruiters (3%), academic staffs (2%) and different respondents from local authorities, hubs, tourism promotion centers (5%).

#### 2.3.1. Employability activities at school

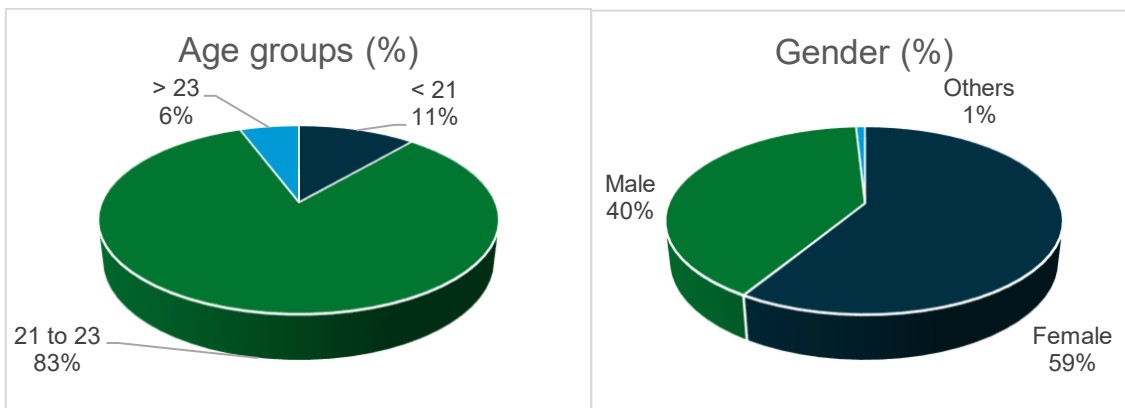
The survey was conducted with the response from 230 final year students who have followed the selected programs – tourism and hospitality management (THM), tour guide, IT, nature sciences and others – at Can Tho University. The descriptive results are expected to provide a general image of the personal characteristics and employability skills, as follows.

In term of all program categories selected, the statistical result illustrated in Figure 1 below is presented but abundant so for Tourism and Hospitality Management (50.4%) than Tour guide (16.1%) and remaining groups of respondents (33.5%) including IT, nature science, biotechnology, environment economics, software technology, etc.



**Figure 1: Percentage of the respondents by academic programs**

Due to the target sampling for the final year students, most respondents fall within an age bracket of 21-23 years (83%); compared to younger than 21 years (11%) and 23+ (6%). In addition, the majority are female (close 60%), compared to the male group of respondents (40%).



**Figure 2: Percentage of the respondents by age bracket and gender**

The final year student's responses on accessing or getting supports from any organizations or center belonged to the university related to their employability or start a business during the school are illustrated in the following table.

**Table 2: Frequences of the supporting statuses of employability and entrepreneurship provided by the university**

Programs Status	Tourism and hospitality management	Tour guide	Others	All
1. There is a career center, but not business center	15.5	24.3	9.1	14.8
2. There is a business center. but not career center	2.6	0.0	1.3	1.7
3. There are both center belonging to different administrative units	7.8	10.8	5.1	7.4
4. There are both center belonging to a same administrative unit	4.3	5.4	3.9	4.4
5. there are none of these centers, but there are programs and activities to support students	25	10.8	18.2	20.4
6. I do not know	44.8	48.7	62.4	51.3
Total	100.0	100.0	100.0	100.0

At presently, CTU has established a student support center, named Center for Student Consultancy, Assistancy and Start-up (CSCAS). This center is dedicated to providing basic knowledge and advising experience for all students. The center staff and invited experts are expected to assist all student with the following: seminars, short-trainings on business start-up, improving academic performance, student exchange and internship abroad, organizing career fair, cooperation with businesses, and so on.

It is worth noting that 51.3% out of 230 respondents chose “I do know” about a presence of the CSCAS at CTU. The differences, however, are found among three program categories of selected respondents in the sample. Statistical analysis shows that the THM students from the School of Economics expressed to have much information about this center than others studying in schools such as Social Sciences and Humanity, Natural sciences, IT, and Foreign Languages. At presently, course of “Innovation and Entrepreneurship” becomes an compulsory course in all undergraduate programs of CTU. For School of Economics, we further provide intensive knowledge of the entrepreneurship to students in the major of economics and business throughout opening of the 3-credit course on “Entrepreneurship and Starting a Business”.

**Table 3: Frequences of the supporting activities related to career opportunities at school**

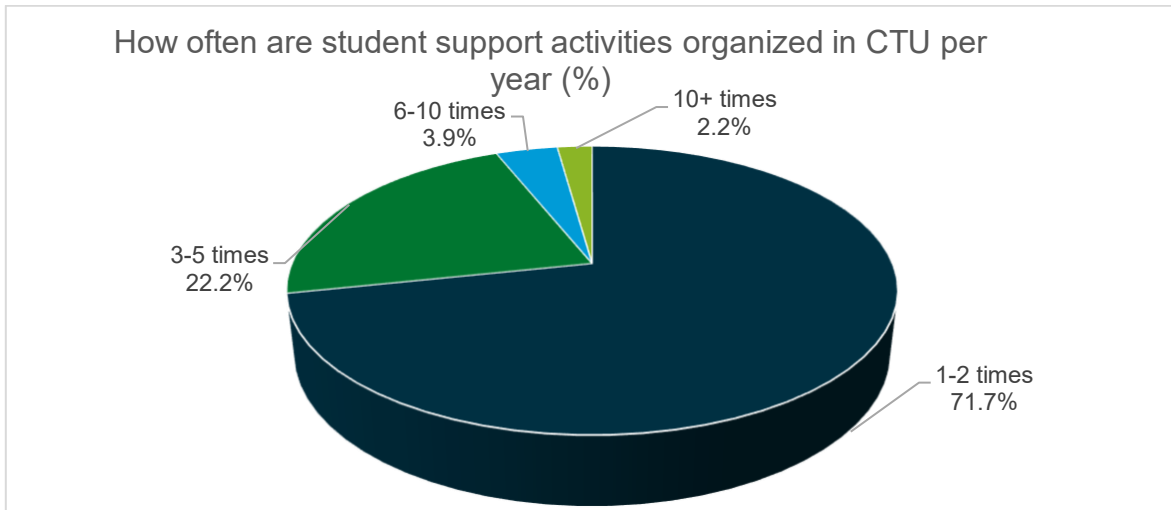
Programs Activities	Tourism and hospitality management	Tour guide	Others	All
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1. Job fair/career day	44.0	78.4	75.3	60.0
2. Career-related field trips	31.0	2.7	2.6	17.0
3. Talk shows on career path	11.2	13.5	6.5	10.0
4. Seminars on preparing CV, job application skills	6.0	0.0	5.2	4.8
5. Job interview sessions	5.2	00	1.3	3.0
6. Scholarship awards	1.7	2.7	3.9	2.6
7. Job information dissemination	0.9	2.7	2.6	1.7
8. Others	0.0	0.0	2.6	0.9
Total	100.0	100.0	100.0	100.0

Statistical calculations presented in table above provide us useful information about the fact that schools and organizations in CTU have much efforts on providing the support activities of bringing career opportunities for students. Among those activities, events of job fair or career day were periodically held at different bases such as the whole CTU, school, or program. These activities are truly meaningful to students, particularly final-year students. Next, field trips to manufactures, tourism sites, or farms are evaluated positively by students and businesses. Because such trips helped students having good practices and a deeper insight of their career path in future. Basically, these activities of recreation are a part of discipline courses and often held in the summer semester or the last two weeks of the semester.

Additionally, schools of CTU often organize talk shows on the career orientation with the participation of guest speakers from local businesses or consultants. These sessions are opened to all students that provides them trends of industry development and human resource demand.



**Figure 3: Percentage of the student support activities organized in CTU per year**

Concerning the question on “How often are the support activities of career opportunities held in your school?”, majority of the respondents chose 1-2 times per year and reported as 71.7%. there were 22.2% of respondents said 3-5 times per year. Of course, this rate would be down against an increasing number of support activities a year.

**The contribution of the academic program to student’s personal and professional growth**

Employability skills can be effectively assessed where the specific skills and their application are clearly described in both learning outcomes and course materials within the given curriculum program.

All 230 final-year students have answered for the question “how would you rate the contribution of your academic program to your personal and professional growth” related to 15 items of specific skills and professional prospect.

**Table 4: Student’s assessment on the contribution of the academic program into developing skills and professional growth**

Items	1. Poor	2. Fair	3. High	4. Very high	Total	Mean	Mode
1. Practice of the profession	0.9	13.5	53.0	32.6	100. 0	3.2	3.0
2. Problem-solving skill	0.4	15.7	51.7	32.2	100. 0	3.2	3.0
3. Research skills	0.4	20.9	51.3	27.4	100. 0	3.1	3.0
4. Lifelong learning skills	0.4	16.1	50.0	33.5	100. 0	3.2	3.0
5. Communication skills	0.4	10.4	43.5	45.7	100. 0	3.3	4.0
6. Information technology skills	1.3	20.9	51.7	26.1	100. 0	3.0	3.0
7. People management/ interpersonal skills	0.0	16.1	50.4	33.5	100. 0	3.2	3.0
8. Leadership competencies	0.9	23.0	52.6	23.5	100. 0	3.0	3.0
9. Critical thinking skill	1.7	17.4	49.1	31.7	100. 0	3.1	3.0
10. Exposure to local community within field of specialization	1.3	19.1	48.3	31.3	100. 0	3.1	3.0
11. Exposure to International Community within the field of Specialization	3.0	29.1	45.2	22.6	100. 0	2.9	3.0
12. Meeting present and future professional skills	0.4	12.2	57.4	30.0	100. 0	3.2	3.0
13. Work promotion	0.4	22.6	50.0	27.0	100. 0	3.0	3.0
14. Opportunity to work abroad	3.0	28.7	44.3	23.9	100. 0	2.9	3.0
15. Personality Development	0.4	14.8	51.3	33.5	100. 0	3.2	3.0

Statistical results in Table 4 above suggest that most respondents have expressed their evaluation at “high” rate for all items of the personal skills and the career prospect within the academic program that they have studied at CTU (see the last two columns in Table 4).



Despite all items of the personal skills and the career growth are quite different from themselves, the average points among these items calculated from the student's responses were less variant and in a range of 2.9 to 3.3; and mode was valid at 3.0.

**Table 5: Student's assessment on aspects related to the academic program**

Aspects	1. Poor	2. Fair	3. High	4. Very high	Total	Mean	Mode
1. Courses offered in the curriculum	0.4	13.0	58.3	28.3	100.0	3.1	3.0
2. Relevance of the program to your professional requirements	0.9	19.6	52.6	27.0	100.0	3.1	3.0
3. Extra-Curricular Activities	3.5	20.0	49.6	27.0	100.0	3.0	3.0
4. Internship/field trip/OJT	0.9	20.4	48.3	30.4	100.0	3.1	3.0
5. Research activities (student's research project)	1.7	20.9	55.2	22.2	100.0	3.0	3.0
6. Interdisciplinary learning	1.7	30.0	47.0	21.3	100.0	2.9	3.0
7. Teaching and learning environment	0.0	17.8	49.1	33.0	100.0	3.2	3.0
8. Quality of Instruction	0.4	13.9	53.0	32.6	100.0	3.2	3.0
9. Teacher- Student Relationship	0.9	15.7	52.2	31.3	100.0	3.1	3.0
10. Library Resources	0.4	12.2	48.3	39.1	100.0	3.3	3.0
11. Science Laboratory Resources/Business simulation Lab	1.3	23.0	51.3	24.3	100.0	3.0	3.0
12. Class Size	0.4	28.3	49.1	22.2	100.0	2.9	3.0
13. Infrastructure and facilities	1.7	23.5	52.6	22.2	100.0	3.0	3.0
14. Professor's competence	0.0	10.9	51.7	37.4	100.0	3.3	3.0
15. Attainment of program objectives and outcomes	0.9	14.8	53.0	31.3	100.0	3.1	3.0

Final-year students are kindly required to express their qualitative assessment on the academic program regarded with 15 items consisting of courses, learning activities, learning resources, studying facilities and space, as presented in Table 5 above.

Similar to the evaluation result of specific skills and professional growth obtained, all respondents also reported their assessment of the CTU's academic program at the "high" and "very high" rate, making up 80.1% out of 230 respondents in the sample. Of those items, students are likely the most interested in three aspects of the learning services offered by CTU, including professor's competence (most lecturers graduated from reputed universities), library resource (one of the top university's learning resources in ASEAN), and

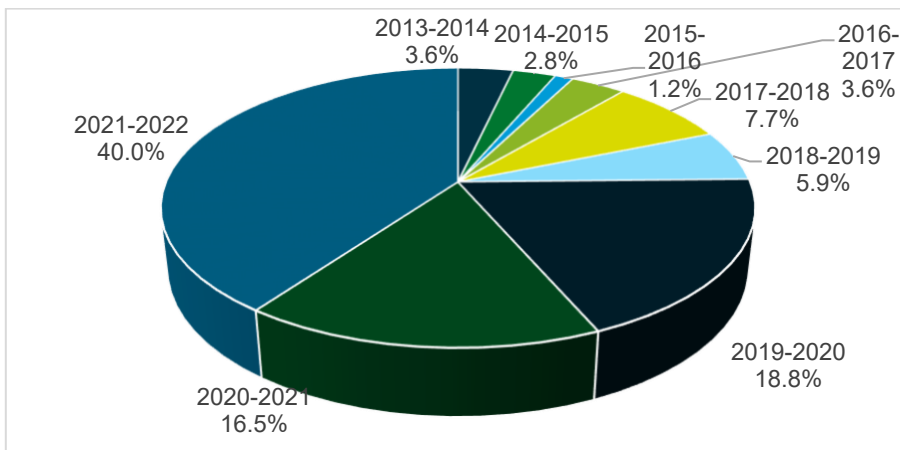
major courses (the academic program are periodically assessed and improved every 4 years and major courses are often updated every 2 years).

### 2.3.2. Employment situation after graduation

#### *In searching for jobs*

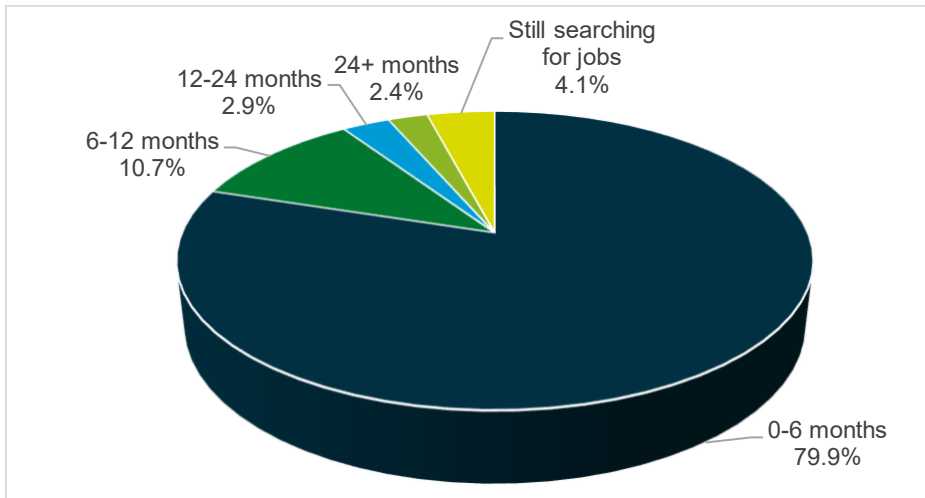
An online survey was conducted with the google form to all alumni that we have longer kept in touch and they graduated from Can Tho University from the academic year 2013-2014 and onward (till 2021-2022). The questionnaire covers of alumni's personal information, employment status, and assessment on whats they learned from the academic program.

The survey result is reported with the total of 169 alumni responding to the questionnaire; of which, the rate of female alumni responded to the survey is 58%, compared to the rate of the male group with 42%. On average, alumni are in the age of about 25 and 89.4% alumni are single. The statistical result shows that a majority of the alumni (75.7%) are from the past three recent years, those graduated in 2022 (40%), 2021 (16.5%), and 2020 (18.8%).



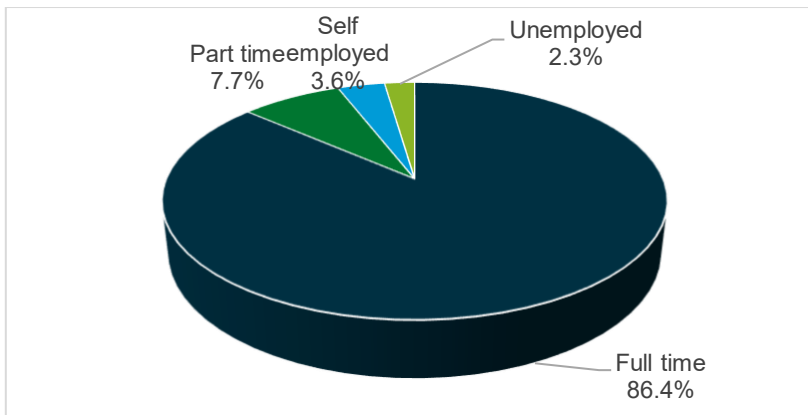
**Figure 4: Which academic year did you graduate from CTU?**

In terms of employment opportunity, information illustrated in Figure 4 reveals that the vast majority of CTU alumni succeeded in finding a job within the first six months after graduation, making up 80%. However, there are only six cases (4%) of the alumni just graduated in recent three years reporting that they still seek a suitable job in the field.



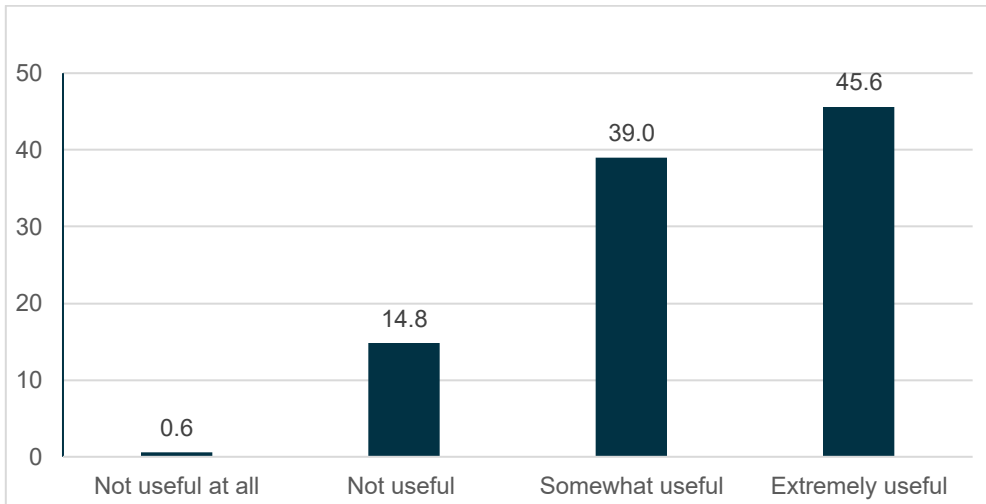
**Figure 5 How long did it take to find a job after graduation?**

In addition, the alumni in the survey also shared major challenges faced by new graduates in looking for a suitable job in the field, as follows: (i) Little work experience or professional practices; (ii) Limited ability of foreign languages; (iii) Few or no skills of interview and CV preparation; (iv) high competition with so many candidates searching for jobs at the same time in the same field; (v) weak recovery of economic activities after Covid pandemic.



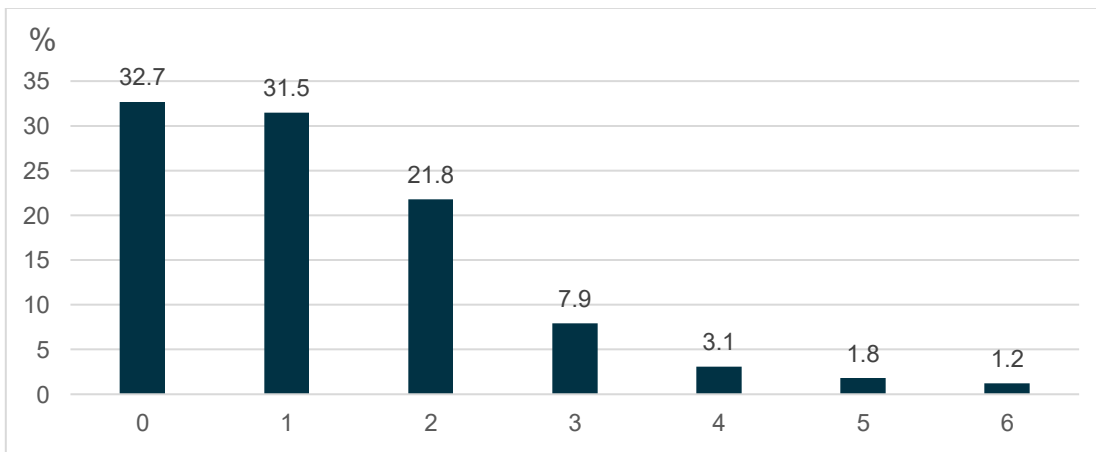
**Figure 6: Which one best describe your status of the first employment?**

Statistical result presented in Figure 6 above indicates that the most of graduates (86.4%) work on the full time basis. It is worth noting that the majority of those (73.3%) reported that their first jobs were related to the degree earned from CTU.



**Figure 7: How useful is the knowledge and skills learned from CTU?**

An approximately 85% of the alumni did express the perception that knowledge and skills acquired during the academic program are almost useful and more relevant to their jobs. Only 15% the remainings reported no usefulness of whats acquired from CTU to current jobs.

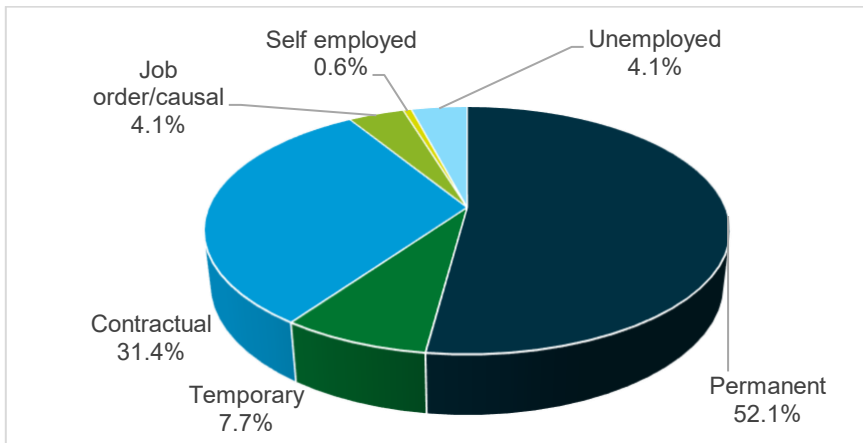


**Figure 8: How many times did the alumni change jobs since finding the first job**

One third of the alumni is likely to have stable jobs since they succeeded in the searching for the first job. While, there are 53% of the alumni changing their employment at least 1-2 times.

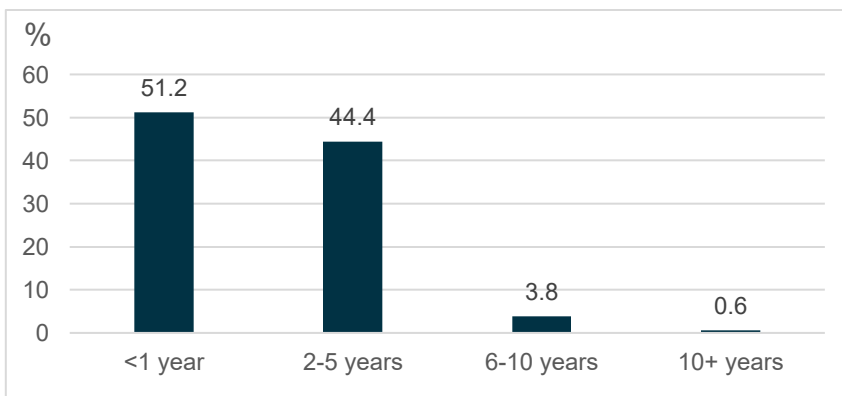
### 2.3.3. Current status of employment

Information illustrated in Figure 9 below shows that more than 50% of the alumni already have stable jobs with the permanent contract of employment agreement. Only close to 12% of the surveyed alumni currently work underlying the temporary or job order basis. Due to weak recovery of the economy from the Covid pandemic's impacts, about 4-5% of alumni presently are unemployed or doing business as self employed. Main reasons of the unemployment shared by the alumni are: (i) business closed or decrease of employees; (ii) searching for more suitable jobs; and (iii) family care.



**Figure 9. Alumni's current status of employment**

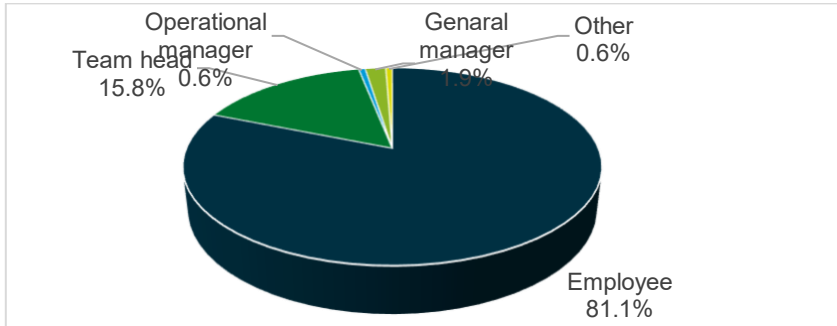
A vast number of the alumni (51.2%) have the work experience in one year, because 56,5% the surveyed alumni had just graduated in 2021 and 2022. While, 44.4% the remainings also have worked at least 2-5 years.



**Figure 10: Experience years of employment**

It is not surprised about the large amount of the alumni working at low level of the job position as employees, as mentioned above most of them have just participated in the labor

market less than 5 years. While, some cases with more than 10 years of work experience are often operational managers in companies of the service and manufacturing industry.



**Figure 11: Current job position of the alumni**

### 2.3.4. The contribution of the academic program to the alumni’s employability opportunity

The assessment of the alumni from the survey regarding with the contribution of the academic program to their personal and professional growth was collected in using the Likert scale from 1 (poor) to 4 (very high). The calculated result reported in Table 6 indicates that the mean and mode of all observed aspects (items) are approximately 3, meaning “high” rate. Among those items, the alumni expressed their assessment at high rate to skills incorporated and offered by the academic program such as problem-solving skill, lifelong learning skills, communication skills, and personality development. Meanwhile, the alumni are likely not satisfied with what’s learned from the academic program that helped them getting much employability opportunities in abroad.

**Table 6: Alumni’s assessment on the contribution of the academic program to their personal and professional growth**

Aspects	1. Poor	2. Fair	3. High	4. Very high	Total	Mean	Mode
1. Practice of the profession	1.2	24.3	37.3	37.3	100.0	3.1	3
2. Problem-solving skill	0.6	12.4	46.2	40.8	100.0	3.3	3
3. Research skills	0.6	20.1	43.2	36.1	100.0	3.1	3
4. Lifelong learning skills	1.2	13.0	43.2	42.6	100.0	3.3	3
5. Communication skills	1.2	8.3	37.3	53.3	100.0	3.4	3
6. Information technology skills	4.1	18.9	46.2	30.8	100.0	3.0	3

7. People management/ interpersonal skills	1.8	17.2	49.1	32.0	100.0	3.1	3
8. Exposure to local/international community within the field of specialization	5.9	27.2	37.3	29.6	100.0	2.9	3
9. Meeting present and future professional skills	1.8	18.3	52.1	27.8	100.0	3.1	3
10. Work promotion	1.2	20.7	46.7	31.4	100.0	3.1	3
11. Opportunity to work abroad	6.5	29.0	33.7	30.8	100.0	2.9	3
12. Personality Development	1.2	16.6	39.6	42.6	100.0	3.2	3

The alumni's assessment concerning the what's acquired during the academic program is presented in Table 7 below. Similar to the assessment result collected from the survey of the final-year students, all alumni have expressed their assessment at "high" and "very high" rate on 15 items of the academic program that they experienced during the learning program in CTU.

**Table 7: Alumni's assessment on aspects related to the academic program**

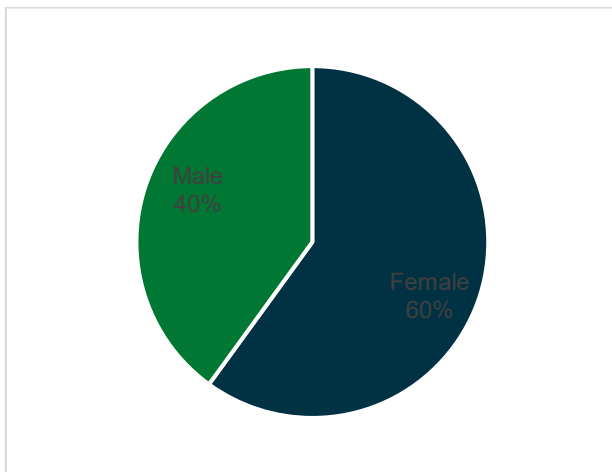
Aspects	1. Poor	2. Fair	3. High	4. Very high	Total	Mean	Mode
1. Courses offered in the curriculum	0.6	20.1	46.7	32.5	100.0	3.1	3
2. Relevance of the program to your professional requirements	3.6	24.9	42.6	29.0	100.0	3.0	3
3. Extra-Curricular Activities	7.7	21.9	34.9	35.5	100.0	3.0	3
4. Internship/field trip/OJT	7.7	18.9	26.6	46.7	100.0	3.1	3
5. Research activities (student's research project)	4.7	20.1	52.7	22.5	100.0	2.9	3
6. Interdisciplinary learning	2.4	29.6	42.0	26.0	100.0	2.9	3
7. Teaching and learning environment	0.6	11.8	50.3	37.3	100.0	3.2	3
8. Quality of Instruction	0.6	7.7	43.8	47.9	100.0	3.4	3
9. Teacher- Student Relationship	0.6	12.4	37.3	49.7	100.0	3.4	3
10. Library Resources	0.0	10.7	36.1	53.3	100.0	3.4	3
11. Science Laboratory Resources/Business simulation Lab	4.1	33.7	39.1	23.1	100.0	2.8	3
12. Class Size	0.6	24.3	49.1	26.0	100.0	3.0	3
13. Infrastructure and facilities	0.0	26.0	42.6	31.4	100.0	3.1	3
14. Professor's competence	0.0	7.7	29.6	62.7	100.0	3.6	4

15. Attainment of program objectives and outcomes	0.6	13.6	42.0	43.8	100.0	3.3	3
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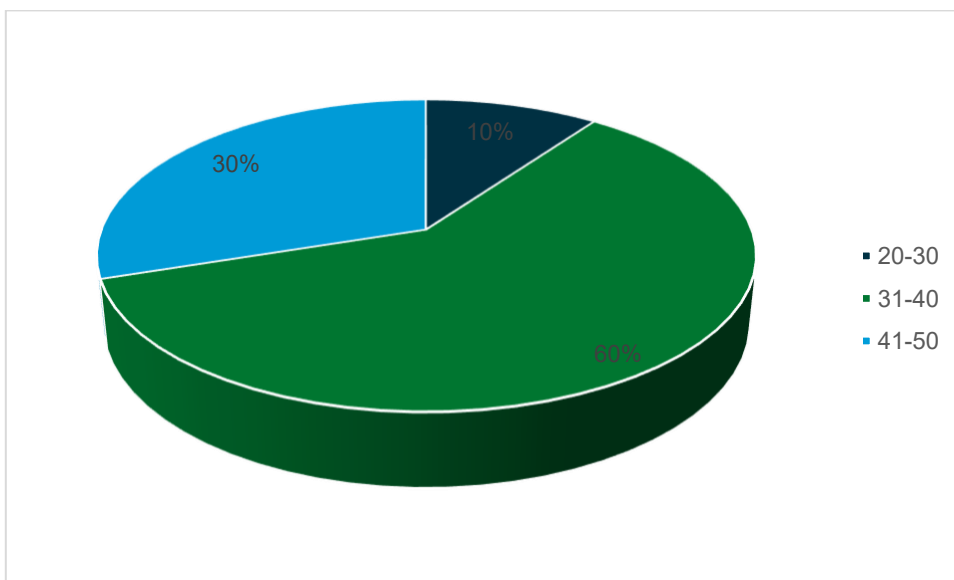
**Employability performance measurement:** the focus on different perspectives from the target stakeholders (business/recruiters, local authorities, academic staffs)

### 2.3.5. Educational staff

Gender



Age



### Working university

	Frequency	Percent
Can Tho Tourism College	1	10
Can Tho University	5	50
FPT University	1	10
Kien Giang College	1	10
Nam Can Tho University	1	10
Tay Do University	1	10
Total	10	100

### Roles

	Frequency	Percent
Academic staff collaborating with employment programs	2	20
Academic staff collaborating with both employment and entrepreneurship programs	1	10
Academic staff collaborating with entrepreneurship programs	2	20
Technical staff collaborating with employment programs	1	10
Higher Management Staff: Rector, Vice-rector, Director, Dean	2	20
Professor (Full-time or Part-time Faculty Members)	2	20
Total	10	100

### ***Does your University have a Career Center or Business Center devoted to providing support to the students and graduates to get a job or start a business?***

	Frequency	Percentage
Yes, there are both centers belonging to a same administrative unit	1	10
Yes, there is a Business Center but not Career Center	1	10
Yes, there is a Career Center, but not Business Center	4	40
No, there are none of these centers, but there are programs and activities to support students and graduates to find a job and/or start a business	3	30
I don't know	1	10
Total	10	100

**How these services contribute to increasing the opportunities to get a job**

	Minimum	Maximum	Mean	Std. Deviation
Regular/Main Curricular at your University	2	5	4.10	0.994
Extracurricular internships	3	5	4.60	0.699
Curricular internships	3	5	4.50	0.707
International employment program	3	5	3.90	0.876
Career Hub or Start-up Center	3	5	3.78	0.667
Career Coaching	3	5	3.70	0.823
Career Guidance	3	5	3.70	0.823
Vocational training	3	5	3.89	0.928
Employment prospection (Visits to companies and companies presentation)	2	5	4.00	0.816
Job fair at national level	2	4	3.70	0.675
(private companies)	2	4	3.70	0.675
Job fair at government level	3	5	4.30	0.675
Job fair at university level	3	5	4.40	0.699
Job fair at faculty level	3	5	3.80	0.789
International internship program	3	5	3.90	0.738
National internship program	3	5	4.44	0.726
Training programs (soft skills training such as leadership skills, communication skills,	3	5	4.11	0.928

Please check the cell that corresponds to the level of **importance** of each of these factors in the **success of obtaining a job for university graduates in your university**.

	Minimum	Maximum	Mean	Std. Deviation
Academic field of study	3	5	4.40	0.843
Academic performance	3	5	4.00	0.816
Foreign languages skills	3	5	4.30	0.823
Previous work experience	3	5	4.20	0.789
Ability to face a job interview	3	5	3.80	0.632
Ability to learn and adapt	3	5	4.10	0.738
Ability to prepare a job application (Resume/CV, Cover letter)	3	5	4.10	0.738

Ability to use the job searching resources (job portals...)	3	5	4.00	0.667
Business orientated attitude	4	5	4.70	0.483
Computing skills	3	5	4.00	0.816
Creativity and innovation	4	5	4.40	0.516
Decision making skills	3	5	4.30	0.675
Interpersonal and communication skills	4	5	4.60	0.516
Leadership skills	2	5	3.60	1.075
Networking skills	3	5	4.20	0.632
Proactivity	3	5	4.40	0.699
Problem solving skills	3	5	4.40	0.699
Teamwork skills	3	5	4.30	0.675
Willingness to relocate for a job	3	5	3.80	0.632
Gender	1	5	2.40	1.265
Ethnicity/Race	1	5	2.30	1.337
The social origin (Education and Job status of parents)	1	5	2.70	1.160

The following is a set of factors **based on the labor market and national regulations** that can be **barriers to graduates securing an employment**.

Please check the cell that corresponds to how problematic each of these factors is for you

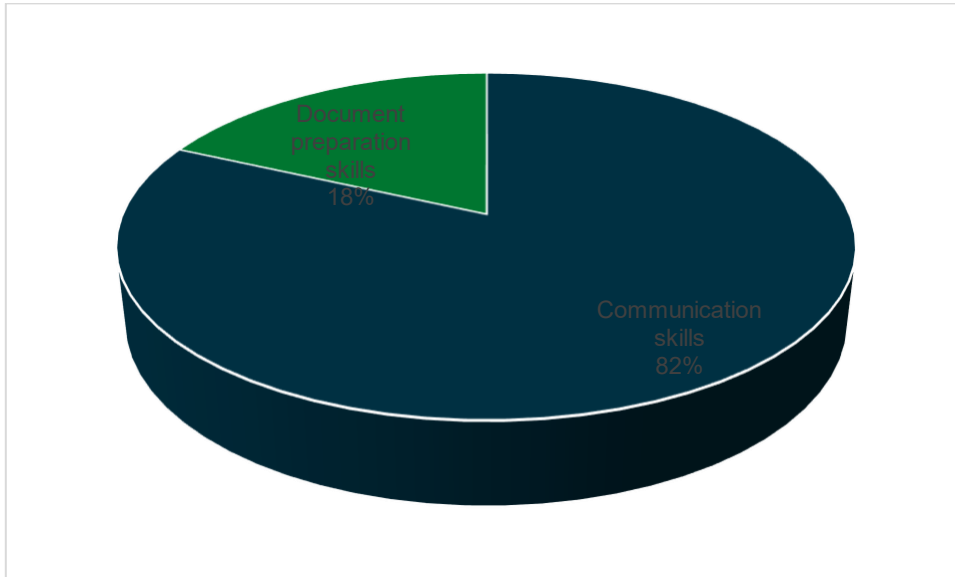
	Minimum	Maximum	Mean	Std. Deviation
Employers not recruiting graduates	1	5	3.5	1.08
Lack of job vacancies	2	5	3.4	1.075
Complex hiring procedures	1	5	3.2	1.229
Educational mismatch with corporation priorities	2	5	3.6	0.843
Labor market laws	2	4	3.1	0.738
Inequality for women	1	5	3.3	1.252
Inequality for minorities	1	5	3.3	1.252
Lack of opportunities to work abroad	2	5	3.6	0.966
Lack of recognition of degrees	2	5	3.7	0.949
Lack of regulation of work-life balance	1	5	3.3	1.252
Lack of intermediation agencies	1	4	2.7	0.949

## Recruiters

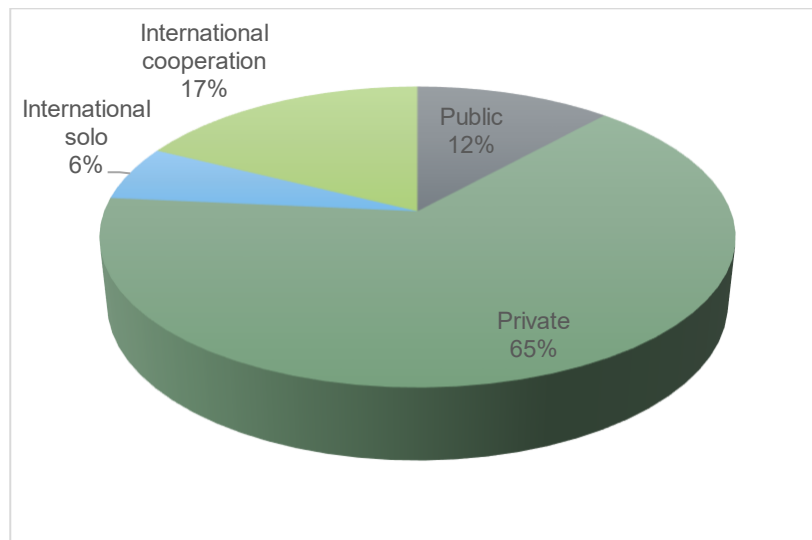
### Skills

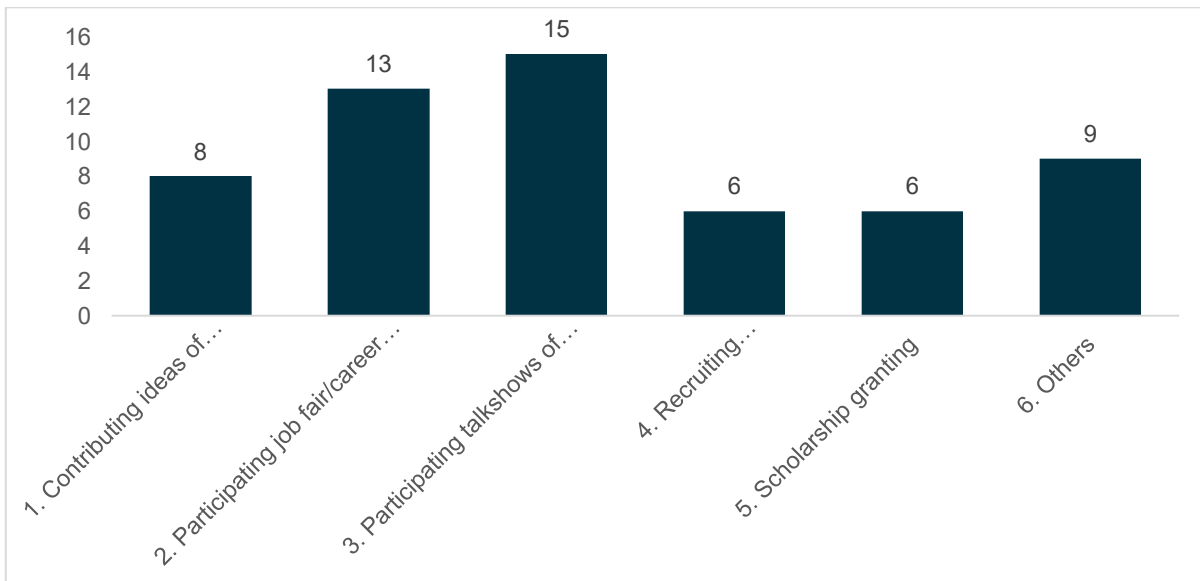
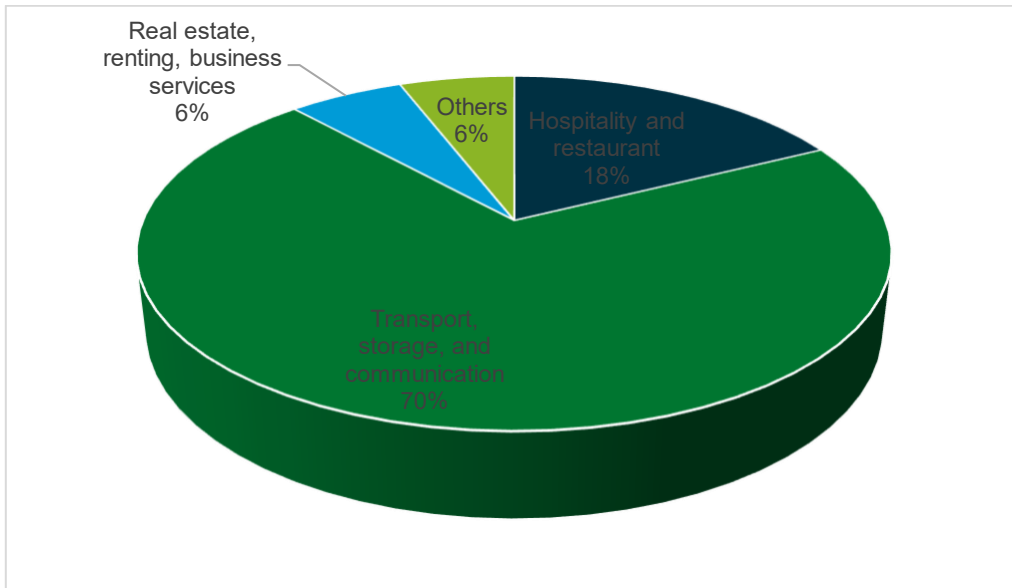
	1. Poor	2. Fair	3. High	4. Very high	Total	Mean	Mode
Communication skills: interacting with different people, communicating with different people, and managing different people	0.0 %	0.0%	90.9%	9.1 %	100.0 %	3.09	3
Maintain professionalism: smile appropriately, stay calm, react appropriately	0.0 %	9.1%	63.6%	27.3 %	100.0 %	3.18	3
Communication: in verbal and non-verbal forms	0.0 %	18.2%	63.6%	18.2 %	100.0 %	3.00	3
Business skills: use initiative, tailor services to a variety of customers, adhere to company standards while maintaining customer satisfaction	0.0 %	27.3%	54.5%	18.2 %	100.0 %	2.91	3
Social skills: teamwork, awareness of others, adaptive behavior	0.0 %	36.4%	45.5%	18.2 %	100.0 %	2.82	3
Action	0.0 %	9.1%	63.6%	27.3 %	100.0 %	3.18	3
Positive attitude	0.0 %	0.0%	45.5%	54.5 %	100.0 %	3.55	3
Arithmetic (calculation): invoice processing	9.1 %	18.2%	63.6%	9.1 %	100.0 %	2.73	3
Professionalism	0.0 %	27.3%	54.5%	18.2 %	100.0 %	2.91	3
Self-motivated and proactive	0.0 %	63.6%	27.3%	9.1 %	100.0 %	2.45	2
Ethical behavior (related to environmental and sustainability skills)	0.0 %	0.0%	54.5%	45.5 %	100.0 %	3.45	3
Digital skills	0.0 %	18.2%	72.7%	9.1 %	100.0 %	2.91	3

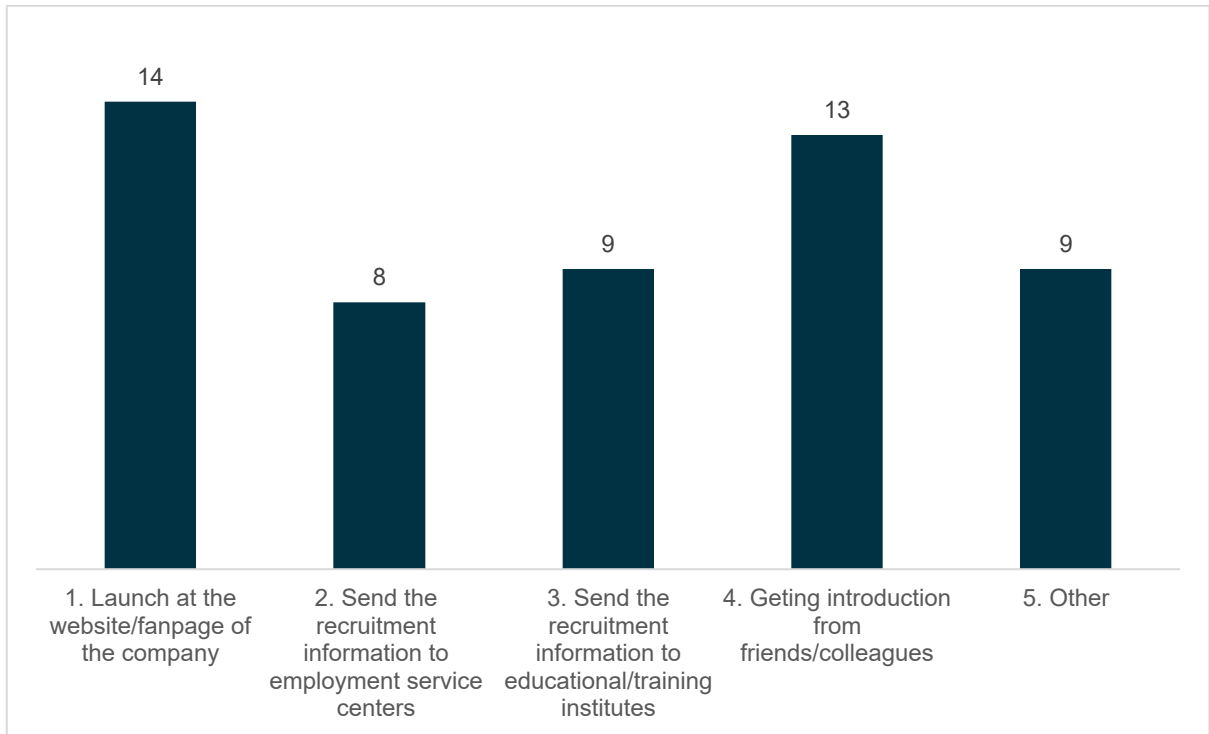
### Most important skills to success



### 2.3.6. Other related stakeholders/ Recruiter







	1	2	3	4	Total	Mean	Mode
Practice of the profession	5.9%	41.2%	47.1%	5.9%	100.0%	2.53	3
Problem-solving skill	0.0%	52.9%	41.2%	5.9%	100.0%	2.53	2
Research/analysis skills	11.8%	52.9%	11.8%	23.5%	100.0%	2.47	2
Lifelong learning skills	5.9%	47.1%	17.6%	29.4%	100.0%	2.71	2
Communication skills	5.9%	29.4%	52.9%	11.8%	100.0%	2.71	3
Information technology skills	5.9%	17.6%	52.9%	23.5%	100.0%	2.94	2
People management/ interpersonal skills	5.9%	52.9%	29.4%	11.8%	100.0%	2.47	2
Leadership competencies	11.8%	41.2%	35.3%	11.8%	100.0%	2.47	2
Critical Thinking Skill	5.9%	47.1%	23.5%	23.5%	100.0%	2.65	3

Exposure to local community within field of specialization	5.9%	23.5%	41.2%	29.4%	100.0%	2.94	3
Exposure to International Community within the field of Specialization	0.0%	35.3%	35.3%	29.4%	100.0%	2.94	3
Meeting present and future professional skills	0.0%	41.2%	41.2%	17.6%	100.0%	2.76	3
Work promotion	0.0%	41.2%	41.2%	17.6%	100.0%	2.76	3
Opportunity to work abroad	17.6%	23.5%	47.1%	11.8%	100.0%	2.53	3
Personality Development	5.9%	29.4%	47.1%	17.6%	100.0%	2.76	3

### 2.3.7. Concluding remarks and discussions

A survey was conducted at Can Tho University (CTU) with 230 final-year students from programs such as Tourism and Hospitality Management (THM), Tour Guide, IT, Natural Sciences, and other fields. The results aimed to provide an overview of personal characteristics and employability skills among students. The largest group of respondents (50.4%) was from the THM program, followed by 16.1% from Tour Guide, and 33.5% from other disciplines.

CTU has established the Center for Student Consultancy, Assistance, and Start-up (CSCAS) to support students by offering seminars, short training programs, academic performance improvement, student exchanges, internships abroad, career fairs, and business collaborations. However, 51.3% of the respondents were unaware of the center's existence, with THM students being more informed about CSCAS than students from other programs. Additionally, the "Innovation and Entrepreneurship" course has become mandatory in all undergraduate programs, and the School of Economics offers an intensive 3-credit course on "Entrepreneurship and Starting a Business."

An online survey was also conducted with 169 alumni from CTU, primarily those who graduated between 2020 and 2022. The alumni survey revealed that 58% of respondents were female, with an average age of 25, and most (89.4%) were single. The survey identified major challenges faced by new graduates in securing suitable jobs, such as lack of work experience, limited foreign language skills, and competition in the job market.

Regarding the contribution of academic programs to alumni's personal and professional growth, the results showed a generally high satisfaction rate. Alumni rated skills such as problem-solving, lifelong learning, communication, and personality development highly.



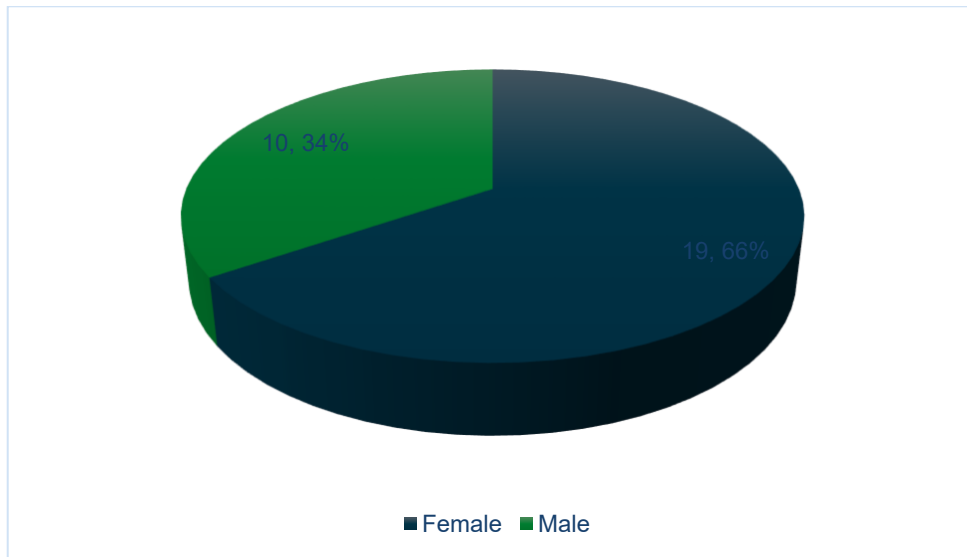
However, they expressed dissatisfaction with the program's contribution to employability opportunities abroad.

The analysis underscores the importance of enhancing employability and entrepreneurship in tourism studies through targeted institutional support. While initiatives such as career fairs, internships, and entrepreneurship courses have shown positive impacts, gaps in awareness and accessibility persist. Addressing challenges like limited foreign language skills and practical experience is vital. Collaboration between academia and industry, alongside improved student engagement, will be crucial for fostering sustainable development in the tourism sector across Vietnam and the Philippines.

## 2.4. LYCEUM OF THE PHILIPPINES UNIVERSITY – BATANGAS (LPU-B)

### 2.4.1. Alumni – Employability

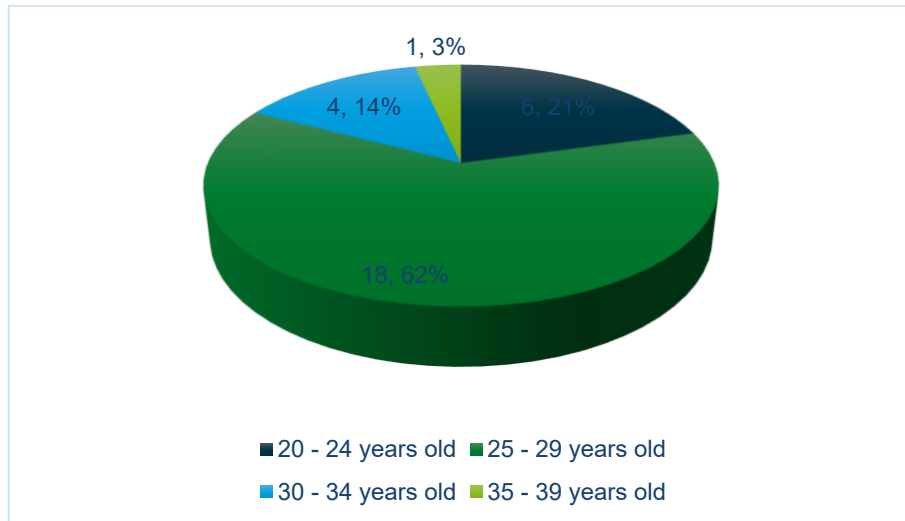
#### A. PERSONAL INFORMATION



**Figure 1. Distribution of the Alumni Sex**

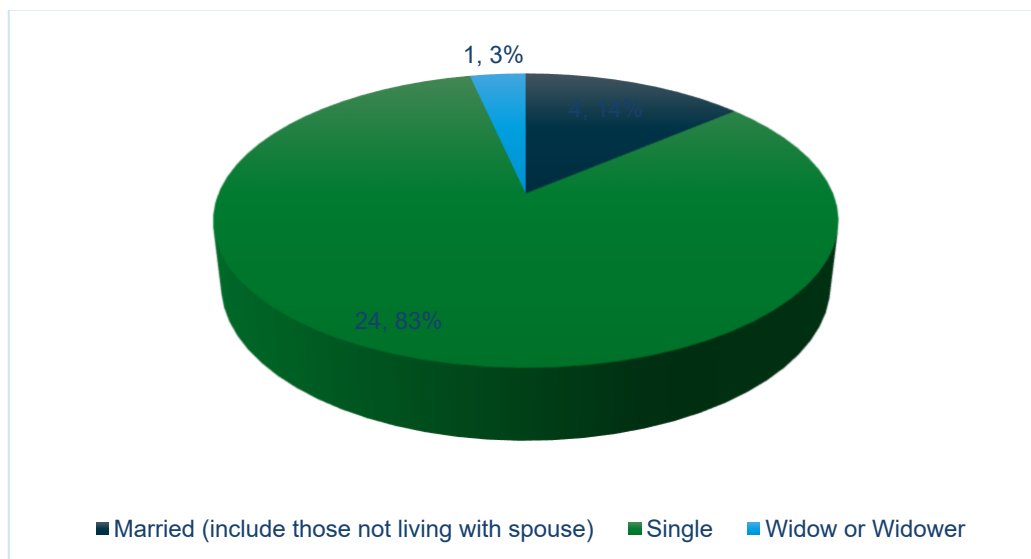
This pie chart depicts the gender distribution of alumni within the context of an employability study. Males form the majority, accounting for 66% of the alumni, while females represent 34%. This indicates a greater representation of males among the alumni group. While males are predominant, the 34% female representation suggests a considerable level of female participation as well. The chart provides a clear overview of the gender balance among the alumni, highlighting the male majority. Further context regarding the specific field or program of these alumni would be helpful for a more comprehensive understanding.

The text also indicates that the values are "10; 34%" for females and "19; 66%" for males. This might imply that 10 females and 19 males responded to the survey, for a total of 29 respondents.



**Figure 2. Distribution of the Alumni Age**

This pie chart depicts the age distribution of alumni. The 25-29 age group is the most prominent, representing 62% of the respondents. Combined with the 20-24 and 30-34 age groups, a significant 97% of the alumni are within the 20-34 age range. This suggests a relatively young alumni population, possibly indicating a recent graduation timeframe for the surveyed group. The minimal representation of the 35-39 age group further emphasizes this trend. The chart provides a clear overview of the age demographics of the alumni, highlighting the concentration of individuals in their mid-twenties to early thirties.



**Figure 3. Distribution of the Alumni Civil Status**



This pie chart depicts the civil status of the alumni. An overwhelming 83% are single, indicating a predominantly unmarried alumni population. Married individuals represent 14%, while widows or widowers make up only 3%. This distribution aligns with the young age profile observed in the previous chart, as a large proportion of individuals in their mid-twenties to early thirties are likely to be single. The chart provides a clear overview of the marital status of the alumni, highlighting the prevalence of single individuals within this group. The data suggests a correlation between the young age of the alumni and their predominantly single status.

## B. EDUCATIONAL INFORMATION

<b><i>Academic year graduated</i></b>	<b>Frequency</b>	<b>Percentage (%)</b>
2014-2015	6	20.7
2015-2016	6	20.7
2016-2017	1	3.4
2017-2018	5	17.2
2018-2019	3	10.3
2020-2021	4	13.8
2021-2022	4	13.8
<i>How long did it take you to find a job since obtaining your degree?</i>		
Within 6 months	23	79.3
Between 6 and 12 months	4	13.8
Between 1 and 2 years	2	6.9
<i>Which one best describes your status during your first employment?</i>		
Working full-time	26	89.7
Working part-time but seeking full-time work	1	3.4
Self-employed	2	6.9
<i>Was your first job related to the degree you earned?</i>		
No	4	13.8
Yes	25	86.2
<i>How useful is the knowledge and skills learned from the university?</i>		
Extremely useful	14	48.3
Somewhat useful	15	51.7



The table provides a comprehensive overview of the educational background and initial employment experiences of a cohort of alumni. Analyzing the distribution of graduation years, it is evident that the survey encompasses a relatively recent timeframe, spanning from 2014 to 2022. The highest concentration of graduates is found in the 2014-2015 and 2015-2016 academic years, each representing 20.7% of the respondents. This suggests that the data might be particularly relevant for understanding the outcomes of alumni who have had a few years to establish themselves in the workforce. The subsequent years, 2016-2017, 2017-2018, 2018-2019, 2020-2021 and 2021-2022, show a decreasing trend in representation, which is logical given the more recent graduation dates.

A particularly encouraging finding is the swiftness with which these alumni transitioned into the workforce. An overwhelming 79.3% secured employment within just six months of obtaining their degrees. This rapid transition speaks volumes about the effectiveness of the educational program and the employability of its graduates. Furthermore, the fact that an additional 13.8% found jobs within six to twelve months, and only a small fraction (6.9%) took between one and two years, reinforces the notion of a successful job placement rate for this group. This data point strongly suggests that the education received has adequately prepared these individuals for a relatively seamless entry into the professional world.

Delving into the nature of their first employment, the data reveals that a decisive majority, 89.7%, were engaged in full-time positions. This high percentage of full-time employment underscores the success of these alumni in securing stable and substantial positions early in their careers. The small percentages of those working part-time while seeking full-time work (3.4%) and those who were self-employed (6.9%) are not unusual and represent expected variations in early career paths. It is also relevant that the self-employed percentage is higher than the part-time one, signaling that there is an entrepreneurial spirit in the graduates.

The relevance of the academic program to the alumni's professional pursuits is further highlighted by the fact that 86.2% reported their first job was directly related to the degree they earned. This strong correlation between education and employment indicates that the curriculum and training provided are well-aligned with the demands of the job market. It suggests that the program effectively equips students with the specific knowledge and skills needed to succeed in their chosen fields. The small fraction who found themselves in unrelated fields could owe to personal preferences or economic circumstances.

Finally, the alumni's perception of the usefulness of their education is overwhelmingly positive. Every single respondent rated the knowledge and skills learned from the university as either "Extremely useful" (48.3%) or "Somewhat useful" (51.7%). This unanimous endorsement of the program's practical value is a testament to its effectiveness in preparing students for real-world challenges. It reflects a high degree of satisfaction with the education received and suggests that the program successfully delivers on its promise of providing



relevant and applicable knowledge and skills. This positive feedback loop reinforces the effectiveness of the university's curriculum and teaching methods in fostering career readiness among its graduates.

#### 2.4.2. CURRENT EMPLOYMENT STATUS

<i>Job status</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Permanent	20	69.0
Contractual	7	24.1
Job order/casual	1	3.4
Self-employed	1	3.4
<i>Organization's ownership</i>		
Private	21	72.4
Public	5	17.2
Joint-stock venture	1	3.4
100% foreign investment	2	6.9
<i>Length of service in your current employment or self-employment</i>		
Below 1 year	10	34.5
2 – 5 year	16	55.2
6 – 10 yea	3	10.3
<i>In the case of paid-employment, what is your current job level position?</i>		
Employee	21	73.4
Team head	4	13.8
Analyst	2	6.9
HEAD CHEF	1	3.4
IT Engineer	1	3.4

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### **2.4.3. CONTRIBUTION OF KNOWLEDGE AND SKILLS LEARNED TO THE EMPLOYABILITY OPPORTUNITY**

*Contribution of your academic program to your personal and professional growth*

Items	Mean	Verbal Interpretation	Rank
Practice of the profession	3.31	High	11.5
Problem-solving skill	3.38	High	7
Research skills	3.34	High	10



Lifelong learning skills	3.38	High	7
Communication skills	3.41	High	4
Information technology skills	3.21	High	14.5
People management/ interpersonal skills	3.38	High	7
Leadership competencies	3.38	High	7
Critical Thinking Skill	3.43	High	3
Exposure to local community within field of specialization	3.28	High	13
Exposure to International Community within the field of Specialization	3.38	High	7
Meeting present and future professional skills	3.45	High	1
Work promotion	3.21	High	14.5
Opportunity to work abroad	3.31	High	11.5
Personality Development	3.45	High	2
Composite Mean	3.35	High	

*Legend: 3.50 – 4.00 = Very High; 2.50 – 3.49 = High; 1.50 – 2.49 = Fair; 1.00 – 1.49 = Poor*

The table reveals that respondents rated the contribution of their academic program highly across all assessed items, with a composite mean of 3.35. "Meeting present and future professional skills" and "Personality Development" received the highest ratings, with means of 3.45. This suggests that the academic program is perceived as effective in preparing students for their careers and fostering personal growth.

"Communication skills" and "Critical Thinking Skills" were also rated highly, with means of 3.41 and 3.43 respectively. These skills are essential for success in any profession. This high rating suggests that the academic program effectively equips students with vital communication and critical thinking abilities that will be extremely valuable in the workplace. These are highly transferable skills.

The lowest-rated items were "Information technology skills" and "Work promotion", both receiving a mean of 3.21. Although still rated "High," these lower scores indicate areas where the program could potentially improve. Respondents may feel that there is room to enhance IT training and support for career advancement within their academic program.

"Exposure to the local community within the field of specialization" received a mean of 3.28. This was the third lowest score, but still considered high. There is a minimal difference in scores between the highest and lowest items. This indicates respondents generally feel there are benefits from the community exposure they receive.

*Aspects of the academic program you earned from your school/university*



Items	Mean	Verbal Interpretation	Rank
Courses offered in the curriculum	3.10	High	14
Relevance of the program to your professional requirements	3.17	High	12
Extra-Curricular Activities	3.07	High	15
Internship/fieldtrip/OJT	3.14	High	13
Research activities (student's research project)	3.31	High	8.5
Interdisciplinary learning	3.41	High	2.5
Teaching and learning environment	3.45	High	1
Quality of Instruction	3.31	High	8.5
Teacher- Student Relationship	3.31	High	8.5
Library Resources	3.31	High	8.5
Science Laboratory Resources/Business simulation Lab	3.31	High	8.5
Class Size	3.41	High	2.5
Infrastructure and facilities	3.38	High	4.5
Professor's competence	3.31	High	8.5
Attainment of program objectives and outcomes	3.38	High	4.5
Composite Mean	3.29	High	

*Legend: 3.50 – 4.00 = Very High; 2.50 – 3.49 = High; 1.50 – 2.49 = Fair; 1.00 – 1.49 = Poor*

This table assesses aspects of an academic program, with all items rated "High" and a composite mean of 3.29. "Teaching and learning environment" received the highest rating (3.45), suggesting that students are particularly satisfied with this aspect. "Class Size" and "Interdisciplinary learning" also scored highly, both with a mean of 3.41, indicating positive perceptions of class sizes and the program's interdisciplinary approach.

Several items, including "Quality of Instruction," "Teacher-Student Relationship," "Library Resources," "Science Laboratory Resources/Business simulation Lab," and "Professor's competence," all received the same mean score of 3.31. While still "High," this clustering suggests these areas, although satisfactory, could potentially be areas for focused improvement or differentiation within the program. They all tied for a ranking of 8.5.

The lowest-rated aspects were "Extra-Curricular Activities" (3.07), "Courses offered in the curriculum" (3.10), and "Internship/fieldtrip/OJT" (3.14). These lower ratings highlight potential areas where the academic program could be enhanced. Students may desire more diverse or enriching extra-curricular options, more relevant coursework, or improved practical training experiences, such as internships, to better prepare them for their careers.



"Relevance of the program to your professional requirements" was ranked 12th, with a mean score of 3.17. Although still in the "High" category, this suggests that students perceive a need for improvement in aligning the program with their future career needs. There is an opportunity for the institution to strengthen the connection between academic learning and professional requirements.

#### **2.4.4. Concluding remarks and discussions**

The employability study conducted by Lyceum of the Philippines University – Batangas (LUP-B) reveals important insights into alumni gender distribution and the relevance of the academic program to their careers. The pie chart shows a male majority, with 66% of alumni being male and 34% female. This indicates a gender disparity, but the 34% female representation highlights notable female participation as well. Additional details on the specific fields or programs of the alumni would provide a more comprehensive view of this gender distribution.

A significant 86.2% of alumni reported that their first job was directly related to the degree they earned, underscoring the strong alignment between the university's curriculum and the job market demands. This indicates that the academic program successfully equips students with the skills and knowledge needed for their careers.

Alumni feedback regarding the usefulness of their education is overwhelmingly positive, with all respondents rating their education as either "Extremely useful" (48.3%) or "Somewhat useful" (51.7%). This suggests a high level of satisfaction with the practical value of their degrees.

However, the study also identifies areas for improvement. The lowest-rated aspects were "Extra-Curricular Activities" (3.07), "Courses offered in the curriculum" (3.10), and "Internship/fieldtrip/OJT" (3.14). These lower ratings suggest that alumni feel these areas could be more enriching and better aligned with career preparation. Additionally, while the "Relevance of the program to your professional requirements" received a rating of 3.17, it indicates that there is room for improvement in further aligning the program with future career needs.



## 2.5. POLYTECHNIC UNIVERSITY OF THE PHILIPPINES (PUP)

The successful transition from education to employment is crucial in today's dynamic job market. It's essential to our institution's growth and students' success. To shed light on their preparedness and success in securing fulfilling careers, we are analyzing to evaluate our students' employability status.

Why is this analysis critical? It will enable us to:

1. Evaluate the effectiveness of our educational programs: Does the curriculum equip students with the skills and knowledge employers demand? By identifying areas for improvement in skills development, we can make targeted initiatives that promote growth and development.
2. Develop targeted support systems: Can we provide career counseling, internship opportunities, or industry connections to enhance graduate readiness? These connections could create job opportunities, valuable information, innovative ideas, and career advice to academic and other stakeholders.

This report will examine various factors that influence employability, including:

1. Whether the university has any organization supporting the students and graduates in getting a job or starting a business.
2. What kinds of supporting activities related to career opportunities are often taken at the university?
3. The contribution of academic programs to students' personal and professional growth.

By analyzing these aspects, we'll gain valuable insights into the overall employability landscape of our student body. Armed with this knowledge, we can make informed decisions and implement strategies that bridge the gap between education and successful careers.

The following sections of this study will present the detailed findings, analysis, and recommendations based on the graduate employability analysis.

### 2.5.1. PERSONAL INFORMATION

**Table 1.1 Distribution of Students' Gender**

GENDER	FREQUENCY	%
Female	77	77
Male	19	19

Others	4	4
TOTAL	100	100

Table 1.1 Distribution of Students' Gender" shows that most students are female, at 77%. There are 19% male students and 4% who identify as other

**Table 1.2 Distribution of Students' Age**

AGE	FREQUENCY	%
21 years old	3	3
22 years old	73	73
23 years old	21	21
24 years old	3	3
TOTAL	100	100

Table 1.2 shows that only a few students fall under the youngest and oldest age categories (21 and 24 years old, respectively). Each of these age groups has only three students, which accounts for 3% of the total student population. The largest age group is the 22-year-old group, which consists of 73 students and forms the majority of the student population, i.e., 73%. 21% of the students are aged 23, which equates to 21 students in total.

## 2.5.2. EDUCATIONAL INFORMATION

**Table 2 Distribution of Students' Program**

ACADEMIC PROGRAM	FREQUENCY	%
Tourism Management	59	59
Hospitality Management	14	14
Transportation Management	27	27
TOTAL	100	100

Table 2 displays information on three academic programs and the number of students currently enrolled in each program. Additionally, the table provides the percentage of students enrolled in each program.

The Tourism Management program has the most students enrolled, with a total of 59, making up 59% of the total students. The Transportation Management program has 27 students enrolled, which accounts for 27% of the total. Finally, the Hospitality

Management program has the fewest students enrolled, with 14, making up 14% of the total students.

### 2.5.3. CAREER SUPPORTING STATUS

**Table 3. University's Support to Students**

<i>Does your university have any organization devoted to providing support to the students and graduates to get a job or start a business?</i>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes, there are both center belonging to different administrative units Y	24	24.0
Yes, there are both center belonging to a same administrative unit	53	53.0
No, there are none of these centers, but there are programs and activities to support students	3	3.0
I do not know	20	20.0
Others	0	0
<i>What kinds of the supporting activities related to career opportunities are often taken at school?</i>		
Talk Shows on career path	0	0
Seminars on preparing a CV, job application skills	32	32.0
Job fair/career day	42	42.0
Job interview sessions (internship, employees)	18	18.0
Career related field trips	0	0
Job information dissemination	8	8.0
Scholarship awards	0	0
Others	0	0
<i>How often are these supporting activities organized in your school?</i>		
1 – 2 times per year	55	55.0
3 – 5 times per year	42	42.0
6 – 10 times per year	3	3.0
More than 10 times per year	0	0

Table 3 unveils the crucial findings of a comprehensive survey, a significant endeavor to assess the availability and frequency of career support services at our esteemed university. This survey was designed to address two pivotal questions: Does our



university offer career support services? If so, what are these services, and how often are they provided?

As per the survey, 77% of the respondents affirmed that our university provides career support services to our students and graduates. These services, a testament to our comprehensive approach, are often dispensed through dedicated centers or various programs and activities spanning multiple departments. Interestingly, 20% of the respondents noted that while the university lacks dedicated centers, it still offers some form of career support.

The survey also revealed a comprehensive range of career support services offered by universities, which include seminars on CV and job application skills (32%), job interview sessions for internships and employment opportunities (42%), job fairs or career days (18%), and job information dissemination (8%). This variety underscores the university's commitment to providing a holistic career support system.

Delving into the frequency of these services, 55% of the respondents reported that they are offered 1-2 times per year, a testament to our commitment. This was followed by 42% who stated they are offered 3-5 times yearly, showcasing our dedication. A mere 3% of the respondents reported that these services are offered more than ten times per year, a figure we can strive to improve upon.

#### 2.5.4. KNOWLEDGE AND SKILLS LEARNED TO THE EMPLOYABILITY OPPORTUNITY WHILE STUDYING THE PROGRAM

**Table 4. 1 Contribution of Academic Program to Students' Personal and Professional Growth**

Items	Mean	Verbal Interpretation	Rank
Practice of the profession	4.22	Very High	3
Problem-solving skill	4.03	Very High	7
Research skills	4.15	Very High	4
Lifelong learning skills	4.05	Very High	5
Communication skills	4.05	Very High	5
Information technology skills	3.75	Very High	12
People management/ interpersonal skills	3.90	Very High	9
Leadership competencies	3.56	Very High	14
Critical Thinking Skill	3.90	Very High	9
Exposure to local community within field of specialization	3.65	Very High	13

Exposure to International Community within the field of Specialization	3.30	High	15
Meeting present and future professional skills	3.85	Very High	11
Work promotion	4.25	Very High	2
Opportunity to work abroad	4.42	Very High	1
Personality Development	3.95	Very High	8
Composite Mean	3.94	Very High	

*Legend: 3.50 – 4.00 = Very High; 2.50 – 3.49 = High; 1.50 – 2.49 = Faqir; 1.00 – 1.49 = Poor*

Table 4.1 displays different academic programs' contribution to students' personal and professional growth. It uses a scale of 1.00 to 4.50, where a score of 1.00 represents "Poor" and 4.50 represents "Very High." Here are the key findings from the table:

The academic programs contribute significantly to students' personal and professional growth. The average score for all items is 3.94, which falls under the "Very High" category. The program contributes the most towards students' opportunities to work abroad (4.42), followed by work promotion (4.25) and practice of the profession (4.22). The lowest-ranked item (3.30) is exposure to the international community within the field of specialization. This score falls under the "High" category.

Here are some additional observations: The program develops some skills, including problem-solving (4.03), research (4.15), communication (4.05), and lifelong learning (4.05), all of which score very high. The program adequately prepares students for the job market, with meeting future professional skills (3.85) and information technology skills (3.75) receiving very high ratings. However, there is scope for improvement in leadership development (3.56).

It is crucial to note that this table only shows the students' perceptions and may not reflect the programs' actual impact

**Table 4.2 Respondents' Rating of Their Academic Program**

Items	Mean	Verbal Interpretation	Rank
Courses offered in the curriculum	4.35	Very High	1
Relevance of the program to your professional requirements	4.15	Very High	5
Extra-Curricular Activities	3.52	Very High	9
Internship/field trip/OJT	4.25	Very High	3

Research activities (student's research project)	4.05	Very High	7
Interdisciplinary learning	3.50	Very High	12
Teaching and learning environment	3.52	Very High	9
Quality of Instruction	4.22	Very High	4
Teacher- Student Relationship	4.30	Very High	2
Library Resources	3.52	Very High	9
Science Laboratory Resources/Business simulation Lab	3.40	High	13
Class Size	3.15	High	14
Infrastructure and facilities	3.15	High	14
Professor's competence	4.15	Very High	5
Attainment of program objectives and outcomes	4.05	Very High	7
Composite Mean	3.82	Very High	

*Legend: 3.50 – 4.00 = Very High; 2.50 – 3.49 = High; 1.50 – 2.49 = Faqir; 1.00 – 1.49 = Poor*

Table 4.2 displays the ratings given by students for different aspects of their academic program. The ratings are 1.00 to 4.50, with interpretations ranging from "Poor" to "Very High." Here are some key findings: Overall, students rated the program very highly, with an average score of 3.82, falling under the "Very High" category.

The following aspects were rated highest by students: Teacher-Student Relationship (4.30); Courses offered in the curriculum (4.35); Quality of Instruction (4.22); Professor's competence (4.15); Internship/field trip/OJT (4.25)

The aspects rated lowest are Class size (3.15), which falls under the "High" category; infrastructure and facilities (3.15), which also falls under the "High" category; Library Resources (3.52), which falls under the "Very High" category; and interdisciplinary learning (3.50), which also falls under the "Very High" category.

Some observations can also be noted, such as Students giving high ratings to aspects related to the quality of teaching, such as courses offered, instructors, and the relationship with teachers. Students also rated their experience with internships and field trips very highly. There is room for improvement in class size, infrastructure, and facilities.

It is important to note that this table only reflects the students' perceptions and may not reflect the actual quality of the program.

### 2.5.5. 3. Concluding remarks and discussions

The Polytechnic University of the Philippines (PUP) provides insights into student enrollment and satisfaction within its academic programs. The Tourism Management program has the highest number of students enrolled, followed by the Transportation Management program and the Hospitality Management program with fewer students.

In terms of overall satisfaction, students rated their academic experience highly, particularly in areas such as teacher-student relationships, course offerings, quality of instruction, professor competence, and internship/field trip experiences. These aspects received strong ratings, reflecting student satisfaction with the quality of teaching and practical learning opportunities.

However, some areas were rated lower, including class size and infrastructure/facilities, which were identified as areas for potential improvement. Additionally, library resources and interdisciplinary learning were also rated lower but still received favorable reviews.

In short, while students expressed high satisfaction with the teaching quality and practical components of their academic programs, there is room for enhancement in certain aspects like class size and campus infrastructure. It is important to note that these findings are based on student perceptions, which may not fully reflect the actual quality of the programs.

## 2.6. UNIVERSITY OF SAN CARLOS (USC), THE PHILLIPINES 3.2

### 2.6.1. Respondents' Profile:

Figure 1  
Gender of the Students

Sex  
101 responses

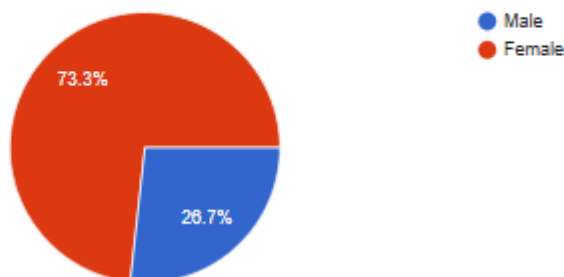


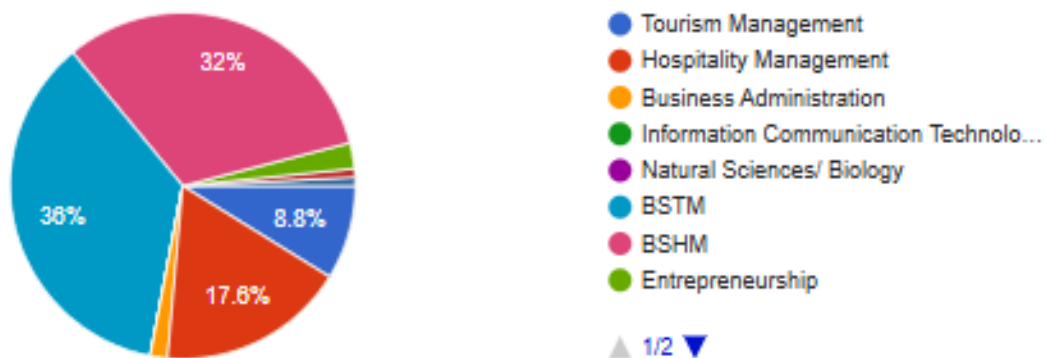
Table 1. Age of the Students

The majority of the respondents are female, accounting for 73.3% of the total responses, while males make up 28.7%. This significant difference indicates that females are predominantly represented in this data set.

Age	Count	Percentage
15-20 years old	0	
21-25 years old	24	24
26-30 years old	53	54
31-35 years old	21	20
36 years older	2	2

The age distribution of respondents is summarized in the table, with the majority falling within the 26-30 years old age group, accounting for 54% of the total respondents. This is followed by the 21-25 years old group, representing 24%, and the 31-35 years old group at 20%. Respondents aged 36 years and older make up only 2% of the sample, while there were no respondents in the 15-20 years old category. This distribution suggests that the majority of respondents are in their late twenties to early thirties, likely reflecting a population in a transitional or active phase of their careers or personal endeavors.

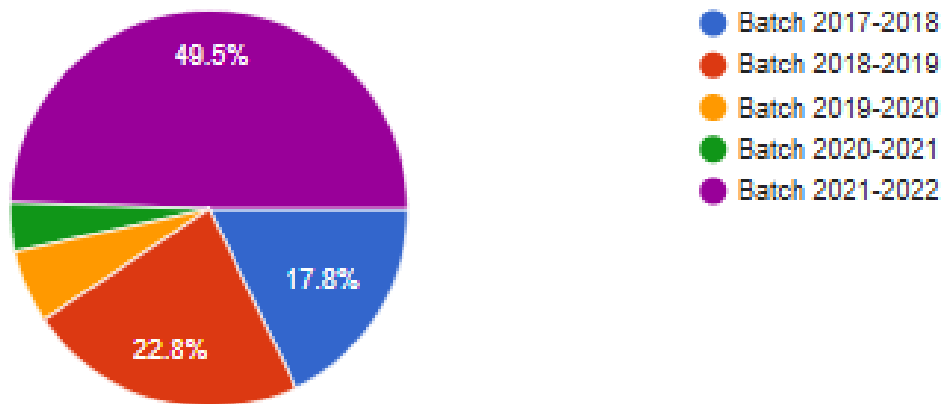
Table 2. Academic Disciplines of the Students



The chart illustrates the distribution of respondents based on their academic disciplines. The largest proportion of respondents, 38%, belong to the Tourism Management program, followed by 32% from BSTM (Bachelor of Science in Tourism Management). A smaller proportion, 17.8%, comes from Hospitality Management, while 8.8% represent Business Administration. Other fields, such as Information Communication Technology (ICT), Natural Sciences/Biology, and Entrepreneurship, make up minimal shares of the total.

Figure 2

Year Graduated



The pie chart illustrates the distribution of respondents based on their year of graduation. The largest group of respondents, comprising 49.5%, graduated in the Batch 2021-2022, indicating a recent and dominant representation in the sample. This is followed by 22.8% from the Batch 2018-2019 and 17.8% from the Batch 2017-2018. A smaller proportion of respondents, those from the Batch 2019-2020 and Batch 2020-2021, account for a relatively minor share of the total, with noticeable diversity in representation across the years. The chart highlights a strong focus on more recent graduates, particularly those from the most recent batch.

Table 3. Present Job Status

Do you presently have a job (including part-time)?	Count	Percentage
Yes	97	96
No	3	4

The table indicates the present job status of respondents, with the majority, 96%, currently employed, including part-time jobs. Only a small proportion, 4%, reported not having a job. This suggests that the vast majority of respondents are actively engaged in the workforce, reflecting a strong employment rate among the sample population.

(if yes) Are you working in a job related to your field of study?

Figure 3  
Job Fields

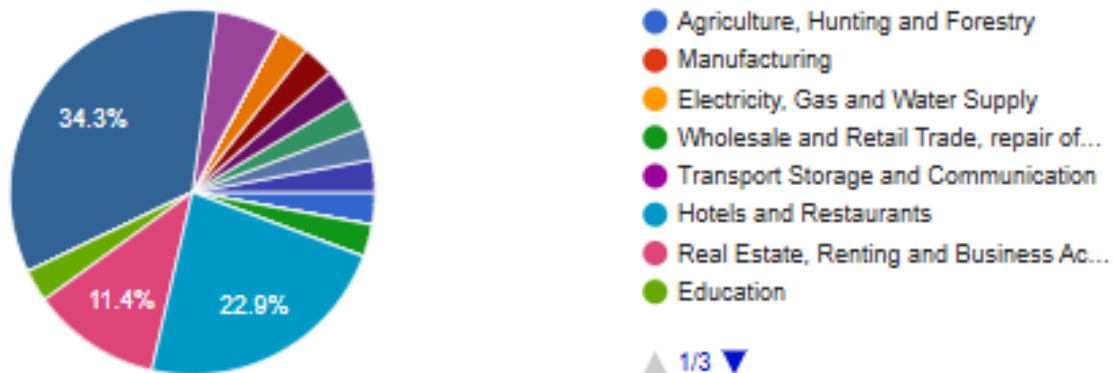


Figure 3 represents the distribution of respondents based on whether they are working in a job related to their field of study in Tourism and the industries they are employed in. The majority, 34.3%, are engaged in the Hotels and Restaurants sector, directly aligning with their field of study. This is followed by 22.9% in the Wholesale and Retail Trade industry, which may still involve tourism-related roles, such as hospitality or customer service.

Smaller proportions of respondents work in sectors such as Manufacturing (11.4%), Transport, Storage, and Communication, and Education, among others. These reflect a mix of industries, some of which may be indirectly connected to Tourism. The chart highlights that while a significant number of respondents work in jobs directly aligned with their field, others have diversified into related or unrelated sectors, showcasing the adaptability of graduates in various industries.

Table 4



(if no) Are you currently looking for a job?	Count	Percentage
Yes	25	24
No	76	76

The table reflects the job-seeking status of respondents who are not currently employed. Among them, 24% are actively looking for a job, while the majority, 76%, are not seeking employment at the moment. This indicates that a significant proportion of respondents are either content with their current situation or have other reasons for not actively pursuing job opportunities. The data suggests varying priorities or circumstances influencing the job search behavior of respondents.

Table 5. Business Venture

Do you own some business ventures?	Count	Percentage
Yes	13	12
No	88	88

Table 5 shows that only 12% of respondents currently own business ventures, while the majority, 88%, do not have any business ownership. This indicates that a relatively small proportion of respondents have ventured into entrepreneurship, suggesting that most are either focused on employment or have not yet pursued entrepreneurial opportunities.

## 2.6.2. AWARENESS OF ENTREPRENEURSHIP EDUCATION & ENTREPRENEURIAL OPPORTUNITIES

Entrepreneurial opportunity is exogenous to the entrepreneur as well as opportunity recognition depends on the cognition of the individual(s) involved (*according to the Theory of Entrepreneurial Competence*).

Table 6. Perception of Training Program at HEI

<i>Perception of training program at HEI in progress or completed in direction of entrepreneurial opportunities</i>	Mean	Standard Deviation	VI
1. The curriculum provided valuable insights into starting and managing a business.	4.13	0.15	Agree
2. The curriculum content was relevant and practical for real-world application.	4.24	0.45	Strongly Agree



3. The program materials and resources were well-organized and easy to follow.	4.19	0.84	Agree
4. The instructors/facilitators were knowledgeable and engaging.	3.96	0.75	Agree
5. The curriculum helped me in understanding the market opportunities and potential challenges.	4.21	0.65	Strongly Agree
6. The curriculum equipped me with essential skills for business planning and strategy development.	4.32	0.54	Strongly Agree
7. The curriculum provided adequate information about marketing and branding strategies.	4.19	0.96	Agree
8. The financial management component of the curriculum was helpful in understanding business finances.	4.08	0.92	Agree
9. The curriculum covered relevant legal aspects of starting and running a business venture.	3.85	0.85	Agree
10. The program offered opportunities for networking and collaboration with other aspiring entrepreneurs.	4.31	0.64	Strongly Agree
11. Overall, the program met my expectations in terms of exploring- and-exploiting entrepreneurial opportunities.	4.28	0.98	Strongly Agree

The curriculum was highly regarded for its effectiveness in providing valuable insights into starting and managing a business, with participants rating it highly in terms of content relevance, practical application, and overall organization. With mean scores ranging from 4.13 to 4.24, the curriculum was seen as both informative and practical, equipping participants with knowledge essential for navigating the complexities of business management. The inclusion of well-organized materials and resources, combined with knowledgeable and engaging instructors, further strengthened the program's ability to deliver a meaningful and impactful learning experience. These components reflect the curriculum's ability to bridge theoretical concepts with real-world entrepreneurial challenges effectively.

Participants also appreciated the curriculum's specific focus on business-related skills, including business planning, strategy development, marketing, and financial management. Notably, the program excelled in equipping participants with essential skills for business planning, achieving the highest mean score of 4.32. Opportunities for networking and collaboration were also highly valued, with a mean of 4.31, emphasizing the importance of building connections in entrepreneurial success. Overall, the program met and even exceeded participants' expectations in fostering entrepreneurial exploration, achieving a very high interpretation with a mean score of 4.28. While the curriculum's coverage of legal aspects of business and financial management was rated slightly lower, it still garnered positive feedback, affirming the program's comprehensive approach to entrepreneurial education.

Table 7. Services in direction of awareness of opportunities

<i>Services in direction of awareness of opportunities</i>	<i>Mean</i>	<i>SD</i>	<i>VI</i>
Regular/Main Curricular at your University	4.15	0.51	Useful
Extracurricular internships	4.05	0.72	Useful
Curricular internships	4.09	0.51	Useful
International employment program	4.17	1.04	Useful
Career Hub or Start-up Center	4.23	0.85	Completely Useful
Career Coaching (focus on career skills)	4.28	1.05	Completely Useful
Career Guidance (focus on dealing with issues)	3.95	0.83	Useful
Vocational training	3.88	0.81	Useful
Employment prospection (Visits to companies and companies presentation)	4.28	0.53	Completely Useful
Job fair at national level (private companies)	4.35	0.62	Completely Useful
Job fair at government level	4.38	0.68	Completely Useful
Job fair at university level	4.22	0.42	Completely Useful
Job fair at faculty level	4.53	0.49	Completely Useful
International internship program	4.51	0.52	Completely Useful
National internship program	4.16	0.38	Useful
Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc	4.25	0.72	Completely useful
Conference/Seminar/Workshop support in polishing/preparing CVs and interviews	4.51	0.58	Completely Useful

The table highlights the perceived usefulness of various university services in increasing entrepreneurial opportunities and supporting business ventures. Most services were rated as either "useful" or "completely useful," with faculty-level job fairs, international internships, and training programs on CV preparation and interview skills receiving the highest ratings. These services demonstrate their effectiveness in equipping students with practical skills, networking opportunities, and global exposure. Other services, such as regular curricular

activities, extracurricular and curricular internships, and career hubs, were also rated positively, showing their importance in fostering entrepreneurial development. However, services like vocational training and career guidance, while considered useful, received comparatively lower ratings, indicating areas for potential improvement.

The variability in feedback, as reflected in the standard deviations, suggests differences in how consistently these services are delivered or accessed. For example, national internship programs and university-level job fairs had low variability, showing consistent positive feedback. In contrast, services such as career coaching and international employment programs showed higher variability, potentially reflecting disparities in quality or accessibility. Moving forward, universities can enhance underperforming services like vocational training and career guidance to better align with entrepreneurial objectives and standardize the delivery of services like career coaching to reduce variability. At the same time, high-impact services, such as faculty-level job fairs and international internships, should be further strengthened to maximize their contributions to entrepreneurial development.

Table 8. Services in Direction of Awareness of Opportunities

<i>Services in direction of awareness of opportunities</i>	<i>Mean</i>	<i>SD</i>	<i>VI</i>
Incubator /Co-working spaces	4.21	0.85	Completely Useful
Entrepreneurship program (institutional coordination of all entrepreneurship activities)	4.13	0.73	Useful
Subjects where entrepreneurship is developed through curricular content	4.36	0.53	Completely Useful
Business competitions	3.96	0.68	Useful
Network of partners that students can contact for support for their business ideas	3.86	0.55	Useful
Mentoring program	3.85	0.82	Useful
Finance resources	3.78	1.02	Useful
Entrepreneurship Training program	4.11	0.86	Useful
	3.87	0.52	Useful
Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc			

Conference/Seminar/Workshop support in polishing/preparing CVs and interviews	3.88	0.57	Useful
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The table evaluates various services provided by the institution to enhance students' knowledge, skills, and attitudes for starting a business. Using a scale of 1 to 5, the majority of the services were rated as "useful," with some earning a "completely useful" verbal interpretation. Incubator/Co-working spaces and subjects where entrepreneurship is developed through curricular content stood out as the most impactful services, with mean scores of 4.21 and 4.36, respectively. These results indicate that providing dedicated spaces and integrating entrepreneurship into the curriculum significantly contributes to entrepreneurial readiness. However, the variability in responses, as reflected by the standard deviations, suggests differing levels of accessibility or quality among these services.

Other services, such as entrepreneurship programs, business competitions, and mentoring programs, were rated as "useful," with mean scores ranging from 3.85 to 4.13. Despite being effective, these services may benefit from enhancements to achieve a stronger impact. Resources like finance resources (mean: 3.78) and soft skills training programs (mean: 3.87) were rated lower in comparison, suggesting the need for more robust implementation or accessibility to these services. While the majority of services are perceived as useful, targeted improvements in mentoring, finance resources, and soft skills programs could further strengthen students' preparedness to start their own businesses.

### 2.6.3. ENTREPRENEURIAL COMPETENCY & ENTREPRENEURIAL OPPORTUNITY

**Entrepreneurship Competency:** “Entrepreneurial competency is a set of skills and behavior needed to create, develop, manage, and grow a business venture”.

The following is a set of **individual factors** that can explain the level of entrepreneurship competencies that a person can explore and exploit entrepreneurial opportunities in any context to create & sustain entrepreneurial values. These factors will determine the probability of a person being able to explore-and-exploit opportunities to start-up his or her business venture.

Table 9. Entrepreneurial Competencies

Domain Competencies in direction of exploring-and-exploiting Entrepreneurial Opportunity	<i>Mean</i>	<i>SD</i>	<i>VI</i>
<b><i>Personal Characteristics</i></b>			
1.Academic field of study	4.13	0.85	Very Important
2.Foreign languages skills	4.52	0.42	Extremely Important
3.Prior work experience or knowledge	4.32	0.53	Extremely Important
4.Ability to pitching	4.48	0.82	Extremely Important
5.Ability to learn and adapt	4.56	0.83	Extremely Important
6.Ability to explore and exploit entrepreneurial opportunity	4.10	0.75	Very Important
7.Ability to devise a strategy plan	3.72	0.72	Very Important
8.Entrepreneurial Intention (Business Desire)	3.98	0.82	Very Important
9.Skills of searching and analyzing unstructured information	4.11	0.73	Very Important
10.Computing skills	4.24	0.82	Extremely Important
11.Creativity and innovation	4.51	0.68	Extremely Important
12.Decision making skills	4.38	0.73	Extremely Important
13.Interpersonal and communication skills (listen, observation, analysis)	4.24	0.76	Extremely Important
14.Leadership skills	4.33	0.81	Extremely Important
15.Networking skills	4.25	0.86	Extremely Important
16.Proactivity	4.35	0.75	Extremely Important
17.Problem solving skills	4.11	0.82	Very Important
18.Teamwork skills	4.13	0.79	Very Important
19.Risk taking	3.85	0.83	Very Important
20.Critical thinking	3.75	0.82	Very Important
21.Environment Scan	3.68	0.86	Very Important
22.Gender	4.30	0.75	Extremely Important
23.Perceived behavioral control	4.21	0.73	Very Important

24. Subjective norms (e.g. consulted by friends, family, etc.)	4.52	0.82	Extremely Important
25. Ethnicity/Race	4.57	0.72	Extremely Important
26. The social origin (Education and Job status of parents)	4.33	0.88	Extremely Important
27. Alertness	4.58	0.93	Extremely Important
<b><i>Commitment competency</i></b>			
1. Drive to see venture	4.42	0.73	Extremely Important
2. Strong motivation to compete	4.25	0.85	Extremely Important
3. Make an impact and dedication	4.32	0.75	Extremely Important
<b><i>Organizing Competency and Strategy Development</i></b>			
1. Acquire resources	4.27	0.72	Extremely Important
2. Ability to lead	4.32	0.78	Extremely Important
3. Coordinate	4.15	0.82	Very Important
4. Delegate tasks	4.21	0.73	Extremely Important
5. Develop a team	3.82	0.82	Very Important
6. Develop an organizational culture	4.62	0.63	Extremely Important
7. Develop the organization	4.25	0.82	Extremely Important
8. Organize process	4.16	0.72	Very Important
9. Design products and services	4.27	0.58	Extremely Important
10. Develop a finance and budget plan	4.35	0.73	Extremely Important
11. Develop a marketing strategy	4.42	0.82	Extremely Important
12. Develop innovative products and services	4.38	0.88	Extremely Important
<b><i>Ethical Competency</i></b>			
1. Understand the ethical problems and power to communicate and argue at the organization level to run the business effectively	4.26	0.75	Extremely Important
<b><i>Social Responsibility Competency</i></b>			
1. Have responsibility towards customers, employee and the Public	4.25	0.63	Extremely Important

The analysis highlights the significance of various competencies in fostering entrepreneurial success, with most factors deemed "extremely important" or "very important." Personal characteristics, such as adaptability, creativity, leadership, and critical thinking, are considered crucial for exploring and exploiting entrepreneurial opportunities. Skills like



foreign language proficiency, prior work experience, and decision-making stand out as essential, emphasizing the importance of diverse abilities and experience in entrepreneurship. Additionally, attributes like proactivity, networking, and perceived behavioral control play a vital role in equipping individuals to navigate entrepreneurial challenges effectively.

Commitment competencies, including the drive to succeed, motivation, and dedication, are highly valued for ensuring the persistence and determination required in entrepreneurial ventures. Similarly, organizing and strategy development competencies, such as resource acquisition, team development, and organizational culture, are fundamental in building and sustaining successful business operations. Ethical and social responsibility competencies also emerged as critical, underscoring the importance of integrity and accountability in entrepreneurship.

Table 10. Missed Skills in the Curriculum

<i>Missed skills in the curriculum in direction of entrepreneurial opportunities</i>	<b>Mean</b>	<b>SD</b>	<b>VI</b>
<b><i>Personal Competence</i></b>			
1. Act ethically	4.12	0.65	Agree
2. Act in a creative way	4.62	0.52	Strongly Agree
3. Act with social responsibility	4.85	0.42	Strongly Agree
4. Leadership skills	4.35	0.51	Strongly Agree
5. Create empathy	4.67	0.63	Strongly Agree
6. Define your goals	3.96	0.42	Agree
7. Learn from failure	4.52	0.43	Strongly Agree
8. Make appropriate decisions	4.26	0.38	Strongly Agree
9. Recognize your own limitations	4.35	0.52	Strongly Agree
10. Seek & analyze unstructured information	4.26	0.63	Strongly Agree
11. Solve problems	4.35	0.45	Strongly Agree
12. Take actions to overcome risk	4.42	0.35	Strongly Agree
13. Take initiative	4.38	0.38	Strongly Agree
14. Take risks	4.35	0.85	Strongly Agree
15. Think conceptually	4.38	0.63	Strongly Agree
16. Think logically	4.27	0.42	Strongly Agree
17. Ability to network	4.33	0.52	Strongly Agree
18. Communicate effectively	4.25	0.36	Agree
19. Develop operational strategies	4.27	0.58	Strongly Agree
20. Implement ideas and tasks	3.88	0.26	Agree
21. Manage human resources	4.16	0.52	Agree
22. Monitor the work of others	4.12	0.38	Agree

23. Plan process	3.85	0.52	Agree
24. Prepare a business plan	4.55	0.37	Strongly Agree
25. Prepare a competitive analysis	4.32	0.56	Strongly Agree
26. See the big picture	4.25	0.42	Agree
27. Sell your products or services	4.35	0.82	Strongly Agree
28. Set business goals	4.55	0.35	Strongly Agree
29. Computing skills	4.35	0.42	Strongly Agree
30. Identify Opportunities	4.23	0.43	Agree
31. Scan the environment	4.17	0.52	Agree
32. Identify market gaps	4.26	0.37	Strongly Agree
33. Anticipate trends	4.32	0.52	Strongly Agree
34. Realize latent customers 'needs	4.25	0.72	Strongly Agree

35. Evaluate the feasibility and viability of identified opportunities	4.13	0.84	Agree
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#### ***Relationship Competence***

1. Communicate	4.32	0.48	Strongly Agree
2. Cooperate and collaborate	4.25	0.45	Agree
3. Deal with social customs	4.17	0.72	Agree
4. Exchange knowledge	4.31	0.64	Strongly Agree
5. Lead your team	3.82	0.62	Agree
6. Negotiate	3.75	0.45	Agree
7. Persuade	4.11	0.63	Agree
8. Pitch your ideas	4.32	0.45	Strongly Agree
9. Train your team	4.21	0.43	Agree
10. Use and develop networks	4.23	0.37	Agree
11. Work in a team	4.25	0.44	Agree

#### *Areas in the Curriculum that needs improvement?*

We have consolidated feedback of the students, and it reflects the diverse perspectives and constructive insights of alumni regarding the curriculum and experiential learning opportunities within the institution. One respondent emphasized the importance of assigning professors with relevant expertise to teach specialized subjects, ensuring that the instruction aligns with the practical needs of the students. A noteworthy recommendation was the inclusion of tax filing as part of the curriculum, even as a minor subject, to enhance students' practical knowledge and equip them with essential life skills applicable beyond their professional careers.

Another alumnus praised the tourism management curriculum for its comprehensive approach, particularly its integration of risk management and health and safety topics, which have proven to be valuable in their career. This feedback underscores the significance of



practical and interdisciplinary learning, with a specific example of CPR and first aid training provided by the Philippine Red Cross during the program. The alumni further suggested enhancing on-the-job training (OJT) or practicum programs to ensure students gain meaningful exposure to actual workforce environments. Such improvements would better prepare graduates for professional challenges post-graduation. Additionally, the inclusion of a mechanism to gather insights from other alumni, such as contact details and career status, could significantly enhance the value and relevance of institutional research efforts. This collaborative approach underscores the shared responsibility of alumni and the institution in shaping future educational strategies.

#### 2.6.4. Concluding remarks and discussions

The analysis of the data from University of San Carlos (USC), The Philippines, offers valuable insights into the employability of graduates and the effectiveness of university services in supporting entrepreneurial development within the tourism sector. Notably, the distribution of respondents by year of graduation reveals a significant concentration of recent graduates, particularly those from the 2021-2022 batch. This trend highlights the relevance of contemporary student experiences and their immediate transition into the workforce.

In terms of employment, the majority of USC graduates have found positions directly aligned with their field of study, particularly in the Hotels and Restaurants sector. However, a considerable proportion of graduates are working in industries indirectly related to tourism, showcasing their adaptability and the broad skill sets they acquire during their studies. This diversification points to the growing importance of equipping students with transferable skills that can be applied across various sectors, not just those strictly within their discipline.

Moreover, university services, as evaluated by the respondents, demonstrate a strong support system for fostering entrepreneurial opportunities. Services like faculty-level job fairs, international internships, and training programs in CV preparation and interview skills stand out as particularly impactful. These services provide students with the practical tools, networking opportunities, and global exposure needed to thrive in the competitive tourism and entrepreneurship landscapes. However, there is room for improvement, particularly in areas like vocational training and career guidance. By enhancing these services, USC can better meet the evolving needs of students and ensure they are fully prepared for both the tourism industry and entrepreneurial ventures.

The feedback also highlights the importance of incubator/co-working spaces and the integration of entrepreneurship into the curriculum as key elements that enhance entrepreneurial readiness. While many services are seen as useful, the variability in student feedback suggests that there are opportunities to standardize and improve the delivery of certain services. For instance, mentoring programs, finance resources, and soft skills



training could be further strengthened to ensure a more consistent and impactful experience for all students.

In conclusion, University of San Carlos plays a crucial role in equipping its graduates with the skills and opportunities needed to succeed in the tourism and entrepreneurship sectors. However, as the findings indicate, continuous improvement in service delivery, particularly in vocational training and career coaching, will be essential in maintaining and enhancing the university's impact on graduate employability and entrepreneurial development. Further investments in these areas will ensure that USC continues to provide students with the knowledge and support necessary to navigate an ever-evolving global job market.

## **2.7. VIETNAMESE AND THE PHILLIPINES CONCLUDING REMARKS AND ANALYSIS DISCUSSIONS**

A comprehensive analysis of employability and entrepreneurship in tourism programs across Vietnamese and Philippine universities (TNUS, NTU, CTU, PUP, LUP-B, and USC) reveals diverse approaches and areas of focus, yet underlying similarities in desired graduate outcomes.

Vietnamese universities (TNUS, NTU, CTU) place a strong emphasis on structured academic programs and career development, prioritizing the acquisition of core employability skills such as problem-solving, lifelong learning, and effective communication. This is evidenced by high student satisfaction ratings, particularly in areas of personal and professional growth. For instance, at TNUS, the average student satisfaction rating for personal development is 3 on a 4-point scale, indicating a high level of perceived benefit. Furthermore, these institutions demonstrate impressive graduate employment rates, with TNUS reporting 86.8% of their alumni securing employment within 6 months of graduation. However, limitations persist in the realm of international exposure and practical skills development. Despite recognizing the importance of global job markets, opportunities for work abroad remain relatively low, with only 8.5% of TNUS graduates securing international positions.

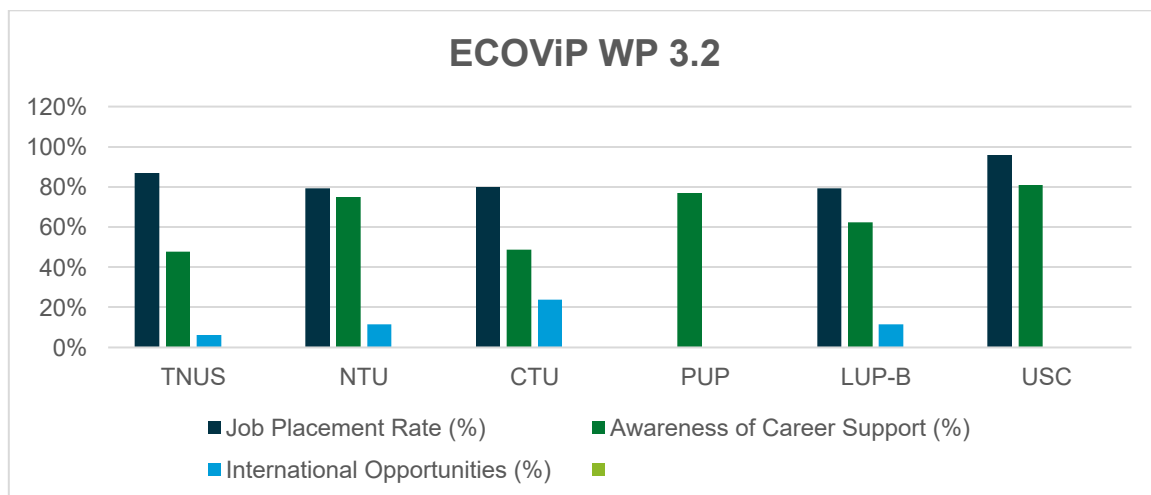
In contrast, Philippine universities (PUP, LUP-B, USC) lean towards an entrepreneurial approach, fostering self-employment and industry engagement. PUP integrates business planning, leadership, and financial literacy into its curriculum, while LUP-B emphasizes tourism and hospitality management. USC, with its diverse range of programs, reports an impressive 96% job placement rate, underscoring the effectiveness of its career-focused initiatives. These universities offer a wide array of career support services, including structured internship programs, job fairs, and industry networking events. Notably, LUP-B has a dedicated center for career and business support, with 77% of students reporting awareness of its services. Furthermore, entrepreneurship is actively encouraged through

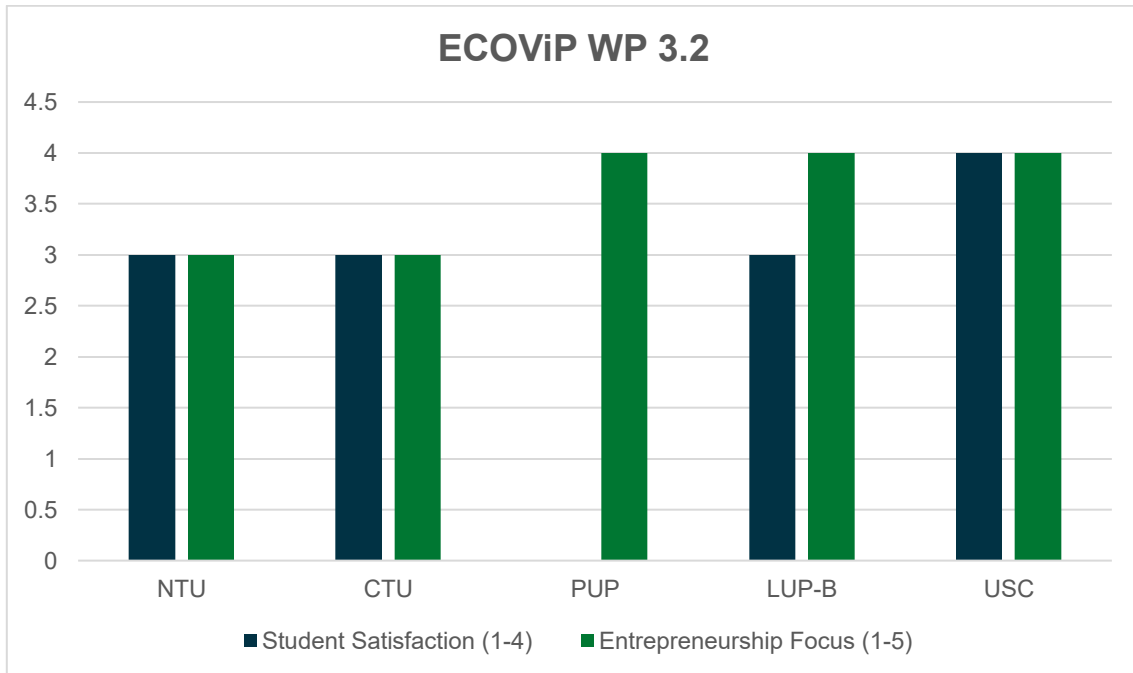
business competitions, mentorship programs, and the availability of incubator spaces. However, challenges persist in ensuring student awareness and participation in these initiatives. Data from LUP-B indicates that 50.4% of students primarily rely on "Talk Shows on career paths" for career support, suggesting a need for more proactive engagement with other services.

Despite these differences, a common thread emerges across all institutions: a high value placed on developing core competencies such as problem-solving, effective communication, and leadership. This shared emphasis underscores the importance of a multifaceted approach to education, equipping students with both the technical skills and soft skills necessary to navigate the complexities of the tourism industry.

The study highlights several key areas for improvement. Firstly, curricula need to be closely aligned with industry demands, ensuring that students graduate with practical skills and knowledge directly applicable to the workplace. Secondly, awareness and accessibility of career and entrepreneurship support services must be enhanced, ensuring that students can readily access the resources available to them. Thirdly, fostering collaboration between academia and industry is crucial to bridge the gap between theoretical knowledge and practical application, providing students with valuable real-world experience. Finally, cultivating a supportive entrepreneurial ecosystem that encourages innovation and risk-taking is essential for fostering a spirit of self-employment and business creation.

In conclusion, while diverse approaches to employability and entrepreneurship education exist across Vietnamese and Philippine universities, the overarching goal remains the same: to produce graduates equipped with the necessary skills and competencies to thrive in the dynamic and evolving tourism industry. Addressing the key takeaways of this study, such as aligning curricula with industry needs, enhancing support services, and fostering industry collaboration, is crucial for shaping effective strategies that empower future graduates to succeed in their chosen careers.







### 3. Chapter 2. The entrepreneurship education analysis

#### 3.1. Introduction to the entrepreneurship education analysis

This section explores the analysis of entrepreneurship education, focusing on its role in fostering innovation and sustainable business practices, particularly for students from Thai Nguyen University of Sciences (TNUS), Vietnam, Nha Trang University (NTU), Vietnam, Can Tho University (CTU), Vietnam, Polytechnic University of the Philippines (PUP), Lyceum of the Philippines University – Batangas (LUP-B), and University of San Carlos (USC), The Philippines. The analysis aims to assess how entrepreneurship education contributes to the development of entrepreneurial skills and attitudes. Theoretical approaches to entrepreneurship education will be explored, followed by the presentation of a framework for evaluating its effectiveness. The methodology will include surveys targeting students and educators from these universities, with a structured sampling process and appropriate survey tools. Statistical analyses will be employed to measure the impact of entrepreneurship education on students' readiness to launch and manage startups.

2.1.1. Expected objectives of the analysis

2.1.2. Theoretical approaches of the entrepreneurship education

2.1.3. Proposed framework of the entrepreneurship education analysis

2.1.4. Methodology and measurement of the entrepreneurship education

2.1.4.1. Survey: target respondents, sample size, sampling, and survey tools

2.1.4.2. Statistical analyses used

#### 3.2. Entrepreneurship education analysis in Vietnam and the Philippines

This section is prepared in primary basing upon a summary of the surveyed analyses of the employability from all partners involved, in which each partner is expected to present their analysis with the following structure

- Description of the sample characteristics (responded rate, respondent's demographic and the major being studied or graduated)
- Perception of the entrepreneurship education



- Core attributes of the entrepreneurship competences, including personality, commitment, strategic development and organization, morality, social responsibility, and networking.
- Drivers of the entrepreneurship development

Description of the sample characteristics (responded rate, respondent's demographic and the major being studied or graduated)

### 3.3. THAI NGUYEN UNIVERSITY OF SCIENCES (TNUS)

	Final year students	Alumni	Academic Staff	Recruiters	Indirect stakeholders	Student - alumni	Total
Female	93	38	4	3	4	75	217
Male	33	36	6	7	6	24	112
Others	6	2	0	0	0	2	10
Total	132	76	10	10	10	101	339

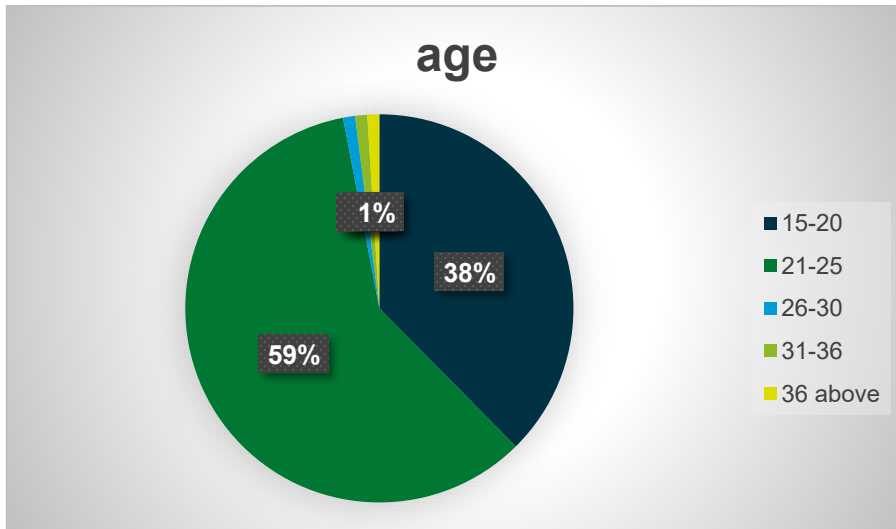
Information in Table above presents a total of 339 respondents being counted in the analysis. Final year student (38.9%), alumni (22.4%), recruiters, academic staffs and different respondents from local authorities, hubs, tourism promotion centers have the same number (4.2%) and Student - alumni (29.7%).

#### 3.3.1. General characteristics of the targeted groups of respondents

##### 3.3.1.1. Students and alumni

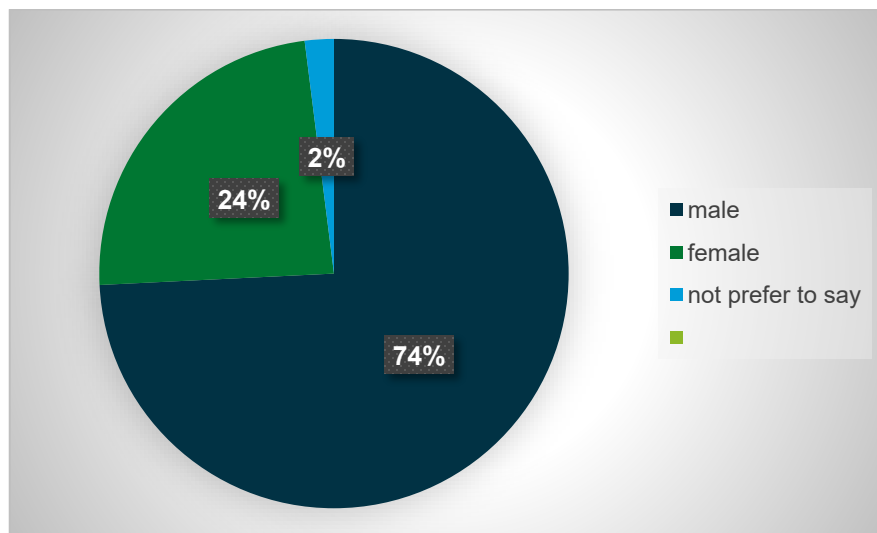
The survey was completely conducted with the total of 101 respondents from TNUS. All responses were directly noted via google form tool.

The descriptive results calculated from this survey show that the majority of the respondents in both two groups are in the age of 24 and 25 accounting for 59.4% of the respondents (see Figure 1below).



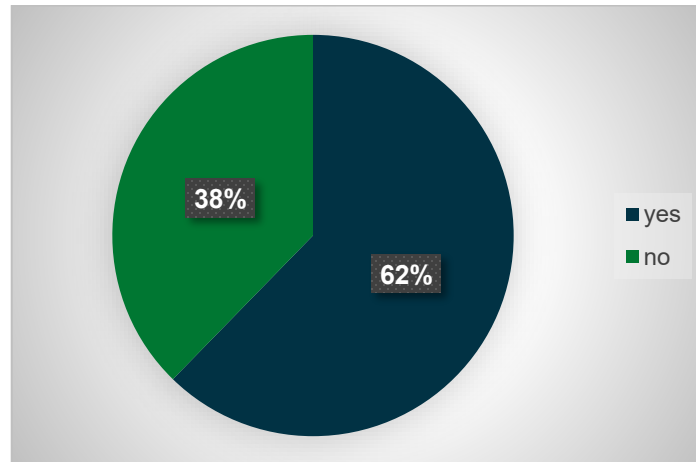
**Figure 1: Distribution of the age brackets**

Relating to the respondent's gender, 74.3% of the respondents are female and about 23.8% of the remaining are male. In fact, the unbalanced status of gender found in the survey is quite realistic, because the most of the respondents have being studied or graduated from academic programs in the domain of the social sciences such as tourism, tourism and hospitality management, journalism, etc.

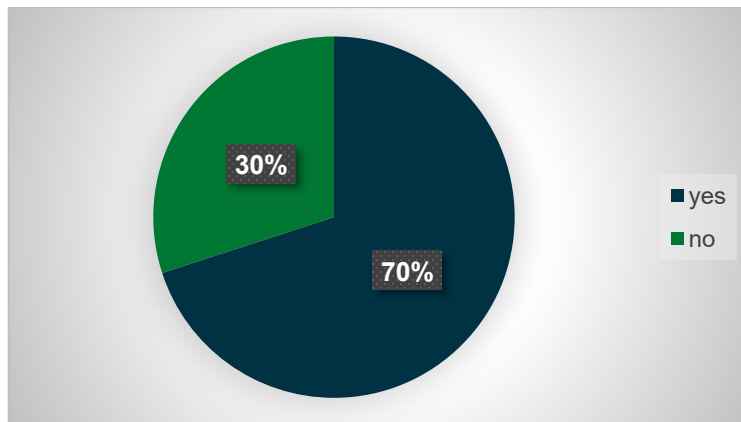


**Figure 2. Distribution of the gender**

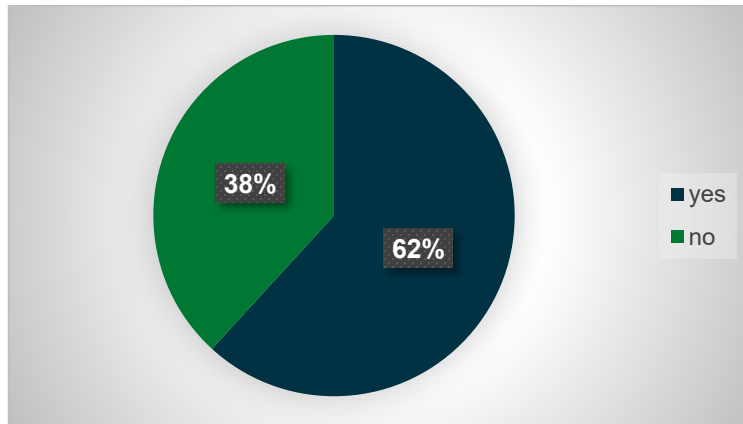
Concerning the question of “Do you currently have a job, including par-time job?”, this statistical result illustrated in Figure 3 reveals that over 60% of the respondents are currently employed, as compared to 38% of the respondents in the survey. It is worth noting that a percentage of the respondents finding a jobs relevant to their academic program was higher 70%. For the ownership of business, there are 80% out of 101 people responded to the survey not having owned and managed directly their business work.



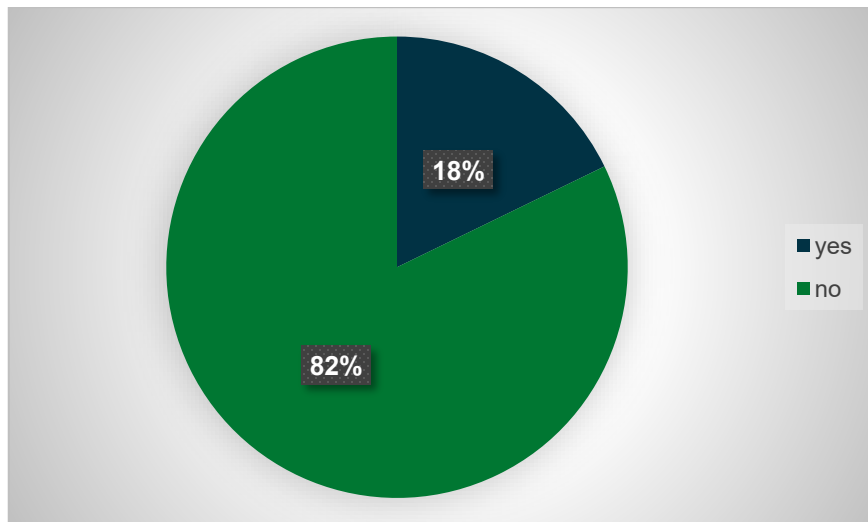
***Do you presently have a job (including part-time)***



***Are you working in a job related to your field of study?***



***If No, are you currently looking for a job?***



***Do you own some business ventures***

Figure 3: Distribution of having a job



### 3.3.2. Awareness of the entrepreneurship education and entrepreneurial opportunities

#### 3.3.2.1. Assessments from the students and alumni

In the survey, targeted respondents were required to express their assessment of the entrepreneurship opportunities that they could learn and accumulate during the training program at school. The surveyed result was presented in Table 4 based on the distributed calculation of the 5-scaled (Likert) measurement, being increasing from 1 (strongly disagree) to 5 (strongly agree), as follows.

**Table 4: Perception of the training program related to entrepreneurship opportunities**

Items	Mean	Verbal Interpretation	Rank
1.The curriculum provided valuable insights into starting and managing a business.	3.73	Agree	11
2.The curriculum content was relevant and practical for real-world application.	3.76	Agree	9.5
3.The program materials and resources were well-organized and easy to follow.	3.76	Agree	9.5
4.The instructors/facilitators were knowledgeable and engaging.	3.84	Agree	4
5.The curriculum helped me in understanding the market opportunities and potential challenges.	3.91	Agree	1.5
6.The curriculum equipped me with essential skills for business planning and strategy development.	3.83	Agree	5
7.The curriculum provided adequate information about marketing and branding strategies.	3.77	Agree	8
8.The financial management component of the curriculum was helpful in understanding business finances.	3.80	Agree	6
9.The curriculum covered relevant legal aspects of starting and running a business venture.	3.79	Agree	7

10.The program offered opportunities for networking and collaboration with other aspiring entrepreneurs.	3.85	Agree	3
11.Overall, the program met my expectations in terms of exploring-and-exploiting entrepreneurial opportunities.	3.91	Agree	1.5
<b>Composite Mean</b>	<b>3.81</b>	<b>Agree</b>	

*Legend: 4.50 – 5.00 = Strongly Agree; 3.50 – 4.49 = Agree; 2.50 – 3.49 = Moderately Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

In general, a majority of the respondents in both this group expressed “agree” with positive contributions of the training program to their entrepreneurship opportunities. Despite differentiating the age and work experience, there is no difference in the average scores of all 11 observed items.

Similar to the contributions of the training program to the entrepreneurship opportunities, services and activities offered by the school (i.e. TNUS) are expected to generate better opportunities of the entrepreneurship and starting a business for learners. These supporting tasks from TNUS were assessed by the respondents aligning with 17 observed items and using 5-scaled ascending scores, as presented in Table below.

The statistical result shows that the respondents assessed the usefulness level of the supporting services and activities from the TNUS at the average of 3.62 over 5.0 points. It may be inferred that all respondents are likely to express their satisfaction with the high usefulness of the student supporting services during the schooling. Among those, periodical activities such as Curricular internships, Career Coaching, Employment prospection (Visits to companies and company’s presentation) and so on, were assessed at the very useful levels.

**Table 5: Perception of the TNUS’s services contributing to increase in the opportunities of entrepreneurship or getting a business venture**

Items	Mean	Verbal Interpretation	Rank
Regular/Main Curricular at your University	3.60	Very Useful	12
Extracurricular internships	3.90	Very Useful	1
Curricular internships	3.83	Very Useful	2
International employment	3.52	Very Useful	15

program			
Career Hub or Start-up Center	3.16	Very Useful	17
Career Coaching (focus on career skills)	3.60	Very Useful	12
Career Guidance (focus on dealing with issues)	3.66	Very Useful	7
Vocational training	3.61	Very Useful	10
Employment prospection (Visits to companies and companies presentation)	3.72	Very Useful	4
Job fair at national level (private companies)	3.66	Very Useful	7
Job fair at government level	3.59	Very Useful	14
Job fair at university level	3.60	Very Useful	12
Job fair at faculty level	3.73	Very Useful	3
International internship program	3.66	Very Useful	7
National internship program	3.50	Very Useful	16
Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc	3.71	Very Useful	5
Conference/Seminar/Workshop support in polishing/preparing CVs and interviews	3.65	Very Useful	9
<b>Composite Mean</b>	<b>3.62</b>	<b>Very Useful</b>	

*Legend: 4.50 – 5.00 = Completely useful; 3.50 – 4.49 = Very Useful; 2.50 – 3.49 = Useful; 1.50 – 2.49 = Not very Useful; 1.00 – 1.49 = Completely useless*

When being asked about the contribution generated from the supporting activities offered by TNUS to enable knowledge, skills, and attitude to start-up a business, the most respondents (over 90%) stated that these supporting activities related to dissemination of knowledge, skills, and attitude of start-up business were so useful. It is also interesting that sessions of Network of partners that students can contact for support for their business

Ideas and Entrepreneurship Training program were truly meaningful for students to exchange more specific issues of start-up business in real contexts. As opposed to a vast of the supporting activities taken, there is a lack of linkages with industries (i.e. local enterprises, agencies) in creating forums, spaces, or competitions that aims at bringing actively learning environments to students to apply for what's learned.

**Table 6: Perception of the TNUS's services contributing to enable the knowledge, skills, and attitudes to start-up a business**

Items	Mean	Verbal Interpretation	Rank
Incubator /Co-working spaces	3.26	Useful	9
Entrepreneurship program (institutional coordination of all entrepreneurship activities)	3.49	Very Useful	8
Subjects where entrepreneurship is developed through curricular content	3.53	Very Useful	7
Business competitions	3.62	Very Useful	3
Network of partners that students can contact for support for their business ideas	3.76	Very Useful	1
Mentoring program	3.55	Very Useful	5.5
Finance resources	3.55	Very Useful	5.5
Entrepreneurship Training program	3.64	Very Useful	2
Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc	3.60	Very Useful	4
Conference/Seminar/Workshop support in polishing/preparing CVs and interviews	3.58	Very Useful	9
<b>Composite Mean</b>	<b>3.55</b>	<b>Very Useful</b>	

*Legend: 4.50 – 5.00 = Completely useful; 3.50 – 4.49 = Very Useful; 2.50 – 3.49 = Useful; 1.50 – 2.49 = Not very Useful; 1.00 – 1.49 = Completely useless*

**Table 7. the indication where the following mechanism / programs to support the entrepreneurship for students organized by your University**

		<i>Frequency</i>	<i>Percentage (%)</i>
Incubator /Co-working	Business/Career Center	0	0
Entrepreneurship program (institutional coordination of all entrepreneurship activities)	Business/Career Center	10	10.0
Subjects where entrepreneurship is developed through curricular content	Business/Career Center	0	0
Business competitions	Business/Career Center	1	10
Network of partners that students can contact for support for their business ideas	Business/Career Center	3	30
Mentoring program	Business/Career Center	5	50
Finance resources	Business/Career Center	1	10
Training program	Business/Career Center	7	70
Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)	Business/Career Center	8	80
Support in polishing/preparing CVs and interviews	Business/Career Center	3	30

**Table 8. How these services contribute to increasing the skills to start a business**

<b>Items</b>	<b>Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
Incubator /Co-working	4.40	Completely useful	2
Entrepreneurship program (institutional coordination of all entrepreneurship activities)	3.40	Very Useful	8

Subjects where entrepreneurship is developed through curricular content	3.60	Very Useful	6
Business competitions	3.40	Very Useful	8
Network of partners that students can contact for support for their business ideas	4.10	Very Useful	4.5
Mentoring program	4.10	Very Useful	4.5
Finance resources	4.20	Very Useful	3
Training program	3.00	Useful	10
Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)	4.50	Completely useful	1
Support in polishing/preparing CVs and interviews	3.40	Useful	8
Others...	2.50	Not very Useful	11
<b>Composite Mean</b>	<b>3.69</b>	<b>Very Useful</b>	

Legend: 4.50 – 5.00 = Completely useful; 3.50 – 4.49 = Very Useful; 2.50 – 3.49 = Useful; 1.50 – 2.49 = Not very Useful; 1.00 – 1.49 = Completely useless.

**Table 9. Create a better context to develop entrepreneurial culture**

Items	Mean	Verbal Interpretation	Rank
Introducing entrepreneurship contents in the academic curricula	4.30	Very important	2
Create extracurricular training programs on entrepreneurship	3.20	Very important	6.5
Train the professors in how to train students on entrepreneurship	3.50	Very important	5
Create strategic alliances with external organizations to support entrepreneurship programs at regional and national level	3.20	important	6.5
To do more and better advertisement of entrepreneurship opportunities	4.10	Very important	4
To create institutional centers on entrepreneurship	4.70	Essential	1
To teach and research on the prior fields of application for entrepreneurial ideas	4.20	Very important	3

To create or develop transfer of knowledge programs through entrepreneurship	3.00	important	8
<b>Composite Mean</b>	<b>3.77</b>	<b>Very important</b>	

Legend: 4.50 – 5.00 = Essential; 3.50 – 4.49 = Very important; 2.50 – 3.49 = important; 1.50 – 2.49 = Not very important; 1.00 – 1.49 = Not important at all

### 3.3.2.2. Indirect stakeholders

**Table 10. The rate entrepreneurship activities at HEIs as mentioned below contribute to increasing the level of entrepreneurial opportunities for the tourism-program graduates in particular or students in general.**

Items	Mean	Verbal Interpretation	Rank
1.Incubator /Co-working spaces	3.20	Fair	8
2.Entrepreneurship program (institutional coordination of all entrepreneurship activities)	3.30	Fair	6.5
3.Subjects where entrepreneurship is developed through curricular content	3.30	Fair	6.5
4.Business competitions	3.00	Fair	9.5
5.Network of partners students can contact for support for their business ideas	3.40	Fair	4.5
6.Mentoring program	3.50	Fair	2.5
7.Finance resources	3.60	Fair	1
8.Entrepreneurship Training program	3.50	Fair	2.5
9.Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc.	2.90	Fair	11
10.Conference/Seminar/Workshop support in polishing/preparing CVs and interviews	3.40	Fair	4.5
11. Others (Please specify)	3.00	Fair	9.5
<b>Composite Mean</b>	<b>3.28</b>	<b>Fair</b>	

Legend: 3.21 – 5.00 = Very High; 3.41 – 4.20= High; 2.61 – 3.40= Fair; 1.81 – 2.60= Poor; 1.00 – 1.80: very poor

### 3.3.3. Entrepreneurship competency

#### 3.3.3.1. Assessment results of the students and alumni

According to the definition of entrepreneurship competency that refers to a combination of knowledge, skills, and attitudes in which an individual needs to possess to perform assigned tasks efficiently. In this analysis, core attributes of the entrepreneurship competences for the targeted respondents – students and alumni – are classified into four categories, namely (a) personality; (b) commitment; (c) strategic development and organization; and (d) morality and social responsibility.

First of all, the importance of personal characteristics along with 28 observed items was assessed based on the 5-scaled (Likert) ascending measurement, from *not important at all* to *extremely important*. The descriptive analysis as presented Table 11 shows that 22 out of 28 observed items were voted on average with 4.0 score and greater. In general, 90% of the respondents stated that all personal characteristics identified were truly important to form the entrepreneurship competency for each individual. However, the surveyed result also indicates the fact that specific attributes such as gender, ethnicity or race, and parental status of education and employment were not important determinants in creating an individual's entrepreneurship competency.

Table 11. Distribution of the importance of personal characteristics in creating the entrepreneurship competency

Items	Mean	Verbal Interpretation	Rank
1.Academic field of study	3.61	Very Important	24
2.Foreign languages skills	3.92	Very Important	6
3.Prior work experience or knowledge	3.86	Very Important	14.5
4.Ability to pitching	3.86	Very Important	14.5
5.Ability to learn and adapt	3.94	Very Important	4
6.Ability to explore and exploit entrepreneurial opportunity	3.84	Very Important	18
7.Ability to devise a strategy plan	3.81	Very Important	21
8.Entrepreneurial Intention (Business Desire)	3.80	Very Important	22.5
9.Skills of searching and analyzing unstructured information	3.90	Very Important	10.5
10.Computing skills	3.85	Very Important	17
11.Creativity and innovation	3.90	Very Important	10.5
12.Decision making skills	3.91	Very Important	7.5

13. Interpersonal and communication skills (listen, observation, analysis)	3.96	Very Important	1
14. Leadership skills	3.86	Very Important	14.5
15. Networking skills	3.94	Very Important	4
16. Proactivity	3.95	Very Important	2
17. Problem solving skills	3.94	Very Important	4
18. Teamwork skills	3.90	Very Important	10.5
19. Risk taking	3.83	Very Important	19.5
20. Critical thinking	3.90	Very Important	10.5
21. Environment Scan	3.86	Very Important	14.5
22. Gender	3.26	Important	27
23. Perceived behavioral control	3.80	Very Important	22.5
24. Subjective norms (e.g. consulted by friends, family, etc.)	3.57	Very Important	25
25. Ethnicity/Race	3.25	Important	28
26. The social origin (Education and Job status of parents)	3.47	Important	26
27. Alertness	3.83	Very Important	19.5
28. Self-Efficacy	3.91	Very Important	7.5
<b>Composite Mean</b>	<b>3.80</b>	<b>Very Important</b>	

Legend: 4.50 – 5.00 = Extremely Important; 3.50 – 4.49 = Very Important 2.50 – 3.49 = Important; 1.50 – 2.49 = Not Very Important; 1.00 – 1.49 = Not important at all

The second category of the entrepreneurship competency implies to individual's efforts in performing commitment. The result provided the fact that three elements regarding the commitment competency were very important - with the average point of 3.80 over 5.0 - for individuals to be more confident and motivated in any given context.

Table 12. Commitment competency

<b>Commitment competency</b>			
1. Drive to see venture	3.76	Very Important	3
2. Strong motivation to compete	3.82	Very Important	1
3. Make an impact and dedication	3.81	Very Important	2
<b>Composite Mean</b>	<b>3.80</b>	<b>Very Important</b>	

Strategic and organizational development is seen as the third category of the entrepreneurship competency that individuals are required to accumulate during schooling or at work. This category of competency is specifically explained through 12 observed items as presented in Table below. The result shows that all respondents revealed their consensus of evaluating the importance of the observed items regarding this category of competency, an average points were slightly varied from 3.78 to 4.1.

Table 13. Distribution of the importance of strategic and organizational development

<b>Organizing Competency and Strategy Development</b>			
1.Acquire resources	3.68	Very Important	12
2. Ability to lead	3.79	Very Important	7
3.Coordinate	3.79	Very Important	7
4.Delegate tasks	3.79	Very Important	7
5.Develop a team	3.82	Very Important	1.5
6.Develop an organizational culture	3.80	Very Important	3.5
7.Develop the organization	3.82	Very Important	1.5
8.Organize process	3.80	Very Important	3.5
9.Design products and services	3.79	Very Important	7
10.Develop a finance and budget plan	3.79	Very Important	7
11.Develop a marketing strategy	3.75	Very Important	10.5
12.Develop innovative products and services	3.75	Very Important	10.5
<b>Composite Mean</b>	<b>3.78</b>	<b>Very Important</b>	

Finally, ethical respect and social responsibility is viewed as two indispensable competences for individuals to become a successful entrepreneur. Statistical result from the survey indicates that all respondents also revealed this matter with giving average scores of 4.1 and 4.2 over 5.0.

Table 14: Distribution of the importance of ethical and social responsibility competency

<b>Ethical Competency</b>			
1.Understand the ethical problems and power to communicate and argue at the organization level to run the business effectively	3.68	Very Important	
<b>Social Responsibility Competency</b>			
1.Have responsibility towards customers, employee and the Public	3.83	Very Important	

### 3.3.3.2. Assessment results of the academic staffs

The following are the enabling environmental factors that may contribute to your entrepreneurship development. Please click the circle that corresponds to your degree of agreement or disagreement

Items	Mean	Verbal Interpretation	Rank
<b>A. Personal Factors</b>			
1. Having an attitude of discovery and being optimistic can drive the entrepreneurial mindset.	4.00	Agree	3.5
2. The passion to become successful in life can be evident through engaging in a business venture.	3.90	Agree	5
3. Having self-confidence in doing something will influence the desire to start a business.	4.10	Agree	1.5
4. Immense ingenuity, imagination, resourcefulness and foresightedness will lead towards success in entrepreneurship.	4.10	Agree	1.5
5. Leadership ability of an individual is crucial for developing an entrepreneurial spirit.	4.00	Agree	3.5
<b>Composite Mean</b>	<b>4.02</b>	<b>Agree</b>	
<b>B. Social Factors</b>			
6. Education has a significant role to play in inculcating entrepreneurial values.	4.00	Agree	2
7. The support services of the university such as the provision of business simulation room/entrepreneurship center will encourage one to start a business.	3.30	Moderately Agree	4
8. High levels of unemployment will increase motivation to start a business.	4.10	Agree	1
9. The family's own business has a great influence in exhibiting higher level of entrepreneurship.	3.60	Agree	3
10. Training and education on Entrepreneurship will create more knowledge that will help uplift one's interest in starting one's own business.	3.20	Moderately Agree	5
<b>Composite Mean</b>	<b>3.60</b>	<b>Agree</b>	
<b>C. Economic Factors</b>			
11. Fair market competition will drive entrepreneurship and help increase the wealth of the nation.	3.50	Agree	3.5
12. Incentives for Start-ups will encourage the growth of entrepreneurs and generate employment opportunities.	3.30	Moderately Agree	3.3

13. Improvements in physical and digital infrastructure will hasten the growth of entrepreneurs.	3.20	Moderately Agree	3.2
14. A conducive environment for setting up business ventures will encourage more entrepreneurs to set up business.	4.00	Agree	4
15. Higher business taxes for start-ups will discourage entrepreneurs from formalizing business ventures.	3.10	Moderately Agree	3.1
<b>Composite Mean</b>	<b>3.42</b>	<b>Moderately Agree</b>	
<b>D. Psychological Factors</b>			
16. Need achievement is a motivating factor to become an entrepreneur.	3.20	Moderately Agree	4
17. Willingness to take risks is an influencing factor towards entrepreneurship.	3.50	Agree	2
18. Esteem, status, fame, and respect drive one to become an entrepreneur.	3.10	Moderately Agree	5
19. Economic rewards and security are strong reasons to become an entrepreneur.	4.00	Agree	1
20. Gaining power, authority and leadership serve as internal factors driving people to become entrepreneurs.	3.40	Moderately Agree	3
<b>Composite Mean</b>	<b>3.44</b>	<b>Moderately Agree</b>	
<b>E. Technological Factors</b>			
21. The availability of social media helps entrepreneurs reach a bigger client base.	4.10	Agree	1
22. Digital technology widens opportunities for entrepreneurs to venture into new businesses.	3.50	Agree	5
23. Automation and artificial intelligence technologies provide tools for entrepreneurs to develop new business ideas that promotes efficiency and productivity in business operations.	3.70	Agree	3
24. E-commerce supports entrepreneurs by facilitating business transactions and organizing more efficient logistics.	3.60	Agree	4
25. Innovative technologies provide entrepreneurs with more opportunities to develop new	4.00	Agree	2

products/services that cater to the needs of consumers.			
<b>Composite Mean</b>	<b>3.78</b>	<b>Agree</b>	
<b>F. Political/Legal Factors</b>			
26. Stable and clear business policies and regulations that promote ease of doing business will motivate entrepreneurs to start their businesses.	4.00	Agree	3.5
27. Easy access to capital and technical assistance for start-ups, especially from government, will facilitate the creation of start-ups by entrepreneurs.	4.10	Agree	2
28. High interest on loans will lessen the number of entrepreneurs who would want to start a new business.	3.80	Agree	5
29. Business friendly regulations and simplified government processes for creating start-ups will support entrepreneurship.	4.00	Agree	3.5
30. Political stability and good governance in the country will strengthen the business confidence of entrepreneurs.	4.20	Agree	1
<b>Composite Mean</b>	<b>4.02</b>	<b>Agree</b>	

Legend: 4.50 – 5.00 = *Strongly Agree*; 3.50 – 4.49 = *Agree*; 2.50 – 3.49 = *Moderately Agree*; 1.50 – 2.49 = *Disagree*; 1.00 – 1.49 = *Strongly Disagree*

### 3.3.3.3. Assessment results of the indirect stakeholders

The following are the rate entrepreneurship activities at HEIs as mentioned below contribute to increasing the level of entrepreneurial opportunities for the tourism-program graduates in particular or students in general

Table 15. entrepreneurship activities contribute to increasing the level of entrepreneurial opportunities for the tourism-program graduates in particular or students in general.

Items	Mean	Verbal Interpretation	Rank
1.Incubator /Co-working spaces	3.20	Fair	8
2.Entrepreneurship program (institutional coordination of all entrepreneurship activities)	3.30	Fair	6.5
3.Subjects where entrepreneurship is developed through curricular content	3.30	Fair	6.5
4.Business competitions	3.00	Fair	9.5

5. Network of partners students can contact for support for their business ideas	3.40	Fair	4.5
6. Mentoring program	3.50	Fair	2.5
7. Finance resources	3.60	Fair	1
8. Entrepreneurship Training program	3.50	Fair	2.5
9. Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc.	2.90	Fair	11
10. Conference/Seminar/Workshop support in polishing/preparing CVs and interviews	3.40	Fair	4.5
11. Others (Please specify)	3.00	Fair	9.5
<b>Composite Mean</b>	<b>3.28</b>	<b>Fair</b>	

Legend: 3.21 – 5.00 = Very High; 3.41 – 4.20 = High; 2.61 – 3.40 = Fair; 1.81 – 2.60 = Poor; 1.00 – 1.80: very poor

### 3.3.4. Drivers of the entrepreneurship development

#### 3.3.4.1. Assessment results of the students and alumni

Entrepreneurship development has recently assessed as an essential for an open economy, when it can create itself much opportunities of new employment, business innovation, and increased socio-economic activities in both local and global contexts. So, the main question often made in any analysis or dialogue of the entrepreneurship is what are drivers of the entrepreneurship development for an individual in particular contexts

Drivers of the entrepreneurship development imply to determinants that encourages an individual to perform entrepreneurial activities in a given industry and those might make him/her to become an entrepreneur. It can be widely known that there a large number of factors inducing the entrepreneurship development, they may often be classified into two key categories, namely (a) personal characteristics, and (b) relationship ability.

Information presented in Table 16 below provides the distribution and average scores of the total 35 observed items regarding the personal characteristics of the entrepreneurial competency development. It may be shown that the respondents – revealed their “agreement” of the importance of this category of determinants. Additionally, it can be accepted that the most important drivers were found in the analysis, such as: Act with social responsibility; Leadership skills, think logically, prepare a business plan and Evaluate the feasibility and viability of identified opportunities.

Table 16. Importance of the personal characteristics affecting the entrepreneurship development

Items	Mean	Verbal Interpretation	Rank
1. Act ethically	3.79	Agree	35
2. Act in a creative way	3.85	Agree	31
3. Act with social responsibility	3.90	Agree	21
4. Leadership skills	3.90	Agree	21
5. Create empathy	3.84	Agree	33
6. Define your goals	3.91	Agree	16.5
7. Learn from failure	3.92	Agree	13
8. Make appropriate decisions	3.90	Agree	21
9. Recognize your own limitations	3.92	Agree	13
10. Seek & analyze unstructured information	3.93	Agree	9.5
11. Solve problems	3.93	Agree	9.5
12. Take actions to overcome risk	3.94	Agree	5.5
13. Take initiative	3.95	Agree	2.5
14. Take risks	3.92	Agree	13
15. Think conceptually	3.88	Agree	26.5
16. Think logically	3.95	Agree	2.5
17. Ability to network	3.93	Agree	9.5
18. Communicate effectively	3.89	Agree	24.5
19. Develop operational strategies	3.87	Agree	28.5
20. Implement ideas and tasks	3.90	Agree	21
21. Manage human resources	3.85	Agree	31
22. Monitor the work of others	3.89	Agree	24.5
23. Plan process	3.94	Agree	5.5
24. Prepare a business plan	3.94	Agree	5.5
25. Prepare a competitive analysis	3.91	Agree	16.5
26. See the big picture	3.87	Agree	28.5
27. Sell your products or services	3.88	Agree	26.5
28. Set business goals	3.93	Agree	9.5
29. Computing skills	3.91	Agree	16.5
30. Identify Opportunities	3.91	Agree	16.5
31. Scan the environment	3.81	Agree	34
32. Identify market gaps	3.94	Agree	5.5
33. Anticipate trends	3.85	Agree	31
34. Realize latent customers 'needs	3.90	Agree	21

35. Evaluate the feasibility and viability of identified opportunities	4.10	Agree	1
<b>Composite Mean</b>	<b>3.90</b>	<b>Agree</b>	

*Legend: 4.50 – 5.00 = Strongly Agree; 3.50 – 4.49 = Agree; 2.50 – 3.49 = Moderately Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

The relationship ability is seen as the second determinant contributing importantly to develop the entrepreneurial competences for an individual. In the analytical framework, this category consists of 11 observed items as presented in table 17 below. The descriptive result indicates a high agreement of the assessment on these items, when the means and the mode of all items were round between 3.9 and 4.0 respectively.

Table 17: Importance of the relationship ability affecting the entrepreneurship development

<b>Relationship Competence</b>			
1. Communicate	3.95	Agree	5.5
2. Cooperate and collaborate	3.93	Agree	8
3. Deal with social customs	3.89	Agree	10
4. Exchange knowledge	3.96	Agree	3
5. Lead your team	3.95	Agree	5.5
6. Negotiate	3.95	Agree	5.5
7. Persuade	3.97	Agree	2
8. Pitch your ideas	3.98	Agree	1
9. Train your team	3.95	Agree	5.5
10. Use and develop networks	3.88	Agree	11
11. Work in a team	3.91	Agree	9
<b>Composite Mean</b>	<b>3.93</b>	<b>Agree</b>	

### 3.3.4.2. Academic staff

Table 18. Entrepreneurial competencies that may be **MISSING** in the curriculum (regardless of types of training) which contribute to a successful entrepreneur

<b>Personal Competence</b>	<b>Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Act ethically	3.30	Moderately Agree	29
2. Act in a creative way	4.30	Agree	5.5
3. Act with social responsibility	4.10	Agree	10
4. Leadership skills	4.60	Strongly Agree	1
5. Create empathy	4.39	Agree	4
6. Define your goals	4.10	Agree	10



7. Learn from failure	4.00	Agree	14
8. Make appropriate decisions	4.50	Strongly Agree	2.5
9. Recognize your own limitations	4.50	Strongly Agree	2.5
10. Seek & analyze unstructured information	3.90	Moderately Agree	19
11. Solve problems	4.30	Agree	5.5
12. Take actions to overcome risk	3.90	Agree	19
13. Take initiative	4.10	Agree	10
14. Take risks	3.80	Agree	24
15. Think conceptually	3.80	Agree	24
16. Think logically	4.20	Agree	7.5
17. Ability to network	3.90	Agree	19
18. Communicate effectively	3.90	Agree	19
19. Develop operational strategies	4.00	Agree	14
20. Implement ideas and tasks	4.00	Agree	14
21. Manage human resources	4.00	Agree	14
22. Monitor the work of others	4.00	Agree	14
23. Plan process	3.90	Agree	19
24. Prepare a business plan	3.70	Agree	27
25. Prepare a competitive analysis	4.20	Agree	7.5
26. See the big picture	3.40	Moderately Agree	28
27. Sell your products or services	3.80	Agree	24
28. Set business goals	3.80	Agree	24
29. Computing skills	3.20	Moderately Agree	30
30. Identify Opportunities	3.80	Agree	24
<b>Composite Mean</b>	<b>3.97</b>	<b>Agree</b>	
<b><i>Relationship Competence</i></b>			
1. Communicate	4.70	Strongly Agree	1
2. Cooperate and collaborate	3.80	Agree	7
3. Deal with social customs	3.30	Moderately Agree	11
4. Exchange knowledge	4.10	Agree	2
5. Lead your team	4.00	Agree	3.5
6. Negotiate	3.80	Agree	7
7. Persuade	3.70	Agree	9
8. Pitch your ideas	3.90	Agree	5
9. Train your team	4.00	Agree	3.5
10. Use and develop networks	3.60	Agree	10
11. Work in a team	3.80	Agree	7
<b>Composite Mean</b>	<b>3.88</b>	<b>Agree</b>	



*Legend: 4.50 – 5.00 = Strongly Agree; 3.50 – 4.49 = Agree; 2.50 – 3.49 = Moderately Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

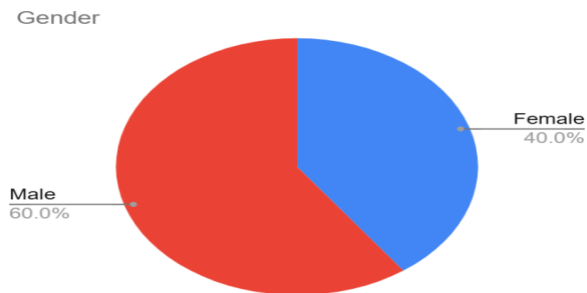
### **3.3.5. Concluding remarks and discussions**

In conclusion, Tourism students have a high employment rate (60%) and 70% jobs relevant to their academic program are higher. Moreover, a majority of the respondents in both this group expressed “high/ agree” with positive contributions of the training program to their entrepreneurship opportunities, the personal characteristics of the entrepreneurial competency development or importance of the relationship ability affecting the entrepreneurship development.

### 3.4. NHA TRANG UNIVERSITY (NTU)

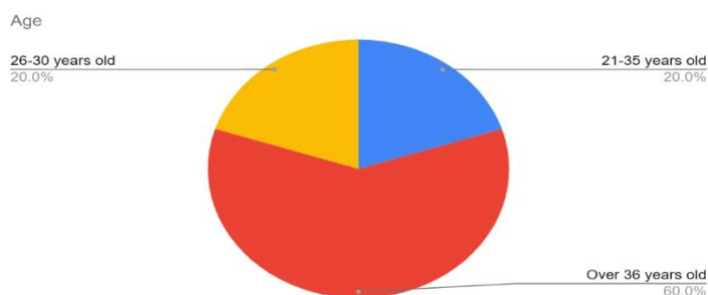
#### 3.4.1. ENTREPRENEURSHIP EDUCATION ANALYSIS

##### 1. Gender



This pie chart depicts the gender distribution of respondents within the context of a WP3.3 Entrepreneurship Education Analysis. Males form the majority, accounting for 60% of the respondents, while females represent 40%. This indicates a greater participation or representation of males in this particular analysis related to entrepreneurship education. While males are predominant, the 40% female representation suggests a considerable level of female engagement in the field as well. The chart provides a clear overview of the gender balance among the respondents involved in this entrepreneurship education analysis.

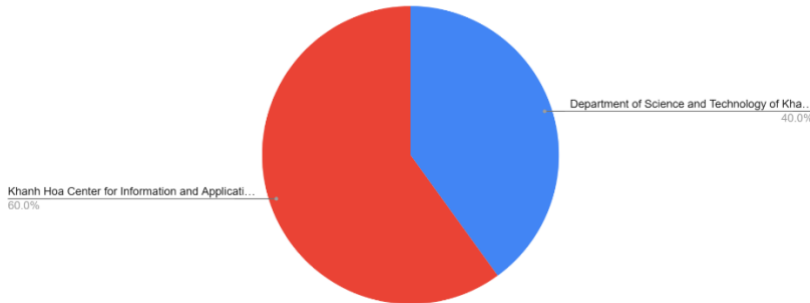
##### 2. Age



This pie chart illustrates the age distribution of the respondents. A significant majority (60%) are over 36 years old, indicating a predominantly older group. The remaining 40% is equally split between the 21-35 and 26-30 age groups, each representing 20%. This suggests that the survey or study might be targeting individuals with more experience, potentially those who are further along in their careers or considering a career shift. The chart provides a clear overview of the age demographics of the respondents, highlighting the prevalence of individuals over 36 years old.

##### 3. Organization/Company Name

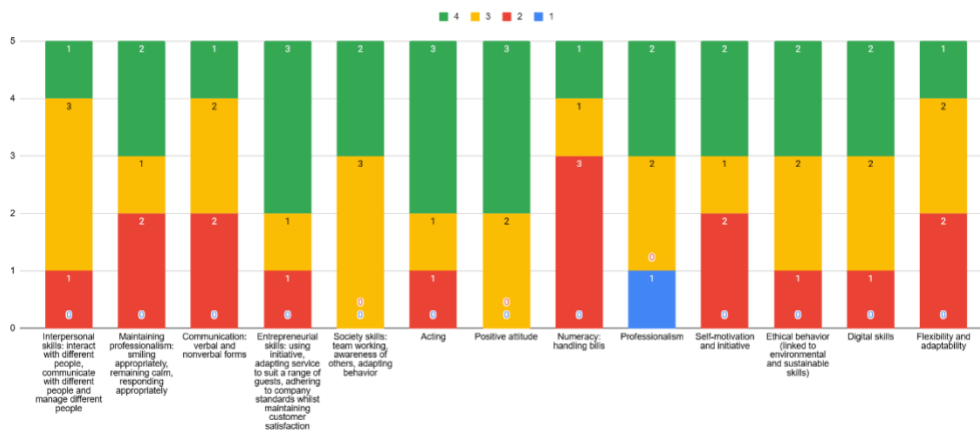
Organization/Company Name



This pie chart shows the distribution of respondents based on their organization or company affiliation. The majority (60%) are associated with the Khanh Hoa Center for Information and Application, while the remaining 40% are affiliated with the Department of Science and Technology of Khanh Hoa. This suggests that the survey or study might have targeted these two organizations specifically. The chart provides a clear and concise overview of the organizational representation within the sample, highlighting the prominence of the Khanh Hoa Center for Information and Application among the respondents.

#### 4. How would you rate the employability skills of the tourism-program graduates to their work performance in the tourism industry in terms of the following

(1: Poor, 2: Fair, 3: High, 4: Very high)

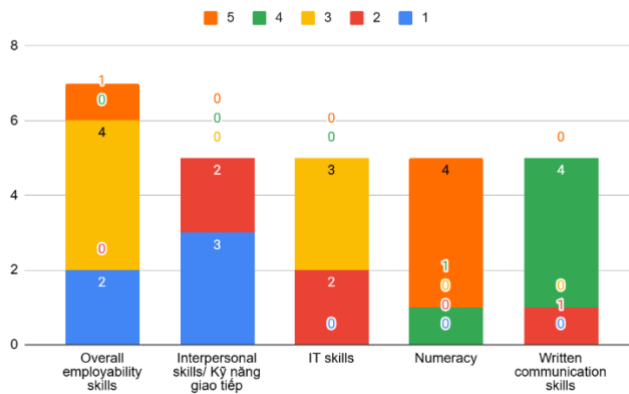


This chart presents employer or stakeholder ratings of tourism-program graduates' employability skills in the tourism industry context. The graduates are generally perceived as performing well, particularly in areas like interpersonal skills, professionalism, communication, positive attitude, and ethical behavior. However, there's room for improvement in areas such as entrepreneurial skills, numeracy, digital skills, and flexibility/adaptability. The presence of a few "Poor" ratings in professionalism also warrants

attention. The chart provides valuable feedback on the strengths and weaknesses of tourism-program graduates, highlighting areas where educational programs could potentially enhance their curriculum or training.

**5. Could you please clarify the ranking importance of the following employability skills and explain about your assessment?**

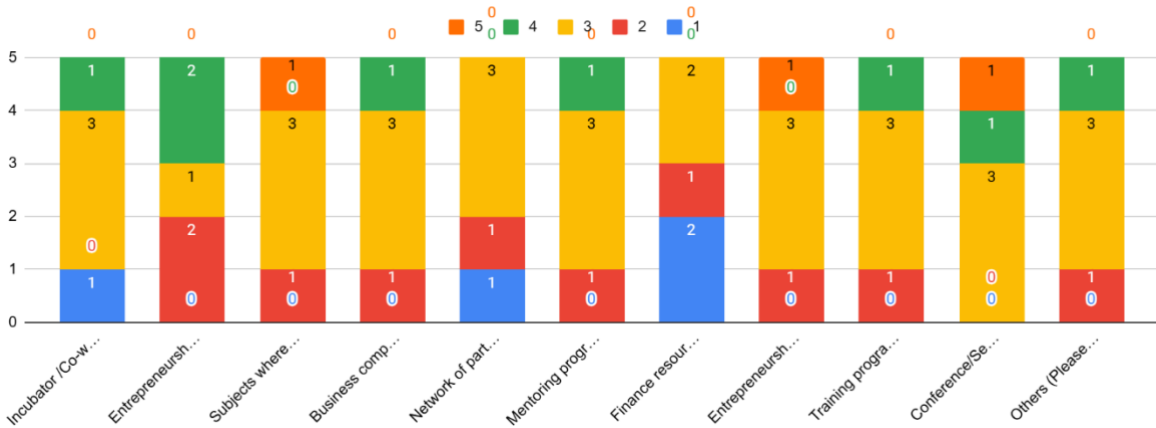
**Rank from 1 - Most important to 5 - Least important**



This chart illustrates the ranking importance of various employability skills, as assessed by the respondents. "Overall employability skills" are considered the most crucial, followed closely by "Interpersonal skills." "Written communication skills" are also valued. "IT skills" and "Numeracy" are ranked relatively lower in importance within this specific context. It's important to remember that the ranking scale is reversed, with "1" being the most important and "5" the least. The chart provides valuable insights into the skills considered most essential for employability, highlighting the perceived significance of overall employability and interpersonal competence.

**6. How would you rate entrepreneurship activities at HEIs as mentioned below contribute to increasing the level of entrepreneurial opportunities for the tourism-program graduates in particular or students in general**

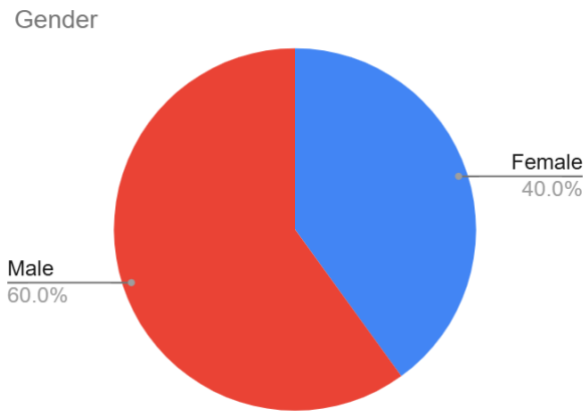
**(Using a scale of 1 to 5, where 5 is "Very High" and 1 is "Very Poor")**



This chart reveals how respondents rate the contribution of various entrepreneurship activities at HEIs to increasing entrepreneurial opportunities for students, particularly in tourism. The data suggests that integrating entrepreneurship into the curriculum, organizing business competitions, building networks, and providing mentoring are perceived as highly effective. While still viewed positively, incubator/co-working spaces, entrepreneurs in residence programs, and the provision of financial resources receive slightly lower ratings. The chart highlights the importance of a multifaceted approach to fostering entrepreneurship, with a strong emphasis on education, practical experience, and networking opportunities. The presence of lower ratings for certain activities suggests areas for potential improvement or further investigation.

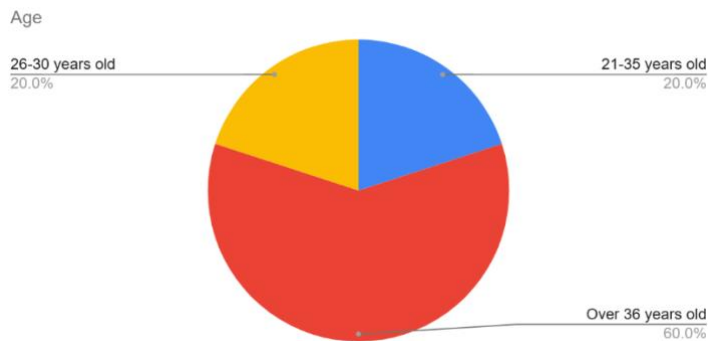
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#### 2. Age

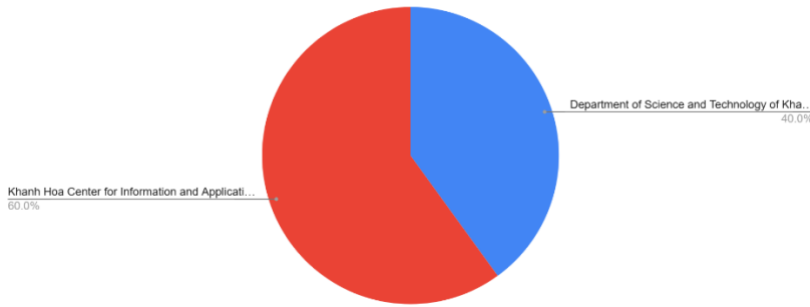


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### 3. Organization/Company Name

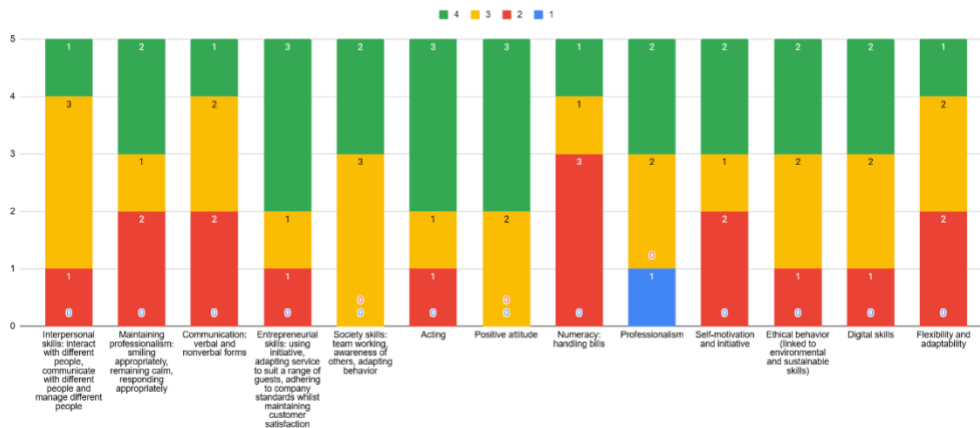
Organization/Company Name



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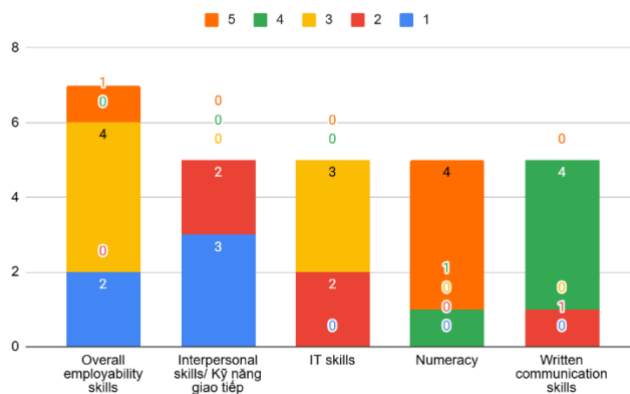
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### 5. Could you please clarify the ranking importance of the following employability skills and explain about your assessment?

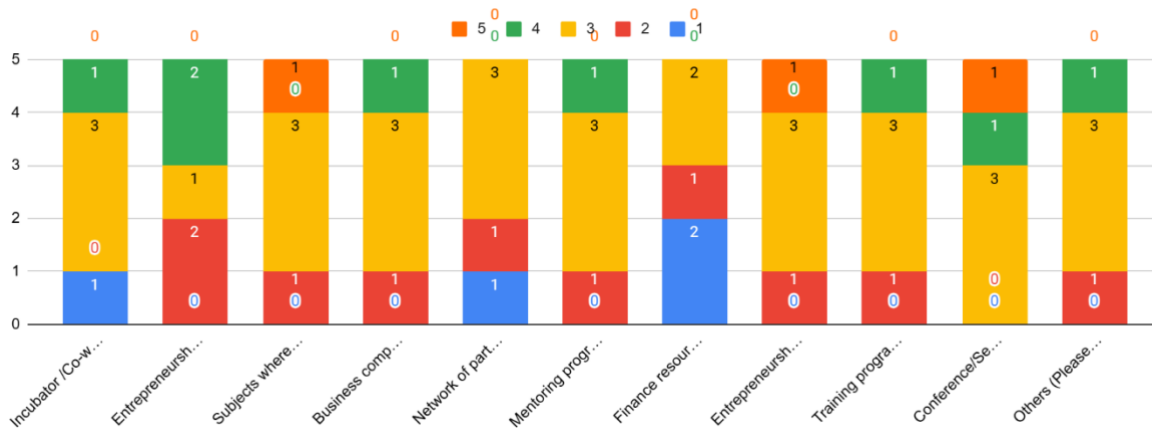
Rank from 1 - Most important to 5 - Least important



This chart illustrates the ranking importance of various employability skills, as assessed by the respondents. "Overall employability skills" are considered the most crucial, followed closely by "Interpersonal skills." "Written communication skills" are also valued. "IT skills" and "Numeracy" are ranked relatively lower in importance within this specific context. It's important to remember that the ranking scale is reversed, with "1" being the most important and "5" the least. The chart provides valuable insights into the skills considered most essential for employability, highlighting the perceived significance of overall employability and interpersonal competence.

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This chart reveals how respondents rate the contribution of various entrepreneurship activities at HEIs to increasing entrepreneurial opportunities for students, particularly in tourism. The data suggests that integrating entrepreneurship into the curriculum, organizing business competitions, building networks, and providing mentoring are perceived as highly effective. While still viewed positively, incubator/co-working spaces, entrepreneurs in residence programs, and the provision of financial resources receive slightly lower ratings. The chart highlights the importance of a multifaceted approach to fostering entrepreneurship, with a strong emphasis on education, practical experience, and networking opportunities. The presence of lower ratings for certain activities suggests areas for potential improvement or further investigation.

### 3.5. CAN THO UNIVERSITY (CTU)

Description of the sample characteristics (responded rate, respondent’s demographic and the major being studied or graduated)

	Final year students	Alumni	Academic Staff	Recruiters	Indirect stakeholders	Total
Female	45	38	6	6	4	99
Male	72	65	4	11	7	159
Other	2	0	0	0	0	2
Total	119	103	10	17	11	260

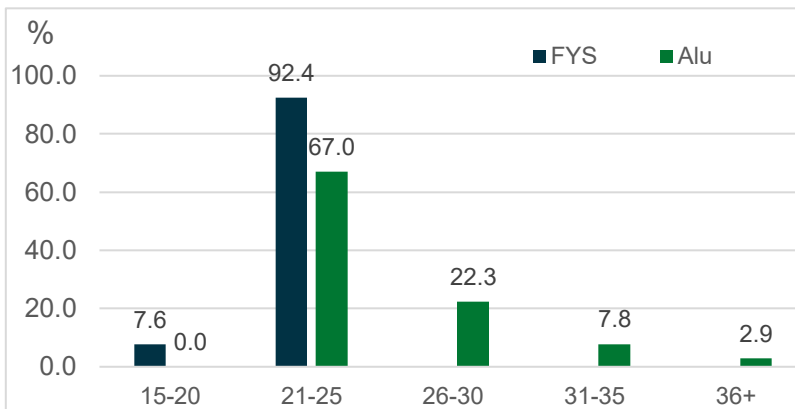
Information in Table above presents a total of 260 respondents being counted in the analysis. In specific, there are 119 Final year students, 103 alumni, 10 academic staff, 17 recruiters and 11 indirect stakeholders including different respondents from local authorities, hubs, tourism promotion centers.

### 3.5.1. General characteristics of the targeted groups of respondents

#### 3.5.1.1. Final year students and alumni

The survey was completely conducted with the total of 223 respondents, including 119 final year students (FYS) and 103 alumni graduated from CTU. All responses were directly noted via Google Form tool.

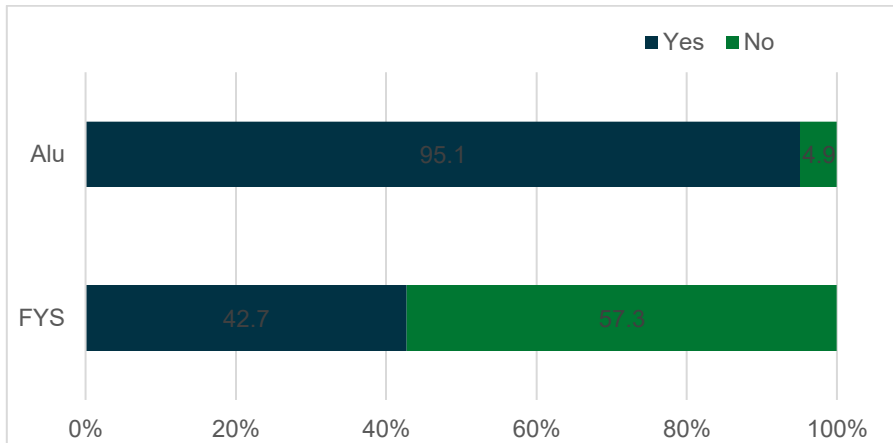
The descriptive results calculated from this survey show that the majority of the respondents in both two groups – FYS and alumni – are in the age of 21 and 25, especially to the FYS respondents with accounting for 92.4% as compared to the rate of 67% of the alumni respondents (see Figure 1 below).



**Figure 1: Distribution of the age brackets**

Relating to the respondent’s gender, more than 60% of the respondents are female and about 37% of the remaining are male. In fact, the unbalanced status of gender found in the survey is quite realistic, because the most of the respondents have been studied or graduated from academic programs in the domain of the social sciences such as tourism, tourism and hospitality management, environmental economics, English language.

Concerning the question of “Do you currently have a job, including part-time job?”, this statistical result illustrated in Figure 2 reveals that over 95% of the alumni are currently employed, as compared to 42.7% of the FYS respondents in the survey. It is worth noting that a percentage of the FYS finding a job relevant to their academic program was higher 60%. For the ownership of business, there are only 8 cases (or 7.8% alumni) out of 103 alumni who responded to the survey having owned and managed directly their business work.



**Figure 3: Distribution of having a job**

### 3.5.2. Awareness of the entrepreneurship education and entrepreneurial opportunities

#### 3.5.2.1. Assessments from the final year students and alumni

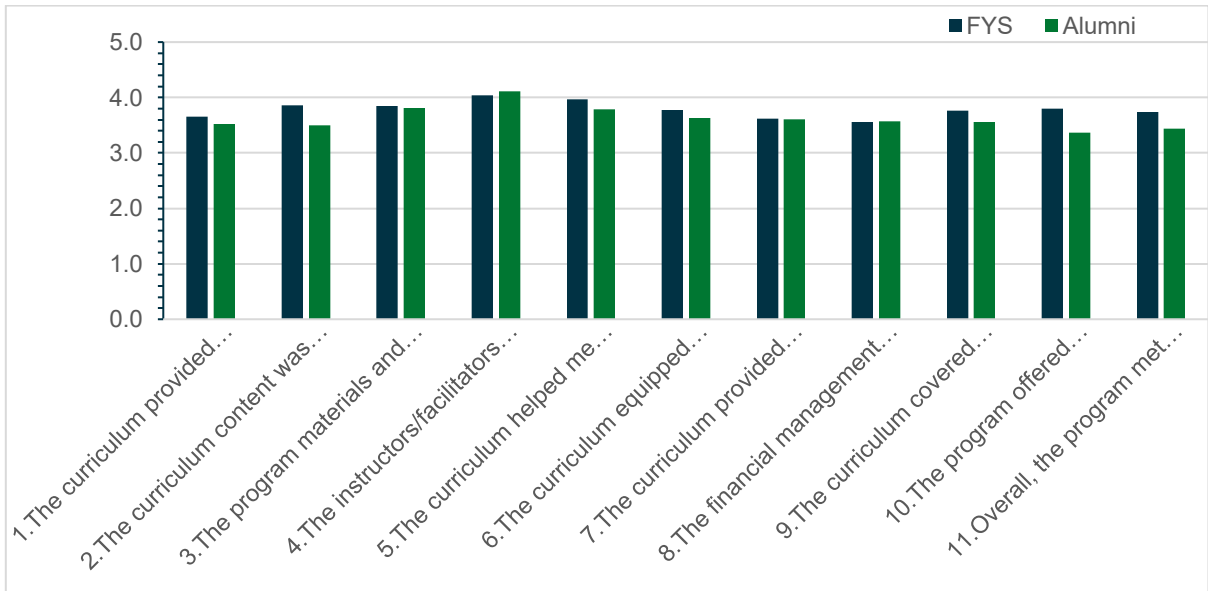
In the survey, targeted respondents were required to express their assessment of the entrepreneurship opportunities that they could learn and accumulate during the training program at school. The surveyed result was presented in Table 1 based on the distributed calculation of the 5-scaled (Likert) measurement, being increasing from 1 (strongly disagree) to 5 (strongly agree), as follows.

**Table 1: Perception of the training program related to entrepreneurship opportunities**

Items	Percentage of agreement level					Total	Mean	Mode
	1	2	3	4	5			
1.The curriculum provided valuable insights into starting and managing a business.	2.3	10.8	29.1	40.8	16.9	100.0	3.6	4.0
2.The curriculum content was relevant and practical for real-world application.	1.9	9.9	25.4	44.1	18.8	100.0	3.7	4.0
3.The program materials and resources were well-organized and easy to follow.	1.4	6.6	21.1	49.3	21.6	100.0	3.8	4.0

Items	Percentage of agreement level					Total	Mean	Mode
	1	2	3	4	5			
4.The instructors/facilitators were knowledgeable and engaging.	1.9	4.2	13.6	45.1	35.2	100.0	4.1	4.0
5.The curriculum helped me in understanding the market opportunities and potential challenges.	2.3	8.0	16.0	46.9	26.8	100.0	3.9	4.0
6.The curriculum equipped me with essential skills for business planning and strategy development.	2.3	8.5	26.3	42.3	20.7	100.0	3.7	4.0
7.The curriculum provided adequate information about marketing and branding strategies.	2.3	10.3	27.2	43.7	16.4	100.0	3.6	4.0
8.The financial management component of the curriculum was helpful in understanding business finances.	2.8	9.4	32.4	39.4	16.0	100.0	3.6	4.0
9.The curriculum covered relevant legal aspects of starting and running a business venture.	2.8	10.8	23.9	41.8	20.7	100.0	3.7	4.0
10.The program offered opportunities for networking and collaboration with other aspiring entrepreneurs.	4.7	6.6	31.9	38.5	18.3	100.0	3.6	4.0
11.Overall, the program met my expectations in terms of exploring-and-exploiting entrepreneurial opportunities.	2.8	9.9	29.6	40.8	16.9	100.0	3.6	4.0
<b>Average scores</b>	<b>2.5</b>	<b>8.6</b>	<b>25.1</b>	<b>43.0</b>	<b>20.7</b>	<b>100.0</b>	<b>3.7</b>	<b>4.0</b>

In general, a majority of the respondents in both two groups (FYS and alumni) expressed a fair and strong agreement with positive contributions of the training program to their entrepreneurship opportunities, making up 63.7%. Despite differentiating the age and work experience, there is no difference in the average scores of all 11 observed items between the FYS and the alumni in the survey (see Figure 4 below).



**Figure 4: Average scores of the perception of the training program related to entrepreneurship opportunities by the groups of respondents**

Similar to the contributions of the training program to the entrepreneurship opportunities, services and activities offered by the school (i.e. CTU) are expected to generate better opportunities of the entrepreneurship and starting a business for learners. These supporting tasks from CTU were assessed by the respondents aligning with 17 observed items and using 5-scaled ascending scores, as presented in Table 2 below.

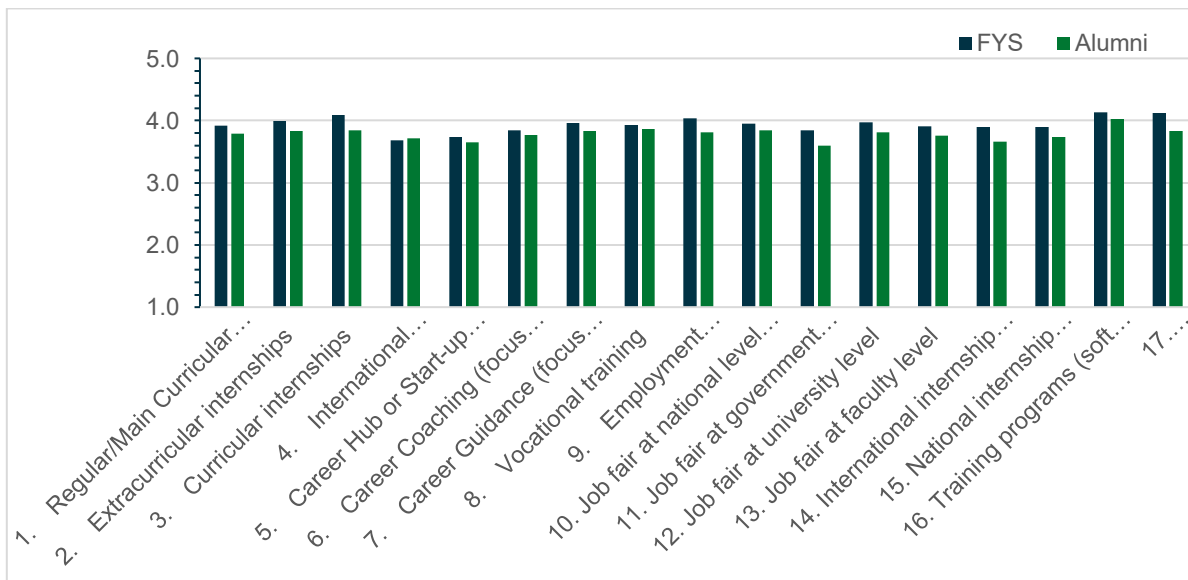
The statistical result shows that the respondents assessed the usefulness level of the supporting services and activities from the CTU at the average of 3.9 over 5.0 points. It may be inferred that all respondents are likely to express their satisfaction with the high usefulness of the student supporting services during the schooling. Among those, periodical activities such as business internships, industry visits, employment fairs, training sessions of job application skills, and so on, were assessed at the completely useful levels.

**Table 2: Perception of the CTU's services contributing to increase in the opportunities of entrepreneurship or getting a business venture**

Items	Percentage of usefulness level					Total	Mean	Mode
	1	2	3	4	5			
1. Regular/Main Curricular at your University	2.9	5.8	24.8	35.9	30.6	100.0	3.9	4.0
2. Extracurricular internships	4.5	5.0	21.3	33.2	36.1	100.0	3.9	5.0
3. Curricular internships	2.9	5.9	19.6	34.8	36.8	100.0	4.0	5.0
4. International employment program	5.3	7.9	28.0	29.1	29.6	100.0	3.7	5.0
5. Career Hub or Start-up Center	3.5	10.1	26.8	32.8	26.8	100.0	3.7	4.0
6. Career Coaching (focus on career skills)	4.5	5.6	25.3	34.3	30.3	100.0	3.8	4.0
7. Career Guidance (focus on dealing with issues)	2.5	8.0	24.0	28.0	37.5	100.0	3.9	5.0
8. Vocational training	1.5	8.2	24.1	31.3	34.9	100.0	3.9	5.0
9. Employment prospection (Visits to companies and companies presentation)	4.0	6.5	20.6	30.2	38.7	100.0	3.9	5.0
10. Job fair at national level (private companies)	4.2	6.3	20.5	33.7	35.3	100.0	3.9	5.0
11. Job fair at government level	5.2	6.8	29.3	28.3	30.4	100.0	3.7	5.0
12. Job fair at university level	4.0	6.0	23.4	30.3	36.3	100.0	3.9	5.0
13. Job fair at faculty level	2.5	12.1	20.6	29.1	35.7	100.0	3.8	5.0
14. International internship program	4.2	7.8	25.0	31.3	31.8	100.0	3.8	5.0
15. National internship program	4.9	7.1	23.4	31.0	33.7	100.0	3.8	5.0
16. Training programs (soft skills training such as	4.0	4.0	17.9	28.4	45.8	100.0	4.1	5.0

leadership skills, communication skills, teamwork, creative thinking and problem solving), talk shows, etc								
17. Conference/Seminar/Workshop support in polishing/preparing CVs and interviews	3.5	8.6	16.2	29.8	41.9	100.0	4.0	5.0
<b>Average scores</b>	<b>3.8</b>	<b>7.2</b>	<b>23.0</b>	<b>31.3</b>	<b>34.8</b>	<b>100.0</b>	<b>3.9</b>	<b>4.8</b>

As compared between two groups of the respondents in the survey, statistical information related to 17 observed items illustrated in Figure 5 below indicates that the average scores of each of all 17 items assessed by the alumni are lower than the assessment given by the final year students. There is, however, not much different and statistically significant between these two groups found in the analysis.



**Figure 5: Average scores of the usefulness of the student supporting services for increasing opportunities of entrepreneurship and getting a business venture**

When being asked about the contribution generated from the supporting activities offered by CTU to enable knowledge, skills, and attitude to start-up a business, the most respondents (over 90%) stated that these supporting activities related to dissemination of knowledge, skills, and attitude of start-up business were so useful. It is also interesting that

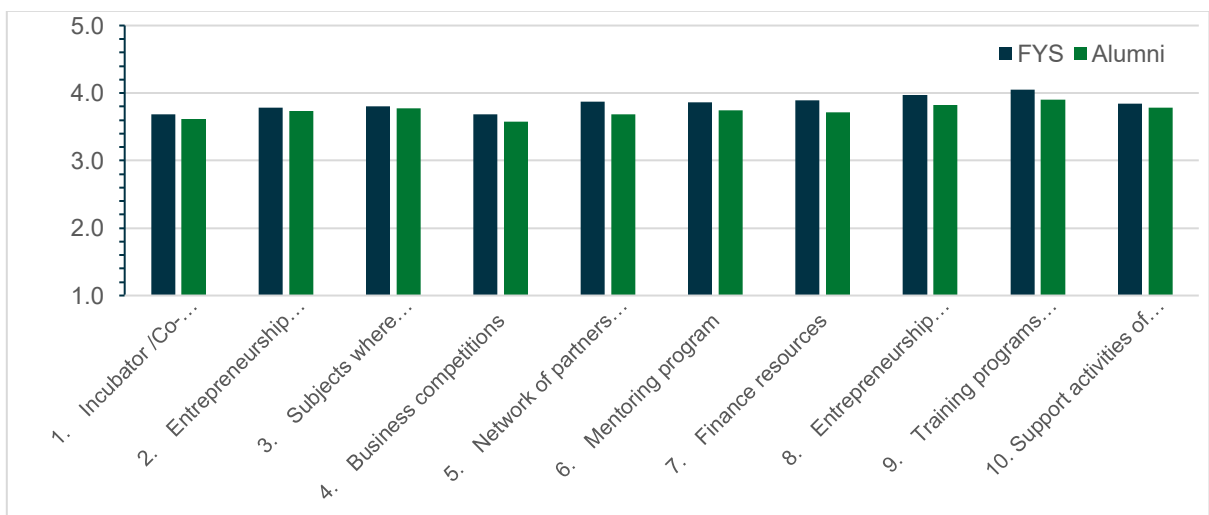
sessions of training, talkshow, and workshop held with invited guests from the outside of CTU were truly meaningful for students to exchange more specific issues of start-up business in real contexts. As opposed to a vast of the supporting activities taken, there is a lack of linkages with industries (i.e. local enterprises, agencies) in creating forums, spaces, or competitions that aims at bringing actively learning environments to students to apply for what's learned.

**Table 3: Perception of the CTU's services contributing to enable the knowledge, skills, and attitudes to start-up a business**

Items	Percentage of usefulness level					Total	Mean	Mode
	1	2	3	4	5			
1. Incubator /Co-working spaces	3.0	6.1	36.9	30.8	23.2	100.0	3.7	3.0
2. Entrepreneurship program (institutional coordination of all entrepreneurship activities)	3.5	4.0	33.3	31.3	27.9	100.0	3.8	3.0
3. Subjects where entrepreneurship is developed through curricular content	3.4	4.4	28.9	36.3	27.0	100.0	3.8	4.0
4. Business competitions	3.6	8.3	33.9	29.7	24.5	100.0	3.6	3.0
5. Network of partners that students can contact for support for their business ideas	3.5	6.5	27.6	32.7	29.6	100.0	3.8	4.0
6. Mentoring program	2.5	5.9	29.9	32.4	29.4	100.0	3.8	4.0
7. Finance resources	3.5	6.0	26.1	34.7	29.6	100.0	3.8	4.0
8. Entrepreneurship Training program	2.4	4.4	26.2	35.0	32.0	100.0	3.9	4.0
9. Training programs (soft skills training such as leadership skills, communication skills, teamwork, creative thinking and problem solving), talk shows, etc	3.4	4.9	22.7	28.6	40.4	100.0	4.0	5.0

10. Conference/Seminar/Workshop support in polishing/preparing CVs and interviews	6.0	3.5	26.4	31.3	32.8	100.0	3.8	5.0
<b>Average scores</b>	<b>3.5</b>	<b>5.4</b>	<b>29.2</b>	<b>32.3</b>	<b>29.7</b>	<b>100.0</b>	<b>3.8</b>	<b>3.9</b>

As comparing all 10 observed items between two groups of the respondents in the analysis, it is shown that there is not different, despite the average scores given by the alumni were always lower than that assessed by the FYS (see Figure 6 below).



**Figure 6: Average scores of the supporting services contributing to enable the knowledge, skills, and attitudes to start-up a business**

### 3.5.2.2. Academic staffs

Please indicate where the following **mechanism / programs to support the entrepreneurship for students** organized by your University (*please check one box for each mechanism/program that best corresponds to your answer*).

	<b>Student Support Services</b>	<b>Academic Division</b>	<b>Business /Career center</b>	<b>Other department /Office</b>	<b>I dont know</b>	<b>Total</b>
Incubator /Co-working	5	3	2	0	0	10

Entrepreneurship program (institutional coordination of all entrepreneurship activities)	4	3	3	0	0	10
Subjects where entrepreneurship is developed through curricular content	0	9	1	0	0	10
Business competitions	4	4	1	1	0	10
Network of partners that students can contact for support for their business ideas	6	2	1	1	0	10
Mentoring program	3	5	1	1	0	10
Finance resources	4	1	1	1	3	10
Training program		9	1	0	0	10
Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)		9	1	0	0	10
Support in polishing/preparing CVs and interviews	2	6	1	1	0	10
Others...	3	1	2	0	4	10

Using a scale of **1 to 5**, where **5** is “completely useful” and **1** is “completely useless”, please check the cell that corresponds to **how these services contribute to increasing the skills to start a business**.

	Minimum	Maximum	Mean	Std. Deviation
Incubator /Co-working	2	5	3.5	0.85
Entrepreneurship program (institutional coordination of all entrepreneurship activities)	3	4	3.9	0.316
Subjects where entrepreneurship is developed through curricular content	3	5	4.1	0.568
Business competitions	3	5	4.1	0.876
Network of partners that students can contact for support for their business ideas	3	5	4.2	0.789
Mentoring program	3	5	4.1	0.738
Finance resources	3	5	4.1	0.876
Training program	3	5	4.4	0.699

Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)	3	5	4.4	0.699
Support in polishing/preparing CVs and interviews	3	5	4.3	0.675
Others...	2	5	3.7	1.059

Using a scale of **1 to 5**, where **5** is “completely useful” and **1** is “completely useless”, please check the cell that corresponds to **how these services contribute to increasing the skills to start a business**.

	Minimum	Maximum	Mean	Std. Deviation
Incubator /Co-working	4	5	4.5	0.527
Entrepreneurship program (institutional coordination of all entrepreneurship activities)	4	5	4.5	0.527
Subjects where entrepreneurship is developed through curricular content	4	5	4.5	0.527
Business competitions	4	5	4.6	0.516
Network of partners that students can contact for support for their business ideas	3	5	4.3	0.675
Mentoring program	3	5	4.1	0.738
Finance resources	4	5	4.3	0.483
Training program	4	5	4.3	0.483
Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)	4	5	4.5	0.527
Support in polishing/preparing CVs and interviews	3	5	4.4	0.699
Others...	2	5	3.7	1.059

### 3.5.2.3. Indirect stakeholders

	1	2	3	4	5	Total	Mean	Mode
Incubator /Co-working	0.0%	18.2%	27.3%	27.3%	27.3%	100.0%	3.64	4

Entrepreneurship program (institutional coordination of all entrepreneurship activities)	9.1%	9.1%	27.3%	36.4%	18.2%	100.0%	3.45	4
Subjects where entrepreneurship is developed through curricular content	0.0%	9.1%	45.5%	18.2%	27.3%	100.0%	3.64	3
Business competitions	0.0%	18.2%	18.2%	45.5%	18.2%	100.0%	3.64	4
Network of partners that students can contact for support for their business ideas	0.0%	27.3%	18.2%	36.4%	18.2%	100.0%	3.45	4
Mentoring program	0.0%	18.2%	18.2%	45.5%	18.2%	100.0%	3.64	4
Finance resources	0.0%	27.3%	36.4%	27.3%	9.1%	100.0%	3.18	3
Training program	9.1%	0.0%	36.4%	36.4%	18.2%	100.0%	3.55	3
Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)	0.0%	9.1%	9.1%	36.4%	45.5%	100.0%	4.18	4
Support in polishing/preparing CVs and interviews	0.0%	9.1%	9.1%	63.6%	18.2%	100.0%	3.91	4

### 3.5.3. Entrepreneurship competency

#### 3.5.3.1. Assessment results of the final year students and alumni

According to the definition of entrepreneurship competency that refers to a combination of knowledge, skills, and attitudes in which an individual need to possess to perform assigned tasks efficiently. In this analysis, core attributes of the entrepreneurship competences for the targeted respondents – FYS and alumni – are classified into four categories, namely (a) personality; (b) commitment; (c) strategic development and organization; and (d) morality and social responsibility.

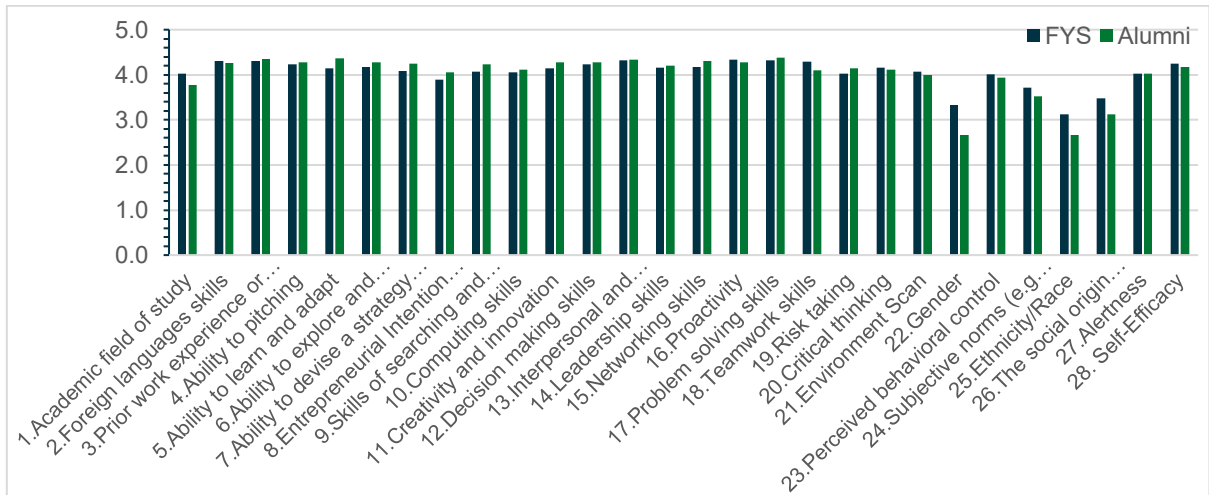
First of all, the importance of personal characteristics along with 28 observed items was assessed based on the 5-scaled (Likert) ascending measurement, from *not important at all* to *extremely important*. The descriptive analysis as presented Table ?? shows that 22 out of 28 observed items were voted on average with 4.0 score and greater. In general, 90% of

the respondents stated that all personal characteristics identified were truly important to form the entrepreneurship competency for each individual. However, the surveyed result also indicates the fact that specific attributes such as gender, ethnicity or race, and parental status of education and employment were not important determinants in creating individual's entrepreneurship competency.

**Table 4 Distribution of the importance of personal characteristics in creating the entrepreneurship competency**

Personal characteristics	Percentage of importance level					Total	Mean	Mode
	1	2	3	4	5			
1. Academic field of study	23	65.7	21.1	38.5	31.5	100.0	3.9	4.0
2. Foreign languages skills	47	23.5	8.45	28.6	55.9	100.0	4.3	5.0
3. Prior work experience or knowledge	28	46.9	6.1	30	56.3	100.0	4.3	5.0
4. Ability to pitching	19	46.9	6.57	39.4	47.4	100.0	4.3	5.0
5. Ability to learn and adapt	38	28.2	7.51	36.6	49.3	100.0	4.2	5.0
6. Ability to explore and exploit entrepreneurial opportunity	42	32.9	7.04	36.6	48.8	100.0	4.2	5.0
7. Ability to devise a strategy plan	33	32.9	9.86	40.4	43.2	100.0	4.2	5.0
8. Entrepreneurial Intention (Business Desire)	28	42.3	19.2	40.8	32.9	100.0	4.0	4.0
9. Skills of searching and analyzing unstructured information	28	46.9	8.92	41.8	41.8	100.0	4.2	5.0
10. Computing skills	23	46.9	14.6	39	39.4	100.0	4.1	5.0
11. Creativity and innovation	38	32.9	10.3	33.3	49.3	100.0	4.2	5.0
12. Decision making skills	23	46.9	7.51	36.6	48.8	100.0	4.2	5.0
13. Interpersonal and communication skills (listen, observation, analysis)	38	23.5	5.16	34.7	54	100.0	4.3	5.0

Personal characteristics	Percentage of importance level					Total	Mean	Mode
	1	2	3	4	5			
14. Leadership skills	38	37.6	8.45	39	45.1	100.0	4.2	5.0
15. Networking skills	28	4.23	7.04	38.5	47.4	100.0	4.2	5.0
16. Proactivity	38	2.82	6.57	32.9	54	100.0	4.3	5.0
17. Problem solving skills	28	3.76	4.69	32.9	55.9	100.0	4.4	5.0
18. Teamwork skills	23	4.69	8.92	39	45.1	100.0	4.2	5.0
19. Risk taking	23	5.63	12.7	39.9	39.4	100.0	4.1	4.0
20. Critical thinking	23	4.23	12.7	39.4	41.3	100.0	4.1	5.0
21. Environment Scan	28	4.69	13.6	43.7	35.2	100.0	4.0	4.0
22. Gender	19	15.5	26.3	23	16	100.0	3.0	3.0
23. Perceived behavioral control	28	4.23	17.8	43.2	31.9	100.0	4.0	4.0
24. Subjective norms (e.g consulted by friends, family, etc.)	19	12.7	29.6	32.9	23	100.0	3.6	4.0
25. Ethnicity/Race	25	13.6	22.1	23.5	15.5	100.0	2.9	1.0
26. The social origin (Education and Job status of parents)	12	14.1	24.9	30	19.2	100.0	3.3	4.0
27. Alertness	38	5.16	13.6	39.9	37.6	100.0	4.0	4.0
28. Self-Efficacy	38	4.23	7.98	35.2	48.8	100.0	4.2	5.0
<b>Average scores</b>	<b>47</b>	<b>5.53</b>	<b>12.5</b>	<b>36.0</b>	<b>41.2</b>	<b>100.0</b>	<b>4.03</b>	<b>4.5</b>



**Figure 7: Average scores of assessing the importance of personal characteristics in creating the entrepreneurship competency**

The second category of the entrepreneurship competency implies to individual's efforts in performing commitment. The result provided the fact that three elements regarding the commitment competency were very important - with the average point of 4.1 over 5.0 - for individuals to be more confident and motivated in any given context. In addition, the difference of the average scores of this category of competency between the FYS and the alumni was not found in the analysis.

**Table 5: Distribution of the importance of commitment competency**

Commitment competency	Percentage of importance level					Total	Mean	Mode
	1	2	3	4	5			
1. Drive to see venture	3.3	3.29	9.86	48.4	35.2	100.0	4.1	4.0
2. Strong motivation to compete	3.8	2.82	12.7	47.9	32.9	100.0	4.0	4.0
3. Make an impact and dedication	2.8	5.16	14.1	40.8	37.1	100.0	4.0	4.0

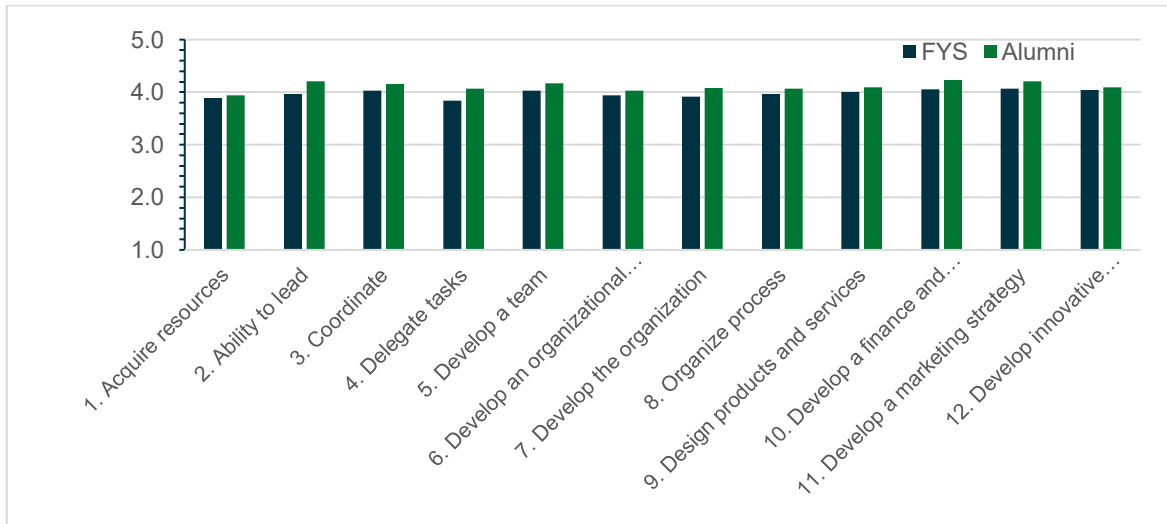
<b>Average scores</b>	<b>3.3</b>	<b>3.76</b>	<b>12.2</b>	<b>45.7</b>	<b>35.1</b>	<b>100.0</b>	<b>4.1</b>	<b>4.0</b>
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Strategic and organizational development is seen as the third category of the entrepreneurship competency that individuals are required to accumulate during schooling or at work. This category of competency is specifically explained through 12 observed items as presented in Table below. The result shows that all respondents revealed their consensus of evaluating the importance of the observed items regarding this category of competency, an average points were slightly varied from 3.9 to 4.1.

**Table 6: Distribution of the importance of strategic and organizational development**

Organizing competency and strategy development	Percentage of importance level					Total	Mean	Mode
	1	2	3	4	5			
1. Acquire resources	3.8	1.88	20.7	46.5	27.2	100.0	3.9	4.0
2. Ability to lead	3.3	2.82	13.1	44.1	36.6	100.0	4.1	4.0
3. Coordinate	2.8	2.82	15.0	41.3	38.0	100.0	4.1	4.0
4. Delegate tasks	2.8	3.76	19.2	43.7	30.5	100.0	4.0	4.0
5. Develop a team	2.3	3.76	12.7	44.6	36.6	100.0	4.1	4.0
6. Develop an organizational culture	3.3	1.88	19.7	43.7	31.5	100.0	4.0	4.0
7. Develop the organization	1.4	5.63	16.0	46.0	31.0	100.0	4.0	4.0
8. Organize process	1.9	4.6	16.4	44.1	32.9	100.0	4.0	4.0
9. Design products and services	3.8	3.2	14.1	42.3	36.6	100.0	4.0	4.0
10. Develop a finance and budget plan	2.8	2.3	11.7	44.1	39	100.0	4.1	4.0
11. Develop a marketing strategy	2.3	3.7	11.7	42.3	39.9	100.0	4.1	4.0

12. Develop innovative products and services	3.3	2.82	13.6	44.6	35.7	100.0	4.1	4.0
<b>Average scores</b>	<b>2.8</b>	<b>3.29</b>	<b>15.3</b>	<b>43.9</b>	<b>34.6</b>	<b>100.0</b>	<b>4.0</b>	<b>4.0</b>



**Figure 8: Average scores of assessing the importance of strategic and organizational development**

Finally, ethical respect and social responsibility is viewed as two indispensable competences for individuals to become a successful entrepreneur. Statistical result from the survey indicates that all respondents also revealed this matter with giving average scores of 4.1 and 4.2 over 5.0.

**Table 7: Distribution of the importance of ethical and social responsibility competency**

Ethnical and social responsibility competency	Percentage of importance level					Total	Mean	Mode
	1	2	3	4	5			
1. Understand the ethical problems and power to communicate and argue at the organization level to run the business effectively	5.6	1.88	7.04	43.2	42.3	100.0	4.1	4.0

2. Have responsibility towards customers, employee and the Public	5.6	0.94	7.51	35.2	50.7	100.0	4.2	5.0
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### 3.5.3.2. Assessment results of the academic staffs

The following are the enabling environmental factors that may contribute to your entrepreneurship development. Please click the circle that corresponds to your degree of agreement or disagreement

<b>A. Personal Factors</b>	Minimum	Maximum	Mean	Std. Deviation
1. Having an attitude of discovery and being optimistic can drive the entrepreneurial mindset.	4	5	4.5	0.527
2. The passion to become successful in life can be evident through engaging in a business venture.	3	5	4.4	0.699
3. Having self-confidence in doing something will influence the desire to start a business.	3	5	4.4	0.699
4. Immense ingenuity, imagination, resourcefulness and foresightedness will lead towards success in entrepreneurship.	4	5	4.3	0.483
5. Leadership ability of an individual is crucial for developing an entrepreneurial spirit.	4	5	4.3	0.483
<b>B. Social Factors</b>				
6. Education has a significant role to play in inculcating entrepreneurial values.	3	5	4	0.667
7. The support services of the university such as the provision of business simulation room/entrepreneurship center will encourage one to start a business.	3	5	4	0.816
8. High levels of unemployment will increase motivation to start a business.	1	4	3.2	1.033
9. The family's own business has a great influence in exhibiting higher level of entrepreneurship.	3	5	3.9	0.738
10. Training and education on Entrepreneurship will create more knowledge that will help uplift one's interest in starting one's own business.	3	5	4.2	0.632
<b>C. Economic Factors</b>				

11. Fair market competition will drive entrepreneurship and help increase the wealth of the nation.	2	5	3.9	0.994
12. Incentives for Start-ups will encourage the growth of entrepreneurs and generate employment opportunities.	1	5	3.5	1.08
13. Improvements in physical and digital infrastructure will hasten the growth of entrepreneurs.	3	5	3.9	0.568
14. A conducive environment for setting up business ventures will encourage more entrepreneurs to set up business.	2	5	4	0.816
15. Higher business taxes for start-ups will discourage entrepreneurs from formalizing business ventures.	3	5	3.8	0.632
<b>D. Psychological Factors</b>				
16. Need achievement is a motivating factor to become an entrepreneur.	3	4	3.6	0.516
17. Willingness to take risks is an influencing factor towards entrepreneurship.	3	5	4	0.667
18. Esteem, status, fame, and respect drive one to become an entrepreneur.	2	5	3.6	0.966
19. Economic rewards and security are strong reasons to become an entrepreneur.	2	5	4	0.943
20. Gaining power, authority and leadership serve as internal factors driving people to become entrepreneurs.	2	5	4	0.816
<b>E. Technological Factors</b>				
21. The availability of social media helps entrepreneurs reach a bigger client base.	3	5	4.1	0.738
22. Digital technology widens opportunities for entrepreneurs to venture into new businesses.	3	5	4.3	0.675
23. Automation and artificial intelligence technologies provide tools for entrepreneurs to develop new business ideas that promotes efficiency and productivity in business operations.	3	5	3.9	0.738
24. E-commerce supports entrepreneurs by facilitating business transactions and organizing more efficient logistics.	3	5	4.3	0.675
25. Innovative technologies provide entrepreneurs with more opportunities to develop new products/services that cater to the needs of consumers.	3	5	4.1	0.738

<b>F. Political/Legal Factors</b>				
26. Stable and clear business policies and regulations that promote ease of doing business will motivate entrepreneurs to start their businesses.	3	5	4.3	0.675
27. Easy access to capital and technical assistance for start-ups, especially from government, will facilitate the creation of start-ups by entrepreneurs.	3	5	4.1	0.568
28. High interest on loans will lessen the number of entrepreneurs who would want to start a new business.	3	5	4	0.816
29. Business friendly regulations and simplified government processes for creating start-ups will support entrepreneurship.	3	5	4.3	0.675
30. Political stability and good governance in the country will strengthen the business confidence of entrepreneurs.	3	5	4.4	0.699

### 3.5.4. Drivers of the entrepreneurship development

#### 3.5.4.1. Assessment results of the final year students and alumni

Entrepreneurship development has recently assessed as an essential for an open economy, when it can create itself much opportunities of new employment, business innovation, and increased socio-economic activities in both local and global contexts. So, the main question often made in any analysis or dialogue of the entrepreneurship is what are drivers of the entrepreneurship development for an individual in particular contexts?

Drivers of the entrepreneurship development imply to determinants that encourages an individual to perform entrepreneurial activities in a given industry and those might make him/her to become an entrepreneur. It can be widely known that there a large number of factors inducing the entrepreneurship development, they may often be classified into two key categories, namely (a) personal characteristics, and (b) relationship ability.

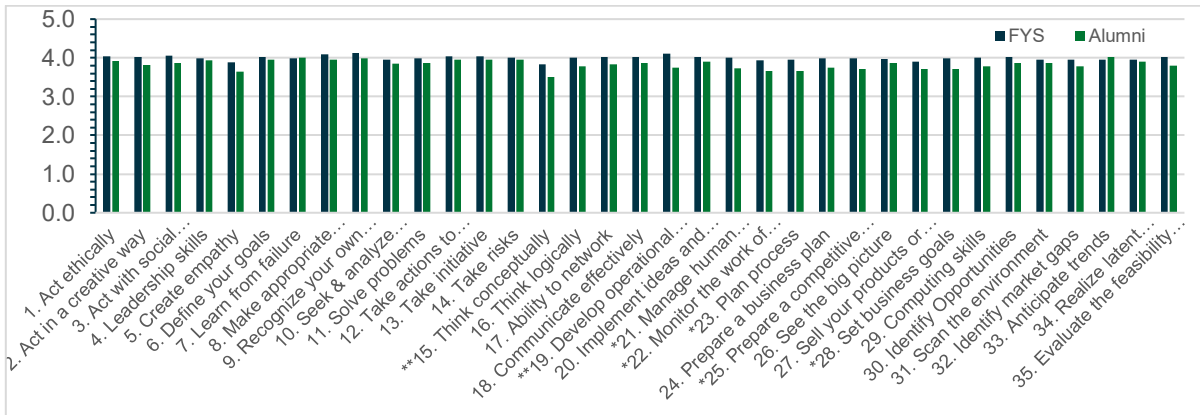
Information presented in Table 8 below provides the distribution and average scores of the total 35 observed items regarding the personal characteristics of the entrepreneurial competency development. It may be shown that 88% of the respondents – the FYS and alumni – revealed their agreement of the importance of this category of determinants. Especially, one third of the respondents (or 34.3%) stated that these drivers were extremely important to a person who wish to be an entrepreneur. Additionally, it can be accepted that the most important drivers were found in the analysis, such as: acting ethically and responsibly; leadership skills; defining goals; identifying own limitations; and taking initiative.

**Table 8 Importance of the personal characteristics affecting the entrepreneurship development**

Personal characteristics	Percentage of importance level					Total	Mean	Mode
	1	2	3	4	5			
1. Act ethically	61.1	6.1	12.7	34.3	40.8	100.0	4.0	5.0
2. Act in a creative way	19.9	9.3	15.5	41.3	31.9	100.0	3.9	4.0
3. Act with social responsibility	52.5	8.4	9.86	37.1	39.4	100.0	4.0	5.0
4. Leadership skills	28.9	9.3	15.5	33.3	39	100.0	4.0	5.0
5. Create empathy	33.3	7.5	25.4	37.1	26.8	100.0	3.8	4.0
6. Define your goals	52.7	6.5	12.7	34.7	40.8	100.0	4.0	5.0
7. Learn from failure	38.6	6.1	13.1	40.4	36.6	100.0	4.0	4.0
8. Make appropriate decisions	38.1	7.5	8.45	43.2	37.1	100.0	4.0	4.0
9. Recognize your own limitations	42.7	6.5	10.3	37.1	41.8	100.0	4.1	5.0
10. Seek & analyze unstructured information	52.4	7.0	13.1	41.8	32.9	100.0	3.9	4.0
11. Solve problems	56.8	7.9	10.8	38.5	37.1	100.0	3.9	4.0
12. Take actions to overcome risk	42.7	6.5	8.45	46.5	34.3	100.0	4.0	4.0
13. Take initiative	56.3	5.6	12.2	35.7	40.8	100.0	4.0	5.0
14. Take risks	52.9	3.2	15.5	40.4	35.7	100.0	4.0	4.0
15. Think conceptually	33.3	11.7	25.4	33.8	25.8	100.0	3.7	4.0
16. Think logically	33.2	8.9	15	39.9	32.9	100.0	3.9	4.0

17. Ability to network	4. 2	8.4 5	12.7	39	35.7	100. 0	3.9	4.0
18. Communicate effectively	5. 2	7.0 4	11.3	40.8	35.7	100. 0	3.9	4.0
19. Develop operational strategies	5. 6	7.0 4	13.1	37.1	37.1	100. 0	3.9	4.0
20. Implement ideas and tasks	5. 2	6.1 6.1	13.6	38	37.1	100. 0	4.0	4.0
21. Manage human resources	5. 6	7.9 8	13.1	39.9	33.3	100. 0	3.9	4.0
22. Monitor the work of others	4. 2	6.1 6.1	22.1	40.4	27.2	100. 0	3.8	4.0
23. Plan process	5. 6	8.4 5	16	39	31	100. 0	3.8	4.0
24. Prepare a business plan	3. 8	8.9 2	16.4	38	32.9	100. 0	3.9	4.0
25. Prepare a competitive analysis	4. 2	8.4 5	17.4	37.6	32.4	100. 0	3.9	4.0
26. See the big picture	4. 7	6.5 7	14.6	40.8	33.3	100. 0	3.9	4.0
27. Sell your products or services	3. 8	9.3 9	16.4	42.3	28.2	100. 0	3.8	4.0
28. Set business goals	4. 2	10. 3	14.1	39	32.4	100. 0	3.8	4.0
29. Computing skills	3. 8	7.9 8	13.6	44.1	30.5	100. 0	3.9	4.0
30. Identify Opportunities	4. 7	8.4 5	10.3	40.4	36.2	100. 0	3.9	4.0
31. Scan the environment	4. 2	7.0 4	13.6	43.2	31.9	100. 0	3.9	4.0
32. Identify market gaps	4. 2	7.5 1	13.6	46	28.6	100. 0	3.9	4.0
33. Anticipate trends	3. 3	6.1 6.1	12.2	45.1	33.3	100. 0	4.0	4.0
34. Realize latent customers' needs	5. 2	5.6 3	12.2	45.1	31.9	100. 0	3.9	4.0
35. Evaluate the feasibility and viability of identified opportunities	5. 2	6.5 7	13.1	41.8	33.3	100. 0	3.9	4.0
<b>Average scores</b>	<b>4.4</b>	<b>7.51</b>	<b>14.1</b>	<b>39.8</b>	<b>34.2</b>	<b>100.0</b>	<b>3.9</b>	<b>4.2</b>

As compared between two groups of the respondents related to all 35 observed items of the personal characteristics, the results obtained from descriptive and t-test analysis show that there are only 6 out of 35 items which have mean differences between two groups of the respondents in various levels of the statistical significance, ranging from  $p = .1$  to  $p = .01$ . Those items are in order 15, 19, 21, 22, 23, and 28.



**Figure 9: Average scores of the personal characteristics attributing to the entrepreneurship development**

Note: \* $p < .1$ , \*\* $p < .05$ , \*\*\* $p < .01$

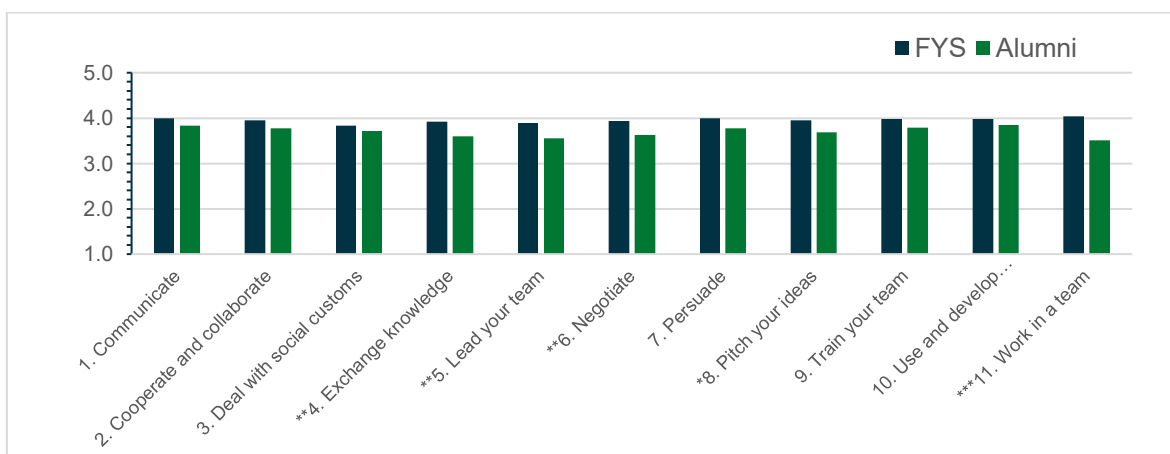
The relationship ability is seen as the second determinant contributing importantly to develop the entrepreneurial competences for an individual. In the analytical framework, this category consists of 11 observed items as presented in Table ?? below. The descriptive result indicates a high agreement of the assessment on these items, when the means and the mode of all items were round between 3.8 and 3.9, and 4.0 respectively.

**Table 9: Importance of the relationship ability affecting the entrepreneurship development**

Relationship ability	Percentage of importance level					Total	Mean	Mode
	1	2	3	4	5			
1. Communicate	6.6	6.1	13.6	37.1	36.6	100.0	3.9	4.0
2. Cooperate and collaborate	6.1	6.1	14.6	41.3	31.9	100.0	3.9	4.0

3. Deal with social customs	4. 2	7.5	21.6	40.4	26.3	100. 0	3.8	4.0
4. Exchange knowledge	5. 6	8.9	17.8	38.5	29.1	100. 0	3.8	4.0
5. Lead your team	4. 2	10. 3	18.8	41.8	24.9	100. 0	3.7	4.0
6. Negotiate	5. 6	9.9	15.5	38.0	31.0	100. 0	3.8	4.0
7. Persuade	6. 6	7.5 1	14.1	34.3	37.6	100. 0	3.9	5.0
8. Pitch your ideas	4. 7	10. 3	16.0	36.6	32.4	100. 0	3.8	4.0
9. Train your team	2. 3	9.4	16.9	40.4	31.0	100. 0	3.9	4.0
10. Use and develop networks	2. 8	7.0 4	17.4	41.3	31.5	100. 0	3.9	4.0
11. Work in a team	6. 6	9.3 9	16.4	34.3	33.3	100. 0	3.8	4.0
<b>Average scores</b>	<b>5. 0</b>	<b>8.4</b>	<b>16.6</b>	<b>38.5</b>	<b>31.4</b>	<b>100. 0</b>	<b>3.8</b>	<b>4.1</b>

Among 11 observed items of the relationship ability, the most respondents highlighted the extreme importance of core skills, including communication, cooperation, training, and networking. As opposed to the FYS respondents giving their assessment with the surrounding of 3.9 and 4.0, the alumni had assessed items with more diversified scores, ranging from 3.5 to 3.9. This gap may be explained by the featured difference in studying and working environment where they are.



**Figure 10: Average scores of the relationship ability inducing the entrepreneurship development**

**Academic staff**

	Minimum	Maximum	Mean	Std. Deviation
<b><i>Personal Competence</i></b>				
1. Act ethically	3	5	4.3	0.675
2. Act in a creative way	3	5	4.1	0.568
3. Act with social responsibility	4	5	4.5	0.527
4. Leadership skills	3	5	4.3	0.675
5. Create empathy	3	5	4.0	0.667
6. Define your goals	3	5	4.3	0.675
7. Learn from failure	3	5	4.2	0.632
8. Make appropriate decisions	3	5	4.2	0.789
9. Recognize your own limitations	3	5	4.3	0.675
10. Seek & analyze unstructured information	3	5	4.4	0.699
11. Solve problems	4	5	4.6	0.516
12. Take actions to overcome risk	3	5	4.4	0.699
13. Take initiative	3	5	4.4	0.699
14. Take risks	3	5	4.3	0.675
15. Think conceptually	2	5	3.8	1.033
16. Think logically	3	5	4.3	0.675
17. Ability to network	4	5	4.5	0.527
18. Communicate effectively	4	5	4.5	0.527
<b><i>Domain Competence</i></b>				
<b><i>(i) in terms of Opportunity</i></b>				
1. Generate ideas	3	5	3.9	0.568
2. Identify opportunities	4	5	4.3	0.483
3. Scan the environment	2	5	4.0	0.816
<b><i>(ii) in terms of Organization</i></b>				



1. Acquire resources	2	5	4.1	0.876
2. Control	3	5	4.1	0.738
3. Coordinate	4	5	4.3	0.483
4. Delegate tasks	4	5	4.3	0.483
5. Develop a team	4	5	4.4	0.516
6. Develop an organizational culture	4	5	4.3	0.483
7. Develop the organization	3	5	4.4	0.699
8. Organize process	3	5	4.1	0.568
<b>(iii) in terms Strategy &amp; Management</b>				
1. Administrate	3	5	4.3	0.675
2. Design products and services	2	5	3.7	0.949
3. Develop a finance and budget plan	2	5	3.8	0.919
4. Develop a marketing strategy	3	5	4.0	0.816
5. Develop innovative products and services	2	5	4.2	0.919
6. Develop operational strategies	3	5	4.3	0.675
7. Implement ideas and tasks	3	5	4.3	0.823
8. Manage human resources	4	5	4.7	0.483
9. Monitor the work of others	3	5	4.5	0.707
10. Plan process	3	5	4.0	0.816
11. Prepare a business plan	2	5	3.8	0.919
12. Prepare a competitive analysis	2	5	3.9	0.876
13. See the big picture	4	5	4.5	0.527
14. Sell your products or services	3	5	3.9	0.876
15. Set business goals	3	5	4.5	0.707
<b>Relationship Competence</b>				
1. Communicate	4	5	4.5	0.527
2. Cooperate and collaborate	4	5	4.3	0.483
3. Deal with social customs	3	5	3.9	0.568
4. Exchange knowledge	3	5	4.1	0.738
5. Lead your team	3	5	4.2	0.632
6. Negotiate	3	5	4.2	0.789
7. Persuade	3	5	4.3	0.675
8. Pitch your ideas	2	5	4.0	0.943



9. Train your team	3	5	4.1	0.738
10. Use and develop networks	3	5	4.1	0.568
11. Work in a team	2	5	4.1	0.994

### 3.5.5. Concluding remarks and discussions

Entrepreneurship development is increasingly recognized as a vital factor in fostering economic growth by generating employment opportunities, promoting business innovation, and stimulating socio-economic activities in both local and global contexts. A key question in the analysis of entrepreneurship is identifying the drivers that encourage individuals to engage in entrepreneurial activities and ultimately become entrepreneurs. These drivers can be broadly classified into two categories: personal characteristics and relationship ability.

In addition to these factors, strategic and organizational development is considered a crucial competency for entrepreneurship, which individuals need to acquire either during schooling or in the workplace. This category of competency is assessed through 12 observed items, which all respondents unanimously agreed were important, with average ratings ranging from 3.9 to 4.1.

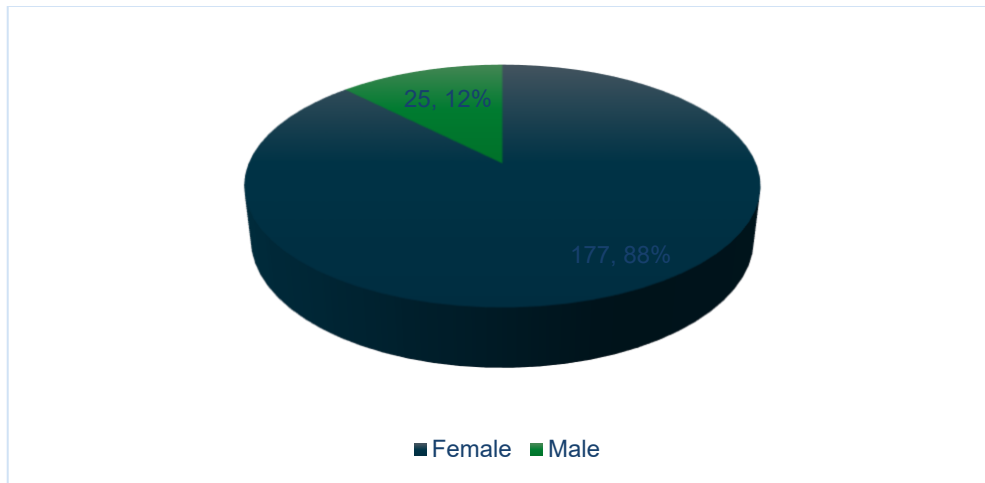
Furthermore, a survey conducted with final-year students (FYS) and alumni at Can Tho University (CTU) explored the personal characteristics influencing entrepreneurial competency. The results revealed that 88% of respondents agreed on the importance of personal characteristics in entrepreneurial development, with 34.3% indicating that these factors were extremely important. Key drivers identified in the study include acting ethically and responsibly, leadership skills, goal setting, recognizing personal limitations, and taking initiative.

These findings highlight the critical role that both personal and relational skills play in the development of entrepreneurship. They also emphasize the need for targeted training and support in cultivating these competencies, helping individuals to thrive in entrepreneurial endeavors.

### 3.6. LYCEUM OF THE PHILIPPINES UNIVERSITY – BATANGAS (LUP-B)

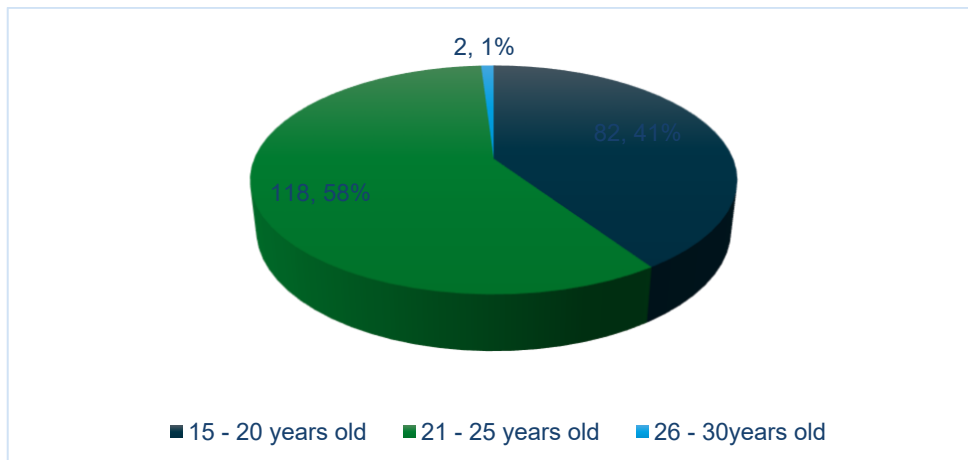
#### 3.6.1. Student – Alumni – Entrepreneurship

##### Profile



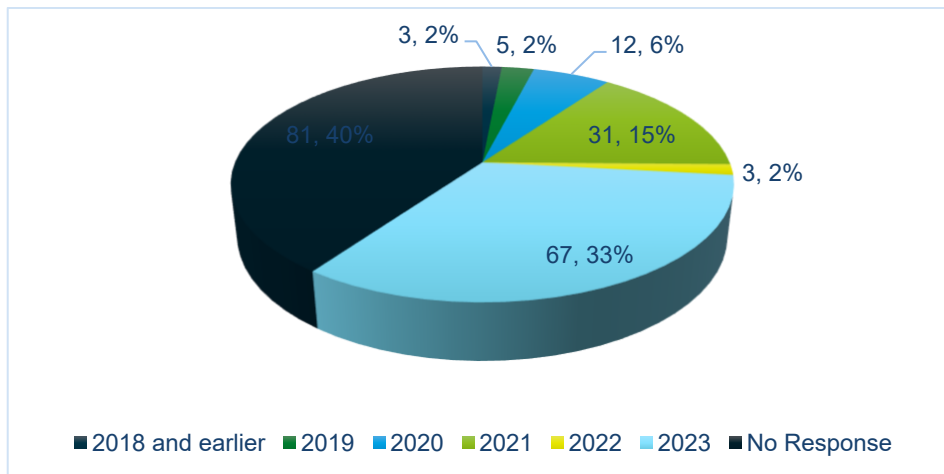
**Figure 1. Distribution of the Respondents Sex**

The pie chart depicts the gender distribution of respondents in a survey related to "Student - Alumni - Entrepreneurship." The overwhelming majority of respondents are male, accounting for 88% (177 individuals). Females represent only 12% of the respondents, totaling 25 individuals. This significant gender disparity suggests a potential underrepresentation of female perspectives in the survey data. The findings may, therefore, be skewed towards male experiences and opinions within the student, alumni, and entrepreneurship context. This is important to keep in mind.



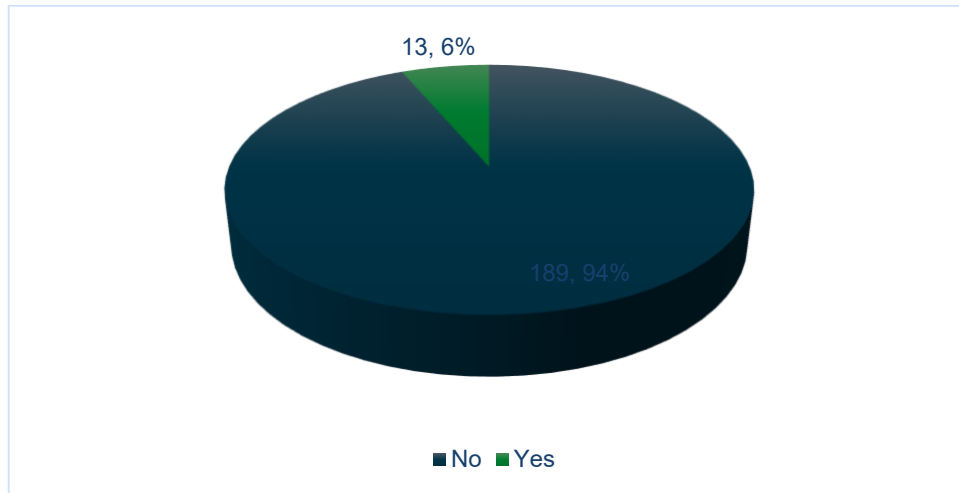
**Figure 2. Distribution of the Respondents Age**

This pie chart shows the age distribution of respondents, likely within the same "Student - Alumni - Entrepreneurship" context as the previous chart. The majority, 58% (118 respondents), are aged 26-30 years old. The 21-25 years old age group represents 41% of the sample (82 respondents). Significantly, only 1% (2 respondents) fall within the 15-20 years old age bracket. This distribution indicates that the survey primarily captures the perspectives of individuals who are likely to have recently graduated or are in the early stages of their careers. The near absence of 15-20 year-olds is notable.



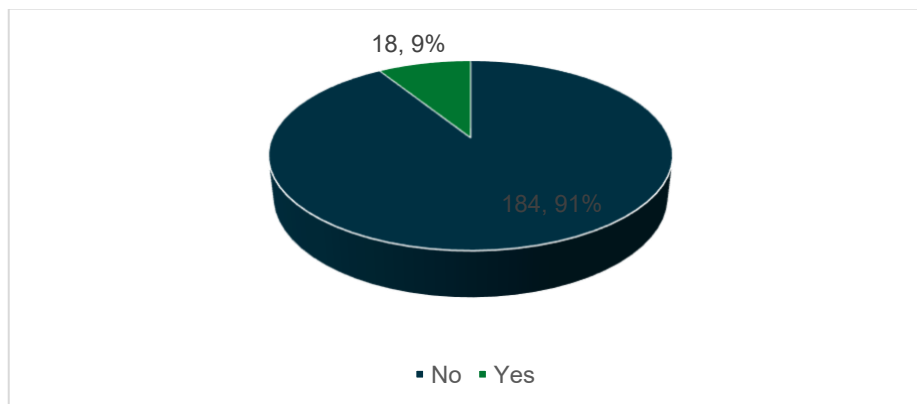
**Figure 3. Distribution of the Respondents Academic Year**

This pie chart displays the distribution of respondents' academic years. The largest segment, representing 33% (67 respondents), graduated in 2022. Those who graduated in 2018 or earlier make up the second-largest group, at 32% (roughly 65 respondents, based on other values provided). The year 2021 follows with 15% (31 respondents), while 2020 accounts for 6% (12 respondents). Finally, 2019 and 2023 each represent 2% of the respondents (4 respondents combined, with 3 and 5 respectively). This distribution indicates a good representation of recent graduates, especially from the class of 2022. The "no response" accounts for 2% as well.



**Figure 3. Do you presently have a job (including part-time)**

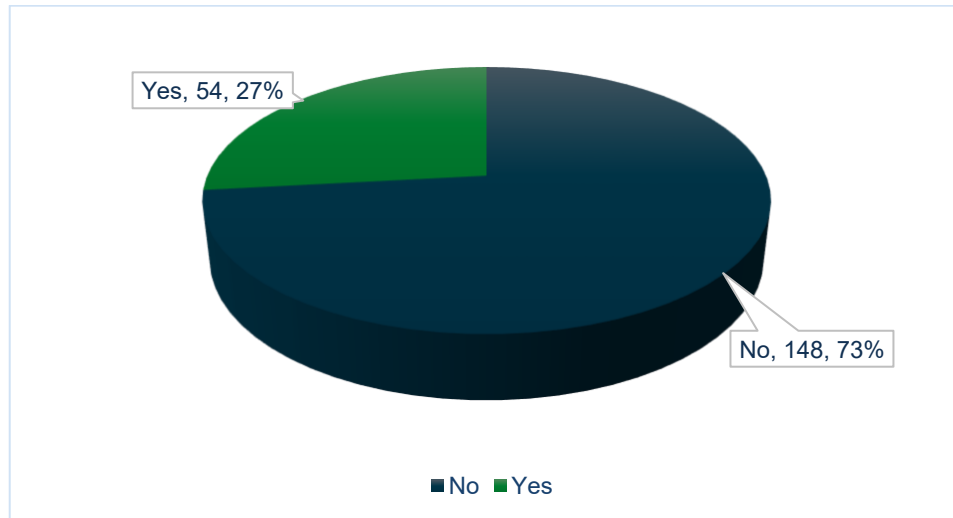
This pie chart illustrates the current employment status of the respondents, including part-time jobs. A significant majority, 94% (193 respondents), indicated they currently have a job. In contrast, only 6% (13 respondents) reported not having a job. This suggests a high rate of employment among the surveyed group. The data strongly suggests that the respondents, potentially students or alumni focused on entrepreneurship as indicated by previous charts, are largely successful in securing employment, at least in some capacity. It's worth noting that the nature of employment is unspecified.



**Figure 3. If Yes, Are you working in a job related to your field of study**

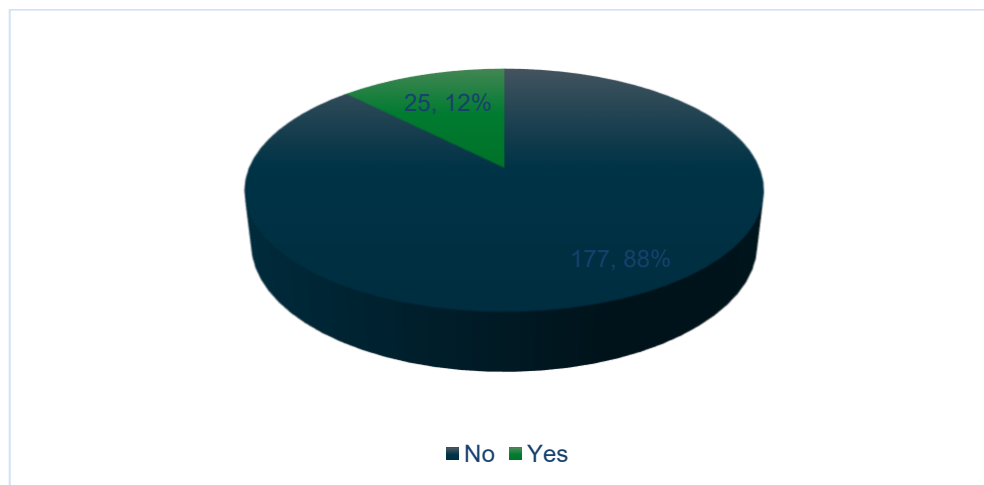
This pie chart addresses the alignment between employment and field of study for the respondents who indicated they have a job in the previous chart. An overwhelming 91% (184 respondents) stated their job is related to their field of study. Only 9% (18 respondents) reported their work is not related to what they studied. This suggests a high degree of success among the employed respondents in finding jobs relevant to their academic

background. It implies that the education received is effectively preparing them for careers in their chosen fields. The data is positive.



**Figure 4. If No, Are you currently looking for a job?**

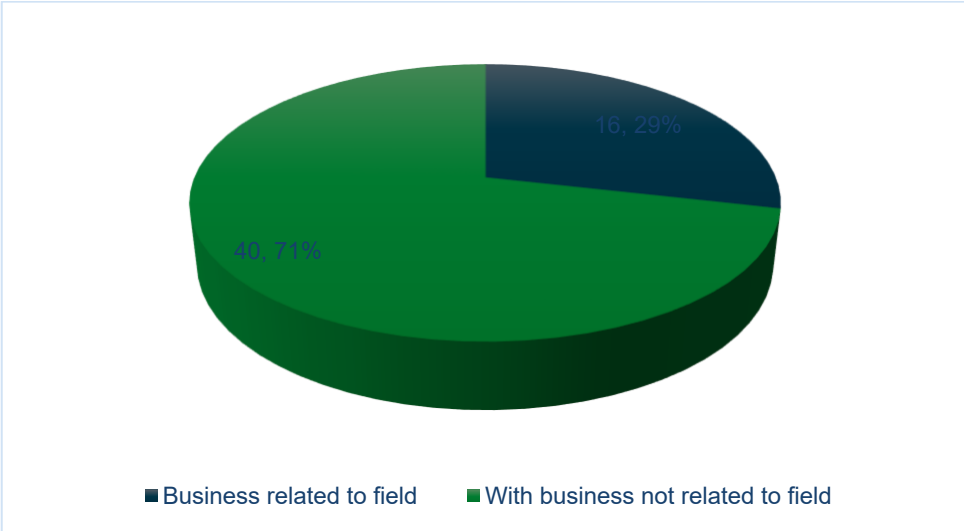
This pie chart delves into the job-seeking status of respondents who previously indicated they were not working in a field related to their study. A substantial majority, 73% (148 respondents), are not currently looking for a job. Conversely, 27% (54 respondents) are actively seeking employment. This suggests that while a portion of those with unrelated jobs are looking to switch careers, a larger segment may be content with their current situation or pursuing other options outside the traditional job market, such as further education or personal projects.





**Figure 5. Do you own some business ventures**

This pie chart focuses on entrepreneurship among the respondents, asking if they own any business ventures. The vast majority, 88% (177 respondents), do not own a business. Only 12% (25 respondents) indicated they do own a business venture. Given the previous context of "Student - Alumni - Entrepreneurship," this suggests that while there's an interest in entrepreneurship, a relatively small proportion of the surveyed group has actually started their own businesses. It highlights the potential gap between entrepreneurial aspiration and actualization within this population.



**Figure 6. Do you own some business ventures**

This pie chart examines the alignment between business ventures and field of study for those respondents who indicated they own a business in the previous chart. A significant majority, 71% (40 respondents), have businesses unrelated to their field of study. Conversely, only 29% (16 respondents) operate businesses related to their field of study. This data suggests that among the entrepreneurial respondents, a large proportion are pursuing ventures outside their formal educational background. This might indicate a shift in career interests, pursuit of broader opportunities, or the interdisciplinary nature of their business ideas. It is a noteworthy finding.



### 3.6.2. AWARENESS OF ENTREPRENEURSHIP EDUCATION & ENTREPRENEURIAL OPPORTUNITIES

*Perception of training program at HEI in progress or completed in direction of entrepreneurial opportunities*

Items	Mean	Verbal Interpretation	Rank
1.The curriculum provided valuable insights into starting and managing a business.	3.97	Agree	11
2.The curriculum content was relevant and practical for real-world application.	4.15	Agree	5
3.The program materials and resources were well-organized and easy to follow.	4.18	Agree	2
4.The instructors/facilitators were knowledgeable and engaging.	4.19	Agree	1
5.The curriculum helped me in understanding the market opportunities and potential challenges.	4.16	Agree	4
6.The curriculum equipped me with essential skills for business planning and strategy development.	4.14	Agree	6.5
7.The curriculum provided adequate information about marketing and branding strategies.	4.17	Agree	3
8.The financial management component of the curriculum was	4.10	Agree	10



helpful in understanding business finances.			
9.The curriculum covered relevant legal aspects of starting and running a business venture.	4.13	Agree	8.5
10.The program offered opportunities for networking and collaboration with other aspiring entrepreneurs.	4.13	Agree	8.5
11.Overall, the program met my expectations in terms of exploring-and-exploiting entrepreneurial opportunities.	4.14	Agree	6.5
<b>Composite Mean</b>	4.13	Agree	

*Legend: 4.50 – 5.00 = Strongly Agree; 3.50 – 4.49 = Agree; 2.50 – 3.49 = Moderately Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

This table assesses perceptions of a training program focused on entrepreneurial opportunities, with all items receiving an "Agree" rating. The composite mean is 4.13, indicating a generally positive assessment. The highest-rated item is "The instructors/facilitators were knowledgeable and engaging" (4.19), suggesting that the quality of instruction was a strong point of the program. "The program materials and resources were well-organized and easy to follow" (4.18) also received a high rating, demonstrating quality supporting materials.

"The curriculum provided adequate information about marketing and branding strategies" has a mean score of 4.17, and is ranked third. This suggests that the program was effective in teaching these concepts. "The curriculum helped me in understanding the market opportunities and potential challenges" has a mean score of 4.16. "The curriculum content was relevant and practical for real-world application" has a mean score of 4.15. These are also considered strengths.

"The curriculum provided valuable insights into starting and managing a business" received the lowest rating with a mean of 3.97. This was the only item with a mean of less than 4, but still falls under the "Agree" category. This indicates that while the program was generally effective, there is room for improvement in providing insights into business fundamentals. The program was still very well received.



"The financial management component of the curriculum was helpful in understanding business finances" received a mean score of 4.10. While still rated "Agree," this relatively lower score, ranked 10th, suggests that financial management could be a focal point for enhancement. It is a complex topic that is vital to the success of new businesses. Respondents may feel they need more training in this area.

***How these services at your university contribute to increasing the entrepreneurial opportunities or to get a business venture***

Items	Mean	Verbal Interpretation	Rank
Regular/Main Curricular at your University	4.10	Very Useful	10
Extracurricular internships	4.11	Very Useful	8
Curricular internships	4.18	Very Useful	2
International employment program	4.14	Very Useful	6
Career Hub or Start-up Center	4.08	Very Useful	12
Career Coaching (focus on career skills)	4.08	Very Useful	11
Career Guidance (focus on dealing with issues)	4.11	Very Useful	9
Vocational training	4.16	Very Useful	4
Employment prospection (Visits to companies and companies presentation)	4.07	Very Useful	13
Job fair at national level (private companies)	4.05	Very Useful	14
Job fair at government level	4.02	Very Useful	15.5
Job fair at university level	4.02	Very Useful	15.5
Job fair at faculty level	3.96	Very Useful	17
International internship program	4.16	Very Useful	3
National internship program	4.12	Very Useful	7
Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc	4.24	Very Useful	1



Conference/Seminar/Workshop support in polishing/preparing CVs and interviews	4.15	Very Useful	5
Composite Mean	4.10	Very Useful	

*Legend: 4.50 – 5.00 = Completely useful; 3.50 – 4.49 = Very Useful; 2.50 – 3.49 = Useful; 1.50 – 2.49 = Not very Useful; 1.00 – 1.49 = Completely useless*

This table evaluates how university services contribute to increasing entrepreneurial opportunities, with all items rated as "Very Useful." The composite mean is 4.10, indicating a strong positive perception of these services. "Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc." received the highest rating (4.24), highlighting the perceived value of soft skills development.

"Curricular internships" (4.18) and "International internship program" (4.16) were ranked second and third, respectively. This suggests that students find practical, hands-on experience, especially in international contexts, to be highly beneficial for their entrepreneurial aspirations. "Vocational training" also scored highly at 4.16, further emphasizing the importance of practical skills development. These are all considered strengths.

"Job fair at faculty level" received the lowest rating at 3.96. "Job fair at university level" and "Job fair at government level" both received a score of 4.02. These were still considered "Very Useful," but their lower rankings suggest that students may find these job fairs less impactful compared to other services offered.

Several services clustered around a mean of 4.10 to 4.11, including "Regular/Main Curricular at your University," "Extracurricular internships," "Career Guidance," and "National internship program." This indicates a generally positive perception of these core services. The consistent ratings across most items suggest that the university is effectively providing a supportive ecosystem for aspiring entrepreneurs. All of the services are valuable.

***How these services contribute to increasing the knowledge, skills, and attitude to start up a business***

Items	Mean	Verbal Interpretation	Rank
Incubator /Co-working spaces	3.94	Very Useful	10
Entrepreneurship program (institutional coordination of all entrepreneurship activities)	4.07	Very Useful	7.5

Subjects where entrepreneurship is developed through curricular content	4.10	Very Useful	5
Business competitions	4.07	Very Useful	7.5
Network of partners that students can contact for support for their business ideas	4.03	Very Useful	9
Mentoring program	4.11	Very Useful	4
Finance resources	4.14	Very Useful	3
Entrepreneurship Training program	4.09	Very Useful	6
Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc	4.15	Very Useful	2
Conference/Seminar/Workshop support in polishing/preparing CVs and interviews	4.27	Very Useful	1
Composite Mean	4.10	Very Useful	

*Legend: 4.50 – 5.00 = Completely useful; 3.50 – 4.49 = Very Useful; 2.50 – 3.49 = Useful; 1.50 – 2.49 = Not very Useful; 1.00 – 1.49 = Completely useless*

This table assesses services that help increase knowledge, skills, and attitude for starting a business. All are rated "Very Useful" with a composite mean of 4.10. "Conference/Seminar/Workshop support in polishing/preparing CVs and interviews" was ranked first (4.27). This indicates that students highly value support in refining their professional presentation skills. "Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc." is ranked second.

"Finance resources" has a mean of 4.14 and is ranked third. This demonstrates that students recognize the importance of accessible funding for launching their ventures. "Mentoring program" (4.11) is ranked fourth. This relatively high rating underscores the value students place on guidance from experienced individuals when starting a business. The scores indicate that many components are important.

"Incubator/Co-working spaces" received the lowest rating of 3.94. This was the only item below 4.00, but is still categorized as "Very Useful". This suggests that while students see value in these spaces, they might perceive them as less critical compared to other services. "Network of partners that students can contact for support for their business ideas" is ranked ninth.



"Entrepreneurship program (institutional coordination of all entrepreneurship activities)" and "Business competitions" both have a mean score of 4.07, and are tied at 7.5. These scores indicate that students find both structured programs and competitive environments to be valuable for developing their entrepreneurial capabilities. The university appears to be doing many things right.

#### ENTREPRENEURIAL COMPETENCY & ENTREPRENEURIAL OPPORTUNITY

***Level of importance of each of these factors in the success of creating Entrepreneurial Competency for an individual in exploring-and-exploiting entrepreneurial opportunitie.***

Items	Mean	Verbal Interpretation	Rank
1.Academic field of study	4.36	Very Important	21
2.Foreign languages skills	4.38	Very Important	19
3.Prior work experience or knowledge	4.33	Very Important	24
4.Ability to pitching	4.40	Very Important	16
5.Ability to learn and adapt	4.34	Very Important	22
6.Ability to explore and exploit entrepreneurial opportunity	4.44	Very Important	7.5
7.Ability to devise a strategy plan	4.46	Very Important	4
8.Entrepreneurial Intention (Business Desire)	4.44	Very Important	7.5
9.Skills of searching and analyzing unstructured information	4.43	Very Important	11
10.Computing skills	4.42	Very Important	14
11.Creativity and innovation	4.33	Very Important	23
12.Decision making skills	4.45	Very Important	6
13.Interpersonal and communication skills (listen, observation, analysis)	4.46	Very Important	5
14.Leadership skills	4.43	Very Important	9.5
15.Networking skills	4.46	Very Important	3
16.Proactivity	4.39	Very Important	18
17.Problem solving skills	4.42	Very Important	13
18.Teamwork skills	4.42	Very Important	12
19.Risk taking	4.51	Very Important	2
20.Critical thinking	4.43	Very Important	9.5
21.Environment Scan	4.51	Very Important	1
22.Gender	4.40	Very Important	17
23.Perceived behavioral control	4.22	Very Important	27

24. Subjective norms (e.g. consulted by friends, family, etc.)	4.42	Very Important	15
25. Ethnicity/Race	4.32	Very Important	25
26. The social origin (Education and Job status of parents)	4.22	Very Important	28
27. Alertness	4.24	Very Important	26
28. Self-Efficacy	4.38	Very Important	20
<b>Composite Mean</b>	4.39	Very Important	
<i>Commitment competency</i>			
1. Drive to see venture	4.39	Very Important	3
2. Strong motivation to compete	4.40	Very Important	2
3. Make an impact and dedication	4.42	Very Important	1
<b>Composite Mean</b>	4.40	Very Important	
<i>Organizing Competency and Strategy Development</i>			
1. Acquire resources	4.45	Very Important	9
2. Ability to lead	4.46	Very Important	7
3. Coordinate	4.42	Very Important	12
4. Delegate tasks	4.44	Very Important	11
5. Develop a team	4.44	Very Important	10
6. Develop an organizational culture	4.48	Very Important	2
7. Develop the organization	4.48	Very Important	3
8. Organize process	4.47	Very Important	4.5
9. Design products and services	4.46	Very Important	7
10. Develop a finance and budget plan	4.47	Very Important	4.5
11. Develop a marketing strategy	4.51	Very Important	1
12. Develop innovative products and services	4.46	Very Important	7
<b>Composite Mean</b>	4.46	Very Important	
<i>Ethical Competency</i>			
1. Understand the ethical problems and power to communicate and argue at the organization level to run the business effectively	4.49	Very Important	
<i>Social Responsibility Competency</i>			
1. Have responsibility towards customers, employee and the Public	4.46	Very Important	

Legend: 4.50 – 5.00 = Extremely Important; 3.50 – 4.49 = Very Important 2.50 – 3.49 = Important; 1.50 – 2.49 = Not Very Important; 1.00 – 1.49 = Not important at all



The first section of the table covers a variety of individual competencies, consistent with the previous table. The composite mean for this section is 4.39, categorized as "Very Important". The top-ranked items are "Environment Scan" and "Risk-taking" (both 4.51). The bottom-ranked are "The social origin (Education and Job status of parents)" (4.22), and "Perceived behavioral control" (4.22). This reinforces the idea that respondents place higher value on skills and actions.

The table then divides entrepreneurial competency into four categories: "Commitment Competency," "Organizing Competency and Strategy Development," "Ethical Competency," and "Social Responsibility Competency." Each of these categories has a composite mean score, providing a broader perspective on the importance of these areas. All of the categories are considered "Very Important", with scores over 4.30. This is a positive finding for the institution.

"Commitment Competency" has a composite mean of 4.39. The items within this category include "Drive to see venture," "Strong motivation to compete," and "Make an impact and dedication." The high ranking of "Strong motivation to compete" (4.40) highlights the competitive spirit seen as necessary for entrepreneurial success. "Drive to see venture" (4.39) emphasizes the importance of perseverance. "Make an impact and dedication" has a mean score of 4.42.

"Organizing Competency and Strategy Development" has a composite mean of 4.46. The items within this category cover a range of organizational and strategic skills. "Develop a marketing strategy" is the top-ranked item in this category (4.51), underscoring the critical role of marketing in entrepreneurship. "Acquire resources" is ranked lower, with a mean of 4.45. This is still considered very important. "Develop innovative products and services" has a mean score of 4.46.

"Ethical Competency" has only one item: "Understand the ethical problems and power to communicate and argue at the organization level to run the business effectively." It has a mean of 4.49. This high score indicates that respondents place significant value on ethical considerations in entrepreneurship. It is ranked higher than many of the skill-based categories.

"Social Responsibility Competency" also has only one item: "Have responsibility towards customers, employees and the Public." It has a mean of 4.46, suggesting that respondents believe businesses have a responsibility to stakeholders beyond just profit. This is also quite high, highlighting the value placed on social responsibility by this group of respondents.

*Entrepreneurial competencies that may be MISSING in the curriculum (regardless of types of training) which contribute to a successful entrepreneur*

Items	Mean	Verbal Interpretation	Rank
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1. Act ethically	4.48	Agree	1
2. Act in a creative way	4.45	Agree	5
3. Act with social responsibility	4.46	Agree	4
4. Leadership skills	4.46	Agree	2
5. Create empathy	4.46	Agree	3
6. Define your goals	4.11	Agree	11
7. Learn from failure	4.06	Agree	35
8. Make appropriate decisions	4.07	Agree	28
9. Recognize your own limitations	4.13	Agree	7
10. Seek & analyze unstructured information	4.06	Agree	34
11. Solve problems	4.11	Agree	15
12. Take actions to overcome risk	4.09	Agree	22
13. Take initiative	4.11	Agree	12
14. Take risks	4.08	Agree	25
15. Think conceptually	4.10	Agree	16
16. Think logically	4.07	Agree	28
17. Ability to network	4.09	Agree	20
18. Communicate effectively	4.07	Agree	28
19. Develop operational strategies	4.10	Agree	19
20. Implement ideas and tasks	4.07	Agree	32
21. Manage human resources	4.12	Agree	9
22. Monitor the work of others	4.08	Agree	23
23. Plan process	4.12	Agree	10
24. Prepare a business plan	4.13	Agree	6
25. Prepare a competitive analysis	4.11	Agree	13
26. See the big picture	4.12	Agree	8
27. Sell your products or services	4.11	Agree	13
28. Set business goals	4.07	Agree	28
29. Computing skills	4.10	Agree	18
30. Identify Opportunities	4.08	Agree	23
31. Scan the environment	4.08	Agree	26
32. Identify market gaps	4.09	Agree	20
33. Anticipate trends	4.07	Agree	33
34. Realize latent customers 'needs	4.08	Agree	26
35. Evaluate the feasibility and viability of identified opportunities	4.10	Agree	16
Composite Mean	4.15	Agree	
<i>Relationship Competence</i>			
1. Communicate	4.12	Agree	2



2. Cooperate and collaborate	4.07	Agree	7.5
3. Deal with social customs	4.07	Agree	7.5
4. Exchange knowledge	4.07	Agree	7.5
5. Lead your team	4.06	Agree	10.5
6. Negotiate	4.06	Agree	10.5
7. Persuade	4.13	Agree	1
8. Pitch your ideas	4.09	Agree	3
9. Train your team	4.08	Agree	4.5
10. Use and develop networks	4.07	Agree	7.5
11. Work in a team	4.08	Agree	4.5
Composite Mean	4.08	Agree	

*Legend: 4.50 – 5.00 = Strongly Agree; 3.50 – 4.49 = Agree; 2.50 – 3.49 = Moderately Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

The first section lists 35 individual competencies. The composite mean for this section is 4.15, indicating a general agreement that these competencies are important but potentially lacking in the curriculum. "Act ethically" is the highest-ranked item (4.48), suggesting that respondents believe ethical conduct is crucial but may not be adequately addressed in current training. "Act in a creative way" (4.45) and "Act with social responsibility" (4.46) are also highly ranked.

"Learn from failure" has a mean score of 4.06. The relatively high ranking of this item suggests a perceived need for training that helps students develop resilience and learn from setbacks. "Make appropriate decisions" and "Recognize your own limitations" are also considered important, with scores of 4.07 and 4.13 respectively. There is an emphasis on self-awareness and accepting limitations.

The second section focuses on "Relationship Competence," with a composite mean of 4.08. This suggests that respondents believe relational skills are important for entrepreneurship but may be insufficiently covered in the curriculum. "Communicate" is the top-ranked item in this section (4.12), followed by "Persuade" (4.13). This highlights the importance of effective communication and influencing skills.

"Cooperate and collaborate," "Deal with social customs," "Exchange knowledge," "Lead your team," "Negotiate," "Train your team," and "Use and develop networks" all receive scores between 4.06 and 4.08. These are all very closely rated. This cluster of similarly-rated items suggests a broad recognition of the importance of interpersonal skills in building and managing relationships within a business context. The lowest ranked items in the table are "Anticipate trends" and "Learn from failure".



## 3.7. POLYTECHNIC UNIVERSITY OF THE PHILIPPINES (PUP)

### 3.7.1. EDUCATIONAL STAFF ENTREPRENEURSHIP ANALYSIS

This study aims to gather feedback from the educational staff regarding the university's support for the entrepreneurship course and their perceptions of the students' entrepreneurial competencies. By leveraging the valuable insights of the educational staff, we can work collaboratively to refine the Entrepreneurship course and create a curriculum that empowers our students to turn their passion into successful entrepreneurial ventures. Our goal is to identify areas for improvement and optimize the course's effectiveness in equipping students with the knowledge and skills necessary to become successful entrepreneurs.

#### 3.7.1.1. RESULTS AND DISCUSSION

**Table 1 Entrepreneurship Support Programs Offered by the University: Frequency and Distribution**

Programs/Mechanism		<i>Frequency</i>	<i>Percentage (%)</i>
Incubator /Co-working	Business/Career Center	22	30.99
Entrepreneurship program (institutional coordination of all entrepreneurship activities)	Business/Career Center	40	56.34
Subjects where entrepreneurship is developed through curricular content	Business/Career Center	22	30.99
Business competitions	Business/Career Center	22	30.99
Network of partners that students can contact for support for their business ideas	Business/Career Center	15	21.13
Mentoring program	Business/Career Center	32	45.07



Finance resources	Business/Career Center	12	16.90
Training program	Business/Career Center	28	39.44
Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)	Business/Career Center	40	56.34
Support in polishing/preparing CVs and interviews	Business/Career Center	56	78.87

Table 1 showcases the different entrepreneurship support programs provided by the University, all of which contribute to the overall entrepreneurial ecosystem. The most frequently offered program is the Incubator/Co-working Business/Career Center, which appears 22 times and constitutes 30.99% of the total programs. The Entrepreneurship program is another comprehensive program that underscores the University's unwavering commitment to fostering entrepreneurial spirit. This is the highest on the list, with a frequency of 40, accounting for 56.34% of the programs. The University offers 22 programs that develop entrepreneurship through curricular content, accounting for 30.99% of the total programs. Business competitions are offered 22 times, accounting for 30.99% of the total programs. Students can contact a network of partners for support for their business ideas, which is offered 15 times, accounting for 21.13% of the total programs. The Mentoring program is offered 32 times, accounting for 45.07% of the total programs. Finance resources are offered 12 times, accounting for 16.90% of the total programs. The Training program is offered 28 times, accounting for 39.44% of the total programs. Soft skills training (e.g. leadership skills, communication skills, teamwork) is provided in 40 programs, accounting for 56.34% of the total programs. Also, the University's active role in preparing students for entrepreneurial success is demonstrated by the highly sought-after program Support in polishing/preparing CVs and interviews, which is offered 56 times, accounting for 78.87% of the total programs.

**Table 2. Perceived Usefulness of Services in Developing Entrepreneurial Skills**

Items	Mean	Verbal Interpretation	Rank
Incubator /Co-working	3.42	Useful	7
Entrepreneurship program (institutional coordination of all entrepreneurship activities)	3.40	Useful	9
Subjects where entrepreneurship is developed through curricular content	3.70	Very Useful	5
Business competitions	3.68	Very Useful	6
Network of partners that students can contact for support for their business ideas	3.32	Useful	9
Mentoring program	3.82	Very Useful	3
Finance resources	2.61	Useful	10
Training program	3.89	Very Useful	2
Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)	3.92	Very Useful	1
Support in polishing/preparing CVs and interviews	3.71	Very Useful	4
<b>Composite Mean</b>	<b>3.55</b>	<b>Very Useful</b>	

*Legend: 4.50 – 5.00 = Completely useful; 3.50 – 4.49 = Very Useful; 2.50 – 3.49 = Useful; 1.50 – 2.49 = Not very Useful; 1.00 – 1.49 = Completely useless*

Findings in Table 2 revealed that programs that focus on soft skills and general training are considered the most beneficial for developing entrepreneurial skills. This highlights the importance of entrepreneurs having a strong foundation in transferable skills, in addition to business-specific knowledge.

Mentorship programs, entrepreneurship-integrated subjects, and business competitions are also perceived as very valuable. This emphasizes the significance of experiential and peer-

to-peer learning, as well as the practical application of business concepts, which can inspire students to apply their knowledge in real-world scenarios.

The high ranking of 'Support in polishing/preparing CVs and interviews' suggests that the university plays a vital role in providing students with skills that are valuable for both entrepreneurial ventures and traditional job applications.

Overall, the data indicates that the university offers a range of services that are perceived to help develop entrepreneurial skills. Entrepreneurship programs that focus on soft skills development and practical training are highly valued by students. The university may also want to consider ways to strengthen the integration of business concepts into the curriculum and provide more opportunities for mentorship and business competitions.

**Table 3 Perceptions of Importance for Fostering an Entrepreneurial Culture**

Items	Mean	Verbal Interpretation	Rank
Introducing entrepreneurship contents in the academic curricula	3.87	Very Important	8
Create extracurricular training programs on entrepreneurship	3.92	Very Important	4
Train the professors in how to train students on entrepreneurship	3.91	Very Important	5
Create strategic alliances with external organizations to support entrepreneurship programs at regional and national level	3.93	Very Important	3
To do more and better advertisement of entrepreneurship opportunities	3.88	Very Important	6
To create institutional centers on entrepreneurship	3.92	Very Important	2
To teach and research on the prior fields of application for entrepreneurial ideas	3.96	Very Important	1



To create or develop transfer of knowledge programs through entrepreneurship	3.88	Very Important	6
<b>Composite Mean</b>	<b>3.91</b>	<b>Very Important</b>	

*Legend: 4.50 – 5.00 = Essential; 3.50 – 4.49 = Very Important 2.50 – 3.49 = Important; 1.50 – 2.49 = Not Very Important; 1.00 – 1.49 = Not important at all*

Table 3 displays that all six strategies fall within the "Very Important" range (3.50-4.49). This indicates a strong emphasis on creating a comprehensive approach to cultivating an entrepreneurial culture at the university.

The item with the highest rating is "Teaching and research on the primary fields of application for entrepreneurial ideas" (3.96%). This shows a perceived significance in going beyond theoretical knowledge and providing students with the necessary skills to apply concepts in real-world business scenarios. A high value (3.91%) is placed on teaching professors how to teach entrepreneurship to students effectively. This suggests that the university recognizes the crucial role of faculty in shaping student mindsets and skills.

The data suggests that the university is strongly committed to fostering an entrepreneurial culture. The focus on teaching through application, professor training, and a multi-pronged approach indicates that the university understands the key drivers for success. Further research on program implementation and effectiveness could provide valuable insights for continuous improvement.

**Table 4 Enabling Environmental Factors That May Contribute To Entrepreneurship Development**

Items	Mean	Verbal Interpretation	Rank
<b>A. Personal Factors</b>			
1. Having an attitude of discovery and being optimistic can drive the entrepreneurial mindset.	4.15	Agree	1
2. The passion to become successful in life can be evident through engaging in a business venture.	3.99	Agree	5

3. Having self-confidence in doing something will influence the desire to start a business.	4.12	Agree	2
4. Immense ingenuity, imagination, resourcefulness and foresightedness will lead towards success in entrepreneurship.	4.10	Agree	3
5. Leadership ability of an individual is crucial for developing an entrepreneurial spirit.	4.08	Agree	4
<b>Composite Mean</b>	<b>4.09</b>	<b>Agree</b>	
<b>B. Social Factors</b>			
6. Education has a significant role to play in inculcating entrepreneurial values.	4.15	Agree	1
7. The support services of the university such as the provision of business simulation room/entrepreneurship center will encourage one to start a business.	4.02	Agree	5
8. High levels of unemployment will increase motivation to start a business.	4.05	Agree	3
9. The family's own business has a great influence in exhibiting higher level of entrepreneurship.	4.11	Agree	2
10. Training and education on Entrepreneurship will create more knowledge that will help uplift one's interest in starting one's own business.	4.05	Agree	3
<b>Composite Mean</b>	<b>4.08</b>	<b>Agree</b>	
<b>C. Economic Factors</b>			

11. Fair market competition will drive entrepreneurship and help increase the wealth of the nation.	3.93	Agree	4
12. Incentives for Start-ups will encourage the growth of entrepreneurs and generate employment opportunities.	4.05	Agree	1
13. Improvements in physical and digital infrastructure will hasten the growth of entrepreneurs.	3.91	Agree	5
14. A conducive environment for setting up business ventures will encourage more entrepreneurs to set up business.	4.00	Agree	3
15. Higher business taxes for start-ups will discourage entrepreneurs from formalizing business ventures.	4.05	Agree	1
<b>Composite Mean</b>	<b>3.99</b>	<b>Agree</b>	
<b>D. Psychological Factors</b>			
16. Need achievement is a motivating factor to become an entrepreneur.	3.99	Agree	2
17. Willingness to take risks is an influencing factor towards entrepreneurship.	3.98	Agree	3
18. Esteem, status, fame, and respect drive one to become an entrepreneur.	3.92	Agree	4
19. Economic rewards and security are strong reasons to become an entrepreneur.	4.23	Agree	1

20. Gaining power, authority and leadership serve as internal factors driving people to become entrepreneurs.	3.88	Agree	5
<b>Composite Mean</b>	<b>4.00</b>	<b>Agree</b>	
<b>E. Technological Factors</b>			
21. The availability of social media helps entrepreneurs reach a bigger client base.	4.20	Agree	1
22. Digital technology widens opportunities for entrepreneurs to venture into new businesses.	4.03	Agree	3
23. Automation and artificial intelligence technologies provide tools for entrepreneurs to develop new business ideas that promotes efficiency and productivity in business operations.	3.98	Agree	5
24. E-commerce supports entrepreneurs by facilitating business transactions and organizing more efficient logistics.	4.01	Agree	4
25. Innovative technologies provide entrepreneurs with more opportunities to develop new products/services that cater to the needs of consumers.	4.06	Agree	2
<b>Composite Mean</b>	<b>4.06</b>	<b>Agree</b>	
<b>F. Political/Legal Factors</b>			
26. Stable and clear business policies and regulations that promote ease of doing business will motivate entrepreneurs to start their businesses.	4.20	Agree	3



27. Easy access to capital and technical assistance for start-ups, especially from government, will facilitate the creation of start-ups by entrepreneurs.	4.23	Agree	1
28. High interest on loans will lessen the number of entrepreneurs who would want to start a new business.	4.02	Agree	5
29. Business friendly regulations and simplified government processes for creating start-ups will support entrepreneurship.	4.22	Agree	2
30. Political stability and good governance in the country will strengthen the business confidence of entrepreneurs.	4.06	Agree	4
<b>Composite Mean</b>	<b>4.15</b>	<b>Agree</b>	

*Legend: 4.50 – 5.00 = Strongly Agree; 3.50 – 4.49 = Agree; 2.50 – 3.49 = Moderately Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

Table 4 displays the environmental factors that may contribute to entrepreneurship development. The table is divided into three categories: personal factors, social factors, and economic/psychological factors. Each factor is ranked based on its level of agreement, with a mean score ranging from 1 to 5.

**Personal Factors:** This category includes factors related to personal characteristics. The top three factors are having an attitude of discovery and being optimistic (4.15), having self-confidence (4.12), and possessing immense ingenuity, imagination, resourcefulness, and foresightfulness (4.10).

**Social Factors:** This category includes factors related to social support. The top factor is having a sense of community and support (4.15), while education is also noted as having a significant role in inculcating entrepreneurial values (4.15).

**Economic and Psychological Factors:** This category includes factors related to entrepreneurship's economic and psychological climate. The top factors are fair market competition (4.00), need achievement (3.99), and willingness to take risks (3.98).

The data suggests combining personal characteristics, social support systems, and a conducive environment is critical for fostering entrepreneurship. Entrepreneurs will most likely succeed with a positive attitude, self-confidence, and creativity, alongside access to educational resources, supportive networks, and fair market conditions.

**Table 5 Entrepreneurial Competencies That May Contribute To A Successful Entrepreneur**

Items	Mean	Verbal Interpretation	Rank
<b><i>Personal Competence</i></b>			
1. Act ethically	4.03	Competent	13
2. Act in a creative way	4.05	Competent	12
3. Act with social responsibility	4.02	Competent	15
4. Leadership skills	4.01	Competent	17
5. Create empathy	4.07	Competent	11
6. Define your goals	3.93	Competent	18
7. Learn from failure	4.03	Competent	13
8. Make appropriate decisions	4.40	Competent	1
9. Recognize your own limitations	4.02	Competent	15
10. Seek & analyze unstructured information	4.27	Competent	6
11. Solve problems	4.30	Competent	4

12. Take actions to overcome risk	4.31	Competent	3
13. Take initiative	4.14	Competent	10
14. Take risks	4.24	Competent	8
15. Think conceptually	4.31	Competent	3
16. Think logically	4.23	Competent	9
17. Ability to network	4.34	Competent	2
18. Communicate effectively	4.27	Competent	6
<b>Composite Mean</b>	<b>4.17</b>	<b>Competent</b>	
<b><i>Domain Competence in terms of Opportunity</i></b>			
1. Generate ideas	4.23	Competent	1
2. Identify opportunities	4.18	Competent	3
3. Scan the environment	4.20	Competent	2
<b>Composite Mean</b>	<b>4.21</b>	<b>Competent</b>	
<b><i>Domain Competence in terms of Organization</i></b>			
1. Acquire resources	4.11	Competent	7
2. Control	4.15	Competent	6
3. Coordinate	4.40	Competent	1
4. Delegate tasks	4.30	Competent	2

5. Develop a team	4.22	Competent	4
6. Develop an organizational culture	4.09	Competent	8
7. Develop the organization	4.22	Competent	4
8. Organize process	4.25	Competent	3
<b>Composite Mean</b>	<b>4.22</b>	<b>Competent</b>	
<b><i>Domain Competence in terms Strategy &amp; Management</i></b>			
1. Administrate	4.17	Competent	14
2. Design products and services	4.31	Competent	4
3. Develop a finance and budget plan	4.33	Competent	2
4. Develop a marketing strategy	4.42	Competent	1
5. Develop innovative products and services	4.31	Competent	4
6. Develop operational strategies	4.31	Competent	4
7. Implement ideas and tasks	4.32	Competent	3
8. Manage human resources	4.28	Competent	8
9. Monitor the work of others	4.25	Competent	11
10. Plan process	4.15	Competent	15
11. Prepare a business plan	4.27	Competent	9
12. Prepare a competitive analysis	4.25	Competent	11

13. See the big picture	4.21	Competent	13
14. Sell your products or services	4.27	Competent	9
15. Set business goals	4.29	Competent	7
<b>Composite Mean</b>	<b>4.28</b>	<b>Competent</b>	
<b><i>Relationship Competence</i></b>			
1. Communicate	4.35	Competent	3
2. Cooperate and collaborate	4.33	Competent	4
3. Deal with social customs	4.41	Competent	1
4. Exchange knowledge	4.20	Competent	11
5. Lead your team	4.33	Competent	4
6. Negotiate	4.25	Competent	9
7. Persuade	4.29	Competent	8
8. Pitch your ideas	4.37	Competent	2
9. Train your team	4.33	Competent	4
10. Use and develop networks	4.25	Competent	9
11. Work in a team	4.33	Competent	4
<b>Composite Mean</b>	<b>4.31</b>	<b>Competent</b>	

*Legend: 4.50 – 5.00 = Very Competent; 3.50 – 4.49 = Competent; 2.50 – 3.49 = Moderately Competent; 1.50 – 2.49 = Less Competent; 1.00 – 1.49 = Not Competent*



Table 5 provides insights into 18 interpersonal competencies and their perceived importance for entrepreneurs. The competencies were measured by mean scores ranging from 3.93 to 4.40, with higher scores indicating stronger perceived importance. Here are some key observations:

All competencies fall within the "Competent" range (mean scores exceeding 3.50), suggesting that a well-rounded skill set is crucial for entrepreneurial success.

The Top Five Competencies identified are 1) Decision-Making (4.40): Navigating uncertainty requires exceptional judgment and making sound decisions under pressure. 2) Risk Management (4.31): Entrepreneurs must balance risk-taking with calculated strategies to overcome potential pitfalls. 3) Problem-Solving (4.30): Adaptability and overcoming unforeseen challenges are critical for success. 4) Strategic Thinking (4.31): Seeing the bigger picture and developing long-term plans are essential for business growth. 5) Networking (4.34): Building strong relationships and collaborating with others unlocks valuable resources and opportunities.

The data suggests several related clusters of competencies: 1) Decision-Making and Risk Management: This cluster (including "Take actions to overcome risk" and "Think logically") highlights the importance of calculated risk-taking and sound judgment for navigating entrepreneurial challenges. 2) Strategic Thinking and Problem-Solving: Competencies like "Think conceptually" and "Solve problems" indicate the need for a strategic mindset that can adapt to changing situations. 3) Communication and Networking: "Communicate effectively" and "Ability to network" emphasize the importance of building relationships and conveying ideas clearly to gain support and collaborate effectively. 4) Resilience and Growth Mindset: "Learn from failure" and "Recognize your own limitations" suggest an ability to persevere through setbacks and embrace continuous learning.

The data underscores the importance of diverse interpersonal competencies for entrepreneurial success. Effective entrepreneurs need to be strategic decision-makers, adaptable problem-solvers and have strong communication and collaboration skills. Future research can delve deeper into the specific skills required for different industries and explore methods for fostering these competencies in future generations of entrepreneurs.

**Table 6. Entrepreneurial competencies that may be MISSING in the curriculum (regardless of types of training) that contribute to a successful entrepreneur**

<i>Personal Competence</i>	<b>Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Act ethically	4.27	Agree	9.5

2. Act in a creative way	4.31	Agree	5
3. Act with social responsibility	4.29	Agree	7.5
4. Leadership skills	4.22	Agree	11
5. Create empathy	4.31	Agree	5
6. Define your goals	4.29	Agree	7.5
7. Learn from failure	4.32	Agree	2
8. Make appropriate decisions	4.27	Agree	9.5
9. Recognize your own limitations	4.31	Agree	3
10. Seek & analyze unstructured information	4.31	Agree	5
11. Solve problems	4.34	Agree	1
12. Take actions to overcome risk	3.97	Agree	12
13. Take initiative	3.92	Agree	17.5
14. Take risks	3.86	Agree	24.5
15. Think conceptually	3.88	Agree	21.5
16. Think logically	3.85	Agree	27
17. Ability to network	3.90	Agree	20
18. Communicate effectively	3.92	Agree	17.5
19. Develop operational strategies	3.95	Agree	13.5

20. Implement ideas and tasks	3.83	Agree	28
21. Manage human resources	3.81	Agree	29.5
22. Monitor the work of others	3.88	Agree	21.5
23. Plan process	3.92	Agree	17.5
24. Prepare a business plan	3.95	Agree	13.5
25. Prepare a competitive analysis	3.92	Agree	17.5
26. See the big picture	3.93	Agree	15
27. Sell your products or services	3.86	Agree	24.5
28. Set business goals	3.86	Agree	24.5
29. Computing skills	3.81	Agree	29.5
30. Identify Opportunities	3.86	Agree	24.5
<b>Composite Mean</b>	<b>4.04</b>	<b>Agree</b>	
<b><i>Relationship Competence</i></b>			
1. Communicate	3.90	Agree	2
2. Cooperate and collaborate	3.81	Agree	10
3. Deal with social customs	3.80	Agree	11
4. Exchange knowledge	3.83	Agree	8.5
5. Lead your team	3.85	Agree	6.5



6. Negotiate	3.85	Agree	6.5
7. Persuade	3.86	Agree	4.5
8. Pitch your ideas	3.90	Agree	2
9. Train your team	3.83	Agree	8.5
10. Use and develop networks	3.86	Agree	4.5
11. Work in a team	3.90	Agree	2
<b>Composite Mean</b>	<b>3.85</b>	<b>Agree</b>	

*Legend: 4.50 – 5.00 = Strongly Agree; 3.50 – 4.49 = Agree; 2.50 – 3.49 = Moderately Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

Table 6 displays the average scores for various competencies, ranked by their perceived importance in the curriculum. The higher the score, the more likely respondents feel that the competency is missing from the curriculum. The **personal competencies** with the **highest rank** are those related to *risk management, conceptual thinking, ethical decision-making, taking initiative, and learning from failure*. Meanwhile, the **lower-ranked personal competencies** are *communication, managing human resources, preparing a business plan, and computing skills*. These rankings suggest that the curriculum needs to address the perceived gaps in risk management, initiative, conceptual thinking, ethical decision-making, learning from failure, and communication.

Moreover, the table also includes relationship competencies, which are generally lower ranked than personal competencies but still require improvement. The relationship competencies include communication, cooperation and collaboration, dealing with social customs, exchanging knowledge, leading a team, negotiating, persuading, pitching ideas, training a team, and using and developing networks.

Based on the data, the curriculum can be improved by integrating elements that address the perceived gaps in personal and relationship competencies. These improvements can equip graduates with a stronger foundation for entrepreneurial success. To achieve this, it is recommended that the curriculum be compared with the competencies in Table 6 to identify potential gaps, and student feedback should be gathered to determine whether the curriculum equips them with the competencies needed for entrepreneurial pursuits. By



combining data analysis, a review of the curriculum, and student feedback, a more comprehensive understanding of potential gaps and areas for improvement can be gained.

### **3.7.2. Concluding remarks and discussions**

The survey at the Polytechnic University of the Philippines (PUP) reveals insights into entrepreneurship among students and alumni. A large majority, 88%, do not own a business, indicating a significant gap between entrepreneurial aspirations and actual business ownership. Only 12% of respondents reported owning a business, highlighting a potential disconnect between interest in entrepreneurship and its actualization.

Further analysis of competencies shows that personal skills such as risk management, ethical decision-making, conceptual thinking, and taking initiative are seen as crucial but underrepresented in the curriculum. In contrast, competencies like communication, business planning, and computing skills were rated lower, suggesting areas where the curriculum may fall short in preparing students for entrepreneurial ventures. Relationship competencies, including communication, leadership, and networking, also received lower ratings but are identified as necessary improvements.

Additionally, the assessment of a training program focused on entrepreneurial opportunities revealed a generally positive reception, with a composite mean of 4.13. The highest-rated aspects were the quality of instructors and the organization of materials. Areas such as marketing, branding, and understanding market opportunities also scored well. However, the lowest-rated components were related to insights into starting and managing a business and financial management, suggesting that these areas could benefit from further enhancement.

Based on these findings, the curriculum should be updated to address gaps in both personal and relationship competencies, with a focus on practical business skills, financial management, and providing deeper insights into entrepreneurship fundamentals. This would better equip graduates for entrepreneurial success.



### 3.8. UNIVERSITY OF SAN CARLOS (USC)

#### 3.8.1. SERVICES

**Q6.** Using a scale of 1 to 5, where 5 is “completely useful” and 1 is “completely useless”, please check the cell that corresponds to **how these services contribute to increasing the opportunities to get a job.**

<i>Services</i>	<i>Mean</i>	<i>SD</i>	<i>VI</i>
Regular/Main Curricular at your University	4.63	0.22	Completely Useful
Extracurricular internships	4.27	0.15	Completely Useful
Curricular internships	4.45	0.24	Completely Useful
International employment program	4.54	0.32	Completely Useful
Career Hub or Start-up Center	4.18	0.24	Useful
Career Coaching	4.18	0.25	Useful
Career Guidance	4.36	0.23	Completely Useful
Vocational training	4.36	0.33	Completely Useful
Employment prospection (Visits to companies and companies presentation)	4.36	0.25	Completely Useful
Job fair at national level (private companies)	4.65	0.25	Completely Useful
Job fair at government level	3.99	0.32	Useful
Job fair at university level	4.27	0.31	Completely Useful
Job fair at faculty level	3.98	0.33	Useful
International internship program	4.54	0.31	Completely Useful
National internship program	4.45	0.25	Completely Useful
Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc	4.54	0.31	Completely Useful
Conference/Seminar/Workshop support in polishing/preparing CVs and interviews	4.63	0.34	Completely Useful

**Q7.** The following is a set of **individual factors** that can explain the level of employability that a person can reach in any context. These factors will determine the probability of a person to **get a job according to his or her interests and educational level**.

Please check the cell that corresponds to the level of **importance** of each of these factors in the **success of obtaining a job for university graduates in your university**.

	<i>Mean</i>	<i>SD</i>	<i>VI</i>
Academic field of study	4.36	0.23	Very Important
Academic performance	4.54	0.25	Very Important
Foreign languages skills	4	0.35	Important
Previous work experience	4.18	0.28	Important
Ability to face a job interview	4.63	0.37	Very Important
Ability to learn and adapt	4.63	0.25	Very Important
Ability to prepare a job application (Resume/CV, Cover letter)	4.45	0.37	Very Important
Ability to use the job searching resources (job portals...)	4.00	0.36	Important
Business orientated attitude	4.54	0.33	Very Important
Computing skills	4.36	0.36	Very Important
Creativity and innovation	4.63	0.27	Very Important
Decision making skills	4.63	0.22	Very Important
Interpersonal and communication skills	4.72	0.29	Very Important
Leadership skills	4.63	0.35	Very Important
Networking skills	4.45	0.27	Very Important
Proactivity	4.54	0.28	Very Important
Problem solving skills	4.63	0.22	Very Important
Teamwork skills	4.63	0.24	Very Important
Willingness to relocate for a job	3.72	0.32	Important
Gender	2.45	0.25	Not Important
Ethnicity/Race	2.54	0.32	Not Important
The social origin (Education and Job status of parents)	2.72	0.21	Not Important

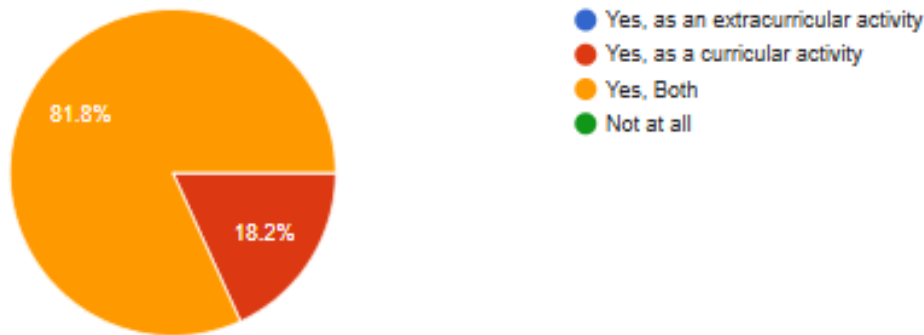
**Q8.** The following is a set of factors **based on the labor market and national regulations** that can be **barriers to graduates securing employment**.

Please check the cell that corresponds to how problematic each of these factors is for you.

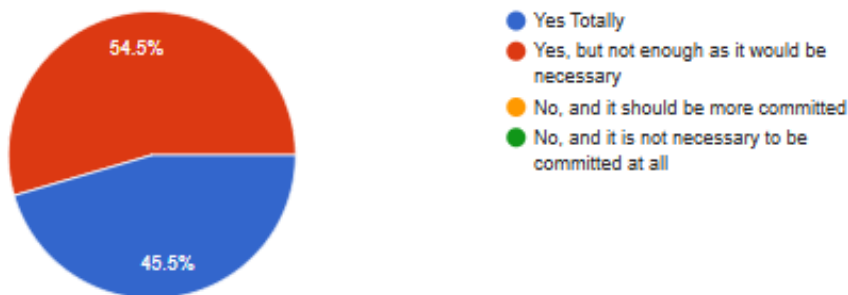
	<i>Mean</i>	<i>SD</i>	<i>VI</i>
Employers not recruiting graduates	3.81	0.24	Very Problematic
Lack of job vacancies	3.45	0.23	Very Problematic
Complex hiring procedures	3.36	0.27	Very Problematic

	<i>Mean</i>	<i>SD</i>	<i>VI</i>
Educational mismatch with corporation priorities	3.72	0.22	Very Problematic
Labor market laws	3.09	0.32	Problematic
Inequality for women	3.27	0.27	Problematic
Inequality for minorities	2.63	0.22	Not Problematic
Lack of opportunities to work abroad	2.63	0.32	Not Problematic
Lack of recognition of degrees	3.27	0.35	Very Problematic
Lack of regulation of work-life balance	3.00	0.28	Problematic
Lack of intermediation agencies	2.90	0.26	Problematic

**Q9.** Do you think that while at the university, students should explore their potential for employment and develop some skills which will enable them to find a meaningful job?



**Q10.** Do you think that your university is currently committed to improving the development of students' employability?



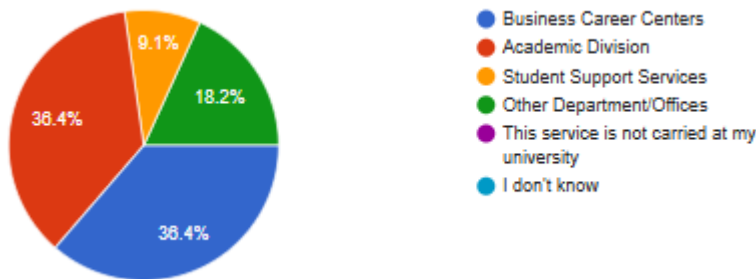
**ENTREPRENEURSHIP**

To answer questions in this section, consider the following definition of entrepreneurship

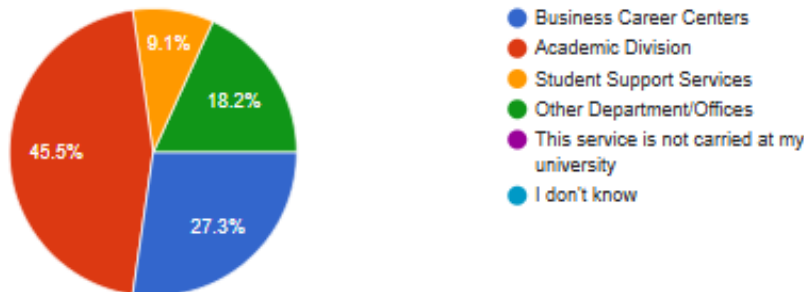
**Entrepreneurship:** *The capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit.*

**Q11.** Please indicate where the following **mechanisms / programs to support entrepreneurship for students** organized by your University (*please check one box for each mechanism/program that best corresponds to your answer*).

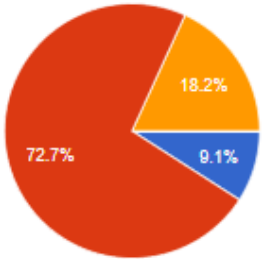
Incubator /Co-working



Entrepreneurship program (institutional coordination of all entrepreneurship activities).

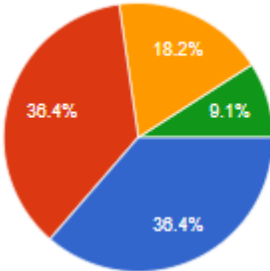


Subjects where entrepreneurship is developed through curricular content.



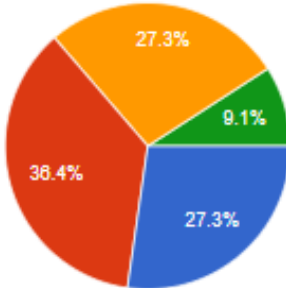
- Business Career Centers
- Academic Division
- Student Support Services
- Other Department/Offices
- This service is not carried at my university
- I don't know

Business competitions.



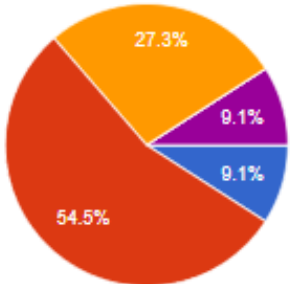
- Business Career Centers
- Academic Division
- Student Support Services
- Other Department/Offices
- This service is not carried at my university
- I don't know

Network of partners that students can contact for support for their business ideas.



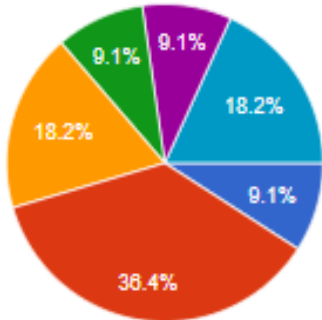
- Business Career Centers
- Academic Division
- Student Support Services
- Other Department/Offices
- This service is not carried at my university
- I don't know

Mentoring program.



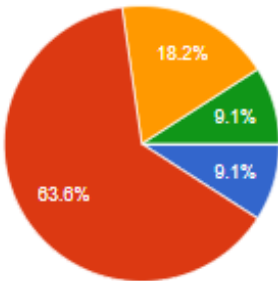
- Business Career Centers
- Academic Division
- Student Support Services
- Other Department/Offices
- This service is not carried at my university
- I don't know

Finance Resource



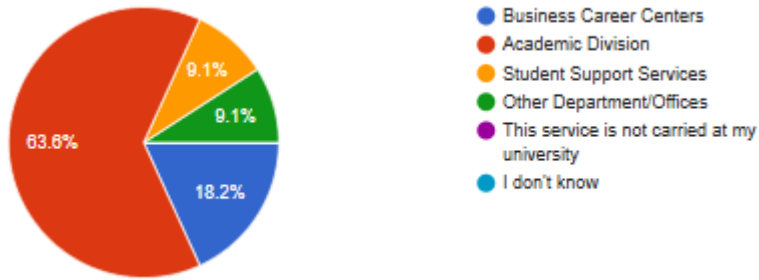
- Business Career Centers
- Academic Division
- Student Support Services
- Other Department/Offices
- This service is not carried at my university
- I don't know

Training Program

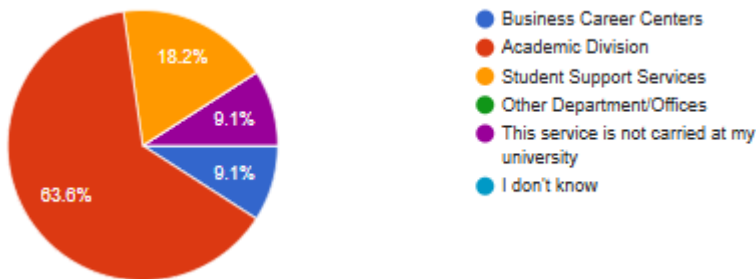


- Business Career Centers
- Academic Division
- Student Support Services
- Other Department/Offices
- This service is not carried at my university
- I don't know

Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)



Support in polishing/preparing CVs and interviews.



**Q12.** Using a scale of 1 to 5, where 5 is “completely useful” and 1 is “completely useless”, please check the cell that corresponds to **how these services contribute to increasing the skills to start a business.**

<i>Services</i>	<i>Mean</i>	<i>SD</i>	<i>VI</i>
Incubator /Co-working	4.09	0.24	Useful
Entrepreneurship program (institutional coordination of all entrepreneurship activities)	4.18	0.54	Useful
Subjects where entrepreneurship is developed through curricular content	4.36	0.34	Completely Useful
Business competitions	3.72	0.35	Useful
Network of partners that students can contact for support for their business ideas	4.18	0.25	Useful
Mentoring program	4.45	0.31	Completely Useful
Finance resources	4.18	0.25	Useful
Training program	4.27	0.52	Completely Useful
Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)	4.27	0.54	Completely Useful

Support in polishing/preparing CVs and interviews	4.18	0.51	Useful
Others...	4.15	0.24	Useful

The Q12 summarizes the evaluation of various services contributing to the development of entrepreneurial skills, based on a scale of 1 to 5, where 5 signifies "completely useful" and 1 denotes "completely useless." Each service is assessed for its perceived usefulness, with the corresponding mean scores, standard deviations (SD), and verbal interpretation (VI) provided. Incubator and co-working spaces (Mean = 4.09, SD = 0.24) were rated as "Useful," providing an effective environment for fostering business skills and innovation. Similarly, entrepreneurship programs (Mean = 4.18, SD = 0.54), which coordinate institutional entrepreneurial activities, were deemed "Useful" in enhancing entrepreneurial capabilities. Curricular entrepreneurship subjects (Mean = 4.36, SD = 0.34) stood out as "Completely Useful," demonstrating a significant impact on integrating entrepreneurial thinking into academic learning. Business competitions (Mean = 3.72, SD = 0.35), though marked as "Useful," received the lowest mean score, indicating moderate effectiveness in skill development. Networks of partners (Mean = 4.18, SD = 0.25), which connect students with support for their business ideas, were assessed as "Useful," signifying their practical value. Mentoring programs (Mean = 4.45, SD = 0.31) were recognized as "Completely Useful," standing out for their substantial role in skill enhancement through personalized guidance. Access to financial resources (Mean = 4.18, SD = 0.25) was also rated as "Useful," highlighting its importance for entrepreneurial success. Training programs (Mean = 4.27, SD = 0.52) and soft skills training (Mean = 4.27, SD = 0.54), focusing on leadership, communication, and teamwork, were both considered "Completely Useful," indicating their critical role in equipping participants with necessary skills. CV and interview support (Mean = 4.18, SD = 0.51) was regarded as "Useful," underlining its contribution to preparing students for business endeavors. Lastly, other services (Mean = 4.15, SD = 0.24), encompassing unspecified offerings, were evaluated as "Useful," showing their complementary role in entrepreneurial skill development.

**Q13.** Please check the cell that corresponds to how important you consider each of the following items to create a better context to develop entrepreneurial culture (**5 = essential, 1 = not important at all**)

	<i>Mean</i>	<i>SD</i>	<i>VI</i>
Introducing entrepreneurship contents in the academic curricula	4.18	0.24	Moderately Essential
Create extracurricular training programs on entrepreneurship	4.27	0.26	Essential
Train the professors in how to train students on entrepreneurship	4.36	0.28	Essential
Create strategic alliances with external organizations to support entrepreneurship programs at regional and national level	4.36	0.28	Essential
To do more and better advertisement of entrepreneurship opportunities	3.90	0.23	Moderately Essential

	<i>Mean</i>	<i>SD</i>	<i>VI</i>
To create institutional centers on entrepreneurship	4.00	0.35	Moderately Essential
To teach and research on the prior fields of application for entrepreneurial ideas	4.09	0.25	Moderately Essential
To create or develop transfer of knowledge programs through entrepreneurship	4.36	0.35	Essential

The table presents an evaluation of various items considered important for creating a better context to develop an entrepreneurial culture, based on a scale of 1 to 5, where 5 represents "essential" and 1 signifies "not important at all." Each item is assessed with mean scores, standard deviations (SD), and verbal interpretations (VI). Introducing entrepreneurship content in the academic curriculum (Mean = 4.18, SD = 0.24) is rated as "Moderately Essential," highlighting its importance in embedding entrepreneurship within formal education. Extracurricular training programs on entrepreneurship (Mean = 4.27, SD = 0.26) are considered "Essential," signifying their critical role in fostering entrepreneurial skills beyond the classroom. Training professors to guide students in entrepreneurship (Mean = 4.36, SD = 0.28) is also deemed "Essential," emphasizing the need for capacity-building among educators. Creating strategic alliances with external organizations at regional and national levels (Mean = 4.36, SD = 0.28) is rated as "Essential," underscoring the value of partnerships in supporting entrepreneurship initiatives. Advertising entrepreneurship opportunities more effectively (Mean = 3.90, SD = 0.23) is viewed as "Moderately Essential," indicating its moderate contribution to promoting entrepreneurial culture. The creation of institutional centers on entrepreneurship (Mean = 4.00, SD = 0.35) and teaching and researching prior fields of application for entrepreneurial ideas (Mean = 4.09, SD = 0.25) are both assessed as "Moderately Essential," reflecting their roles in fostering innovation and research. Lastly, knowledge transfer programs through entrepreneurship (Mean = 4.36, SD = 0.35) are considered "Essential," highlighting their critical impact on translating ideas into actionable business ventures. These findings suggest that while all items contribute positively to entrepreneurial culture, targeted training, strategic partnerships, and knowledge transfer initiatives are particularly impactful.

#### ***Q14. ENABLING ENVIRONMENT FOR ENTREPRENEURSHIP DEVELOPMENT***

<i>Enabling Environmental Factors</i>	<i>Mean</i>	<i>SD</i>	<i>VI</i>
<b>A. Personal Factors</b>			
1. Having an attitude of discovery and being optimistic can drive the entrepreneurial mindset.	4.36	0.35	Strongly Agree
2. The passion to become successful in life can be evident through engaging in a business venture.	4.18	0.25	Agree
3. Having self-confidence in doing something will influence the desire to start a business.	4.27	0.26	Strongly Agree

<i>Enabling Environmental Factors</i>	<i>Mean</i>	<i>SD</i>	<i>VI</i>
4. Immense ingenuity, imagination, resourcefulness and foresightedness will lead towards success in entrepreneurship.	4.36	0.25	Strongly Agree
5. Leadership ability of an individual is crucial for developing an entrepreneurial spirit.	4.09	0.24	Agree
<b>B. Social Factors</b>			
6. Education has a significant role to play in inculcating entrepreneurial values.	4.45	0.32	Strongly Agree
7. The support services of the university such as the provision of business simulation room/entrepreneurship center will encourage one to start a business.	3.72	0.25	Agree
8. High levels of unemployment will increase motivation to start a business.	4.27	0.28	Strongly Agree
9. The family's own business has a great influence in exhibiting higher level of entrepreneurship.	4.36	0.24	Strongly Agree
10. Training and education on Entrepreneurship will create more knowledge that will help uplift one's interest in starting one's own business.	4.00	0.27	Agree
<b>C. Economic Factors</b>			
11. Fair market competition will drive entrepreneurship and help increase the wealth of the nation.	4.36	0.25	Strongly Agree
12. Incentives for Start-ups will encourage the growth of entrepreneurs and generate employment opportunities.	4.36	0.24	Strongly Agree
13. Improvements in physical and digital infrastructure will hasten the growth of entrepreneurs.	3.90	0.32	Agree
14. A conducive environment for setting up business ventures will encourage more entrepreneurs to set up business.	4.27	0.32	Strongly Agree
15. Higher business taxes for start-ups will discourage entrepreneurs from formalizing business ventures.	4.36	0.31	Strongly Agree
<b>D. Psychological Factors</b>			
16. Need achievement is a motivating factor to become an entrepreneur.	3.18	0.25	Moderately Agree
17. Willingness to take risks is an influencing factor towards entrepreneurship.	4.18	0.24	Agree
18. Esteem, status, fame, and respect drive one to become an entrepreneur.	3.36	0.25	Agree
19. Economic rewards and security are strong reasons to become an entrepreneur.	4.27	0.11	Strongly Agree
20. Gaining power, authority and leadership serve as internal factors driving people to become entrepreneurs.	3.45	0.14	Moderately Agree
<b>E. Technological Factors</b>			
21. The availability of social media helps entrepreneurs reach a bigger client base.	4.36	0.19	Strongly Agree
22. Digital technology widens opportunities for entrepreneurs to venture into new businesses.	4.18	0.32	Agree

<i>Enabling Environmental Factors</i>	<i>Mean</i>	<i>SD</i>	<i>VI</i>
23. Automation and artificial intelligence technologies provide tools for entrepreneurs to develop new business ideas that promotes efficiency and productivity in business operations.	4.18	0.25	Agree
24. E-commerce supports entrepreneurs by facilitating business transactions and organizing more efficient logistics.	4.09	0.24	Agree
25. Innovative technologies provide entrepreneurs with more opportunities to develop new products/services that cater to the needs of consumers.	4.36	0.25	Strongly Agree
<b>F. Political/Legal Factors</b>			
26. Stable and clear business policies and regulations that promote ease of doing business will motivate entrepreneurs to start their businesses.	4.54	0.24	Strongly Agree
27. Easy access to capital and technical assistance for start-ups, especially from government, will facilitate the creation of start-ups by entrepreneurs.	4.27	0.21	Strongly Agree
28. High interest on loans will lessen the number of entrepreneurs who would want to start a new business.	4.45	0.24	Strongly Agree
29. Business friendly regulations and simplified government processes for creating start-ups will support entrepreneurship.	4.54	0.22	Strongly Agree
30. Political stability and good governance in the country will strengthen the business confidence of entrepreneurs.	4.45	0.21	Strongly Agree

Results presents the evaluation of various enabling environmental factors that contribute to fostering an entrepreneurial mindset, categorized into personal, social, economic, psychological, technological, and political/legal factors. Each factor is rated on a scale of 1 to 5, where 5 signifies "strongly agree" and 1 represents "strongly disagree," with mean scores, standard deviations (SD), and verbal interpretations (VI) provided.

Political/legal factors emerged as the most significant, with the highest-rated items being stable and clear business policies (Mean = 4.54, SD = 0.24) and simplified government processes (Mean = 4.54, SD = 0.22), both rated as "Strongly Agree." These highlight the importance of supportive governance in motivating entrepreneurship. Additionally, high interest on loans (Mean = 4.45, SD = 0.24) and political stability (Mean = 4.45, SD = 0.21) also play crucial roles in shaping entrepreneurial confidence.

Personal factors were also highly rated, with attributes like ingenuity and foresightedness (Mean = 4.36, SD = 0.25), self-confidence (Mean = 4.27, SD = 0.26), and an attitude of discovery (Mean = 4.36, SD = 0.35) being considered "Strongly Agree." These reflect the internal qualities necessary for entrepreneurial success.

Social factors highlighted the influence of education (Mean = 4.45, SD = 0.32), family-owned businesses (Mean = 4.36, SD = 0.24), and unemployment (Mean = 4.27, SD = 0.28) as strong motivators for entrepreneurship. However, university support services (Mean = 3.72, SD = 0.25) were less impactful, rated as "Agree."



Economic factors such as fair market competition (Mean = 4.36, SD = 0.25) and incentives for start-ups (Mean = 4.36, SD = 0.24) were rated “Strongly Agree,” emphasizing their importance in fostering entrepreneurial growth. Conversely, improvements in infrastructure (Mean = 3.90, SD = 0.32) were rated lower but still considered “Agree.”

Technological factors like the availability of social media (Mean = 4.36, SD = 0.19) and innovative technologies (Mean = 4.36, SD = 0.25) were seen as critical enablers, broadening entrepreneurial opportunities. Digital technology and e-commerce were also highly regarded, with mean scores of 4.18 and 4.09, respectively.

Finally, psychological factors such as the need for economic rewards (Mean = 4.27, SD = 0.11) and willingness to take risks (Mean = 4.18, SD = 0.24) were rated as “Strongly Agree.” However, factors like esteem and fame (Mean = 3.36, SD = 0.25) and power and authority (Mean = 3.45, SD = 0.14) were rated lower, indicating moderate influence.

### 3.8.2. ENTREPRENEURIAL COMPETENCY & ENTREPRENEURIAL OPPORTUNITY

*To answer questions in this section, consider the following definition of employability*

**Entrepreneurship Competency:** “*Entrepreneurial competency is a set of skills and behavior needed to create, develop, manage, and grow a business venture*”.

**Q15.** The following are the entrepreneurial competencies that may contribute to a successful entrepreneur. Please click the cell that corresponds to the degree of competence a successful entrepreneur should have in the following aspects.

	Numerical Interpretation	Verbal Interpretation
5	(VC) Very Competent	
4	(C) Competent	
3	(MC) Moderately Competent	
2	(LC) Less Competent	
1	(NC) Not Competent	

	Mean	SD	VI
<b>Personal Competence</b>			
1. Act ethically	4.54	0.21	Very Competent
2. Act in a creative way	4.27	0.24	Very Competent
3. Act with social responsibility	4.18	0.25	Competent
4. Leadership skills	4.54	0.24	Very Competent
5. Create empathy	4.09	0.25	Competent
6. Define your goals	4.18	0.25	Competent
7. Learn from failure	4.54	0.23	Very Competent

	<b>Mean</b>	<b>SD</b>	<b>VI</b>
8. Make appropriate decisions	4.18	0.25	Competent
9. Recognize your own limitations	4.27	0.18	Very Competent
10. Seek & analyze unstructured information	4.18	0.25	Competent
11. Solve problems	4.45	0.21	Very Competent
12. Take actions to overcome risk	4.45	0.22	Very Competent
13. Take initiative	4.36	0.22	Very Competent
14. Take risks	4.27	0.24	Very Competent
15. Think conceptually	4.36	0.12	Very Competent
16. Think logically	4.36	0.15	Very Competent
17. Ability to network	4.45	0.32	Very Competent
18. Communicate effectively	4.36	0.25	Very Competent
<b>Domain Competence</b>			
<b>...(i) in terms of Opportunity</b>			
1. Generate ideas	4.18	0.25	Competent
2. Identify opportunities	4.27	0.25	Very Competent
3. Scan the environment	4.09	0.31	Competent
<b>...(ii) in terms of Organization</b>			
1. Acquire resources	4.27	0.25	Very Competent
2. Control	4.09	0.51	Competent
3. Coordinate	4.09	0.62	Competent
4. Delegate tasks	4.09	0.25	Competent
5. Develop a team	4.27	0.52	Very Competent
6. Develop an organizational culture	4.27	0.51	Very Competent
7. Develop the organization	4.18	0.62	Competent
8. Organize process	4.18	0.25	Competent
<b>...(iii) in terms Strategy &amp; Management</b>			
1. Administrate	4.18	0.25	Competent
2. Design products and services	4.00	0.26	Competent
3. Develop a finance and budget plan	4.00	0.21	Competent
4. Develop a marketing strategy	4.09	0.25	Competent
5. Develop innovative products and services	4.00	0.32	Competent
6. Develop operational strategies	3.90	0.33	Competent
7. Implement ideas and tasks	4.00	0.36	Competent
8. Manage human resources	3.90	0.52	Competent
9. Monitor the work of others	3.90	0.62	Competent
10. Plan process	4.00	0.25	Competent
11. Prepare a business plan	4.00	0.24	Competent
12. Prepare a competitive analysis	4.09	0.52	Competent
13. See the big picture	4.09	0.24	Competent
14. Sell your products or services	4.00	0.52	Competent
15. Set business goals	4.09	0.26	Competent

	Mean	SD	VI
<b><i>Relationship Competence</i></b>			
1. Communicate	4.18	0.25	Competent
2. Cooperate and collaborate	4.18	0.36	Competent
3. Deal with social customs	4.00	0.42	Competent
4. Exchange knowledge	4.18	0.24	Competent
5. Lead your team	4.18	0.25	Competent
6. Negotiate	4.18	0.52	Competent
7. Persuade	4.00	0.24	Competent
8. Pitch your ideas	3.90	0.19	Competent
9. Train your team	4.09	0.25	Competent
10. Use and develop networks	4.09	0.25	Competent
11. Work in a team	4.06	0.26	Competent

The table evaluates the levels of competence across three key domains—Personal Competence, Domain Competence, and Relationship Competence based on a scale of 1 to 5, where 5 indicates "Very Competent" and 1 signifies "Not Competent." In the Personal Competence domain, the highest-rated skills include acting ethically, leadership, learning from failure, problem-solving, taking actions to overcome risks, and networking, all with mean scores ranging from 4.45 to 4.54, interpreted as "Very Competent." Other strong skills, such as taking initiative, thinking conceptually and logically, and effective communication, also scored highly (Mean = 4.36).

Meanwhile, competencies like acting with social responsibility, defining goals, and making decisions were rated slightly lower (Mean = 4.18), though still deemed competent. The Domain Competence domain is further divided into three subcategories: Opportunity, Organization, and Strategy & Management. In the Opportunity category, identifying opportunities was the highest-rated skill (Mean = 4.27), while generating ideas and scanning the environment scored slightly lower (Mean = 4.09–4.18). Under Organization, acquiring resources, developing teams, and fostering organizational culture were rated as "Very Competent" (Mean = 4.27), whereas skills like controlling, coordinating, and delegating tasks received slightly lower scores (Mean = 4.09).

The Strategy & Management subcategory showed moderate competence, with most skills, including financial planning, marketing strategies, and developing innovative products, scoring between 3.90 and 4.09. Lastly, the Relationship Competence domain highlighted strong interpersonal skills such as communicating, cooperating, exchanging knowledge, and leading teams (Mean = 4.18), although pitching ideas, persuading, and dealing with social customs were slightly less developed (Mean = 3.90–4.09). Overall, the findings reveal high levels of competence in personal attributes such as leadership, ethical behavior, and risk management, as well as organizational development and resource acquisition. However, moderate proficiency in domain-specific skills, particularly in strategy, management, and relationship competencies, highlights areas where targeted training and development could further enhance entrepreneurial capabilities.

**Q16.** The following are the entrepreneurial competencies that may be **MISSING** in the curriculum (regardless of types of training) which contribute to a successful entrepreneur. Please click the circle that corresponds to the degree of competence a successful entrepreneur should have in the following aspects.

<i>Missed skills in the curriculum in direction of entrepreneurial opportunities</i>	<b>Mean</b>	<b>SD</b>	<b>VI</b>
<b><i>Personal Competence</i></b>			
1. Act ethically	3.81	0.35	Agree
2. Act in a creative way	3.90	0.35	Agree
3. Act with social responsibility	3.90	0.32	Agree
4. Leadership skills	3.90	0.35	Agree
5. Create empathy	3.72	0.25	Agree
6. Define your goals	3.81	0.26	Agree
7. Learn from failure	4.00	0.25	Agree
8. Make appropriate decisions	3.63	0.25	Agree
9. Recognize your own limitations	3.63	0.21	Agree
10. Seek & analyze unstructured information	3.63	0.24	Agree
11. Solve problems	4.00	0.25	Agree
12. Take actions to overcome risk	4.09	0.25	Agree
13. Take initiative	4.09	0.25	Agree
14. Take risks	4.00	0.24	Agree
15. Think conceptually	4.09	0.23	Agree
16. Think logically	4.21	0.25	Agree
17. Ability to network	4.18	0.26	Agree
18. Communicate effectively	4.18	0.24	Agree
19. Develop operational strategies	4.00	0.52	Agree
20. Implement ideas and tasks	4.18	0.41	Agree
21. Manage human resources	4.18	0.62	Agree
22. Monitor the work of others	4.18	0.25	Agree
23. Plan process	4.00	0.24	Agree
24. Prepare a business plan	3.90	0.24	Agree
25. Prepare a competitive analysis	4.18	0.27	Agree
26. See the big picture	4.45	0.25	Strongly Agree
27. Sell your products or services	4.45	0.51	Strongly Agree
28. Set business goals	4.36	0.54	Strongly Agree
29. Computing skills	4.27	0.24	Strongly Agree
30. Identify Opportunities	4.36	0.23	Strongly Agree
<b><i>Relationship Competence</i></b>			
1. Communicate	4.45	0.32	Strongly Agree

2. Cooperate and collaborate	4.36	0.35	Strongly Agree
3. Deal with social customs	4.54	0.32	Strongly Agree
4. Exchange knowledge	4.27	0.32	Strongly Agree
5. Lead your team	4.18	0.35	Agree
6. Negotiate	4.54	0.32	Strongly Agree
7. Persuade	4.09	0.32	Agree
8. Pitch your ideas	4.18	0.32	Agree
9. Train your team	4.54	0.25	Strongly Agree
10. Use and develop networks	4.18	0.41	Agree
11. Work in a team	4.27	0.12	Strongly Agree

Results evaluates the skills perceived as missed in the curriculum in the context of entrepreneurial opportunities, categorized into Personal Competence and Relationship Competence. Each skill is rated on a scale of 1 to 5, with 5 indicating "Strongly Agree" and 1 denoting "Strongly Disagree," along with corresponding mean scores, standard deviations (SD), and verbal interpretations (VI).

In personal competence, the skills with the highest ratings include "See the big picture" and "Sell your products or services" (Mean = 4.45, SD = 0.25 and 0.51, respectively, VI = Strongly Agree), emphasizing the importance of strategic thinking and market engagement. Other highly rated skills include "Set business goals" and "Identify opportunities" (Mean = 4.36, SD = 0.54 and 0.23, respectively, VI = Strongly Agree), along with "Computing skills" (Mean = 4.27, SD = 0.24, VI = Strongly Agree). Competencies like "Act ethically," "Act creatively," "Leadership skills," and "Act with social responsibility" received lower but consistent ratings (Mean = 3.72–3.90, VI = Agree), suggesting moderate importance. Skills such as "Learn from failure," "Solve problems," "Take actions to overcome risk," and "Think conceptually" were rated slightly higher (Mean = 4.00–4.09, VI = Agree). Notably, foundational abilities such as "Recognize your own limitations," "Make appropriate decisions," and "Seek & analyze unstructured information" scored lower (Mean = 3.63, VI = Agree), highlighting areas with potential for curricular improvement.

In the Relationship Competence category, key interpersonal and collaborative skills were rated highly. "Deal with social customs," "Negotiate," and "Train your team" achieved the highest scores (Mean = 4.54, SD = 0.32, 0.32, and 0.25, respectively, VI = Strongly Agree), underscoring their critical role in fostering entrepreneurial success. Similarly, "Communicate" and "Cooperate and collaborate" received strong ratings (Mean = 4.45 and 4.36, SD = 0.32 and 0.35, VI = Strongly Agree), reflecting the significance of effective



communication and teamwork. Additional competencies, such as "Exchange knowledge," "Work in a team," and "Use and develop networks," were rated favorably (Mean = 4.18–4.27, VI = Strongly Agree). Meanwhile, "Lead your team," "Persuade," and "Pitch your ideas" were rated slightly lower (Mean = 4.09–4.18, VI = Agree), indicating areas that may benefit from more emphasis in the curriculum.

The findings reveal that while many critical skills are perceived as moderately or strongly present, key gaps exist in areas such as recognizing limitations, decision-making, and analyzing unstructured information. Additionally, interpersonal skills like persuasion and pitching ideas, although rated positively, could benefit from further curricular inclusion. High ratings for strategic, communication, and collaboration-related competencies highlight their importance in entrepreneurial success, suggesting that curriculum enhancements should prioritize these areas to address the identified gaps and better equip students for entrepreneurial opportunities.

### 3.8.3. Concluding remarks and discussions

The evaluation of key competencies among University of San Carlos (USC) students reveals strong performance in several domains of personal, domain, and relationship competence. These competencies, which are integral to entrepreneurial success, were rated on a scale from 1 to 5, with a score of 5 indicating "Very Competent" and 1 indicating "Not Competent."

In the Personal Competence domain, students demonstrated high proficiency in skills essential for entrepreneurial leadership and ethical behavior, with mean scores ranging from 4.45 to 4.54 for attributes like acting ethically, leadership, learning from failure, problem-solving, and networking. This indicates that USC graduates possess solid personal attributes that are crucial for entrepreneurial success, particularly in handling risks and making informed decisions. Skills such as taking initiative and thinking conceptually also scored highly (Mean = 4.36), showing the students' readiness to navigate complex business challenges. However, competencies like goal-setting and decision-making received slightly lower ratings (Mean = 4.18), suggesting areas where additional focus could enhance entrepreneurial effectiveness.

In the Domain Competence category, students scored well in Opportunity, Organization, and Strategy & Management subcategories. Identifying business opportunities was rated highly (Mean = 4.27), which is crucial for entrepreneurship. However, skills in strategy and management, such as financial planning and marketing strategies, were rated moderately (Mean = 3.90–4.09), indicating room for growth in these areas. Specifically, skills such as controlling and coordinating tasks in organizational settings showed slightly lower ratings (Mean = 4.09), pointing to potential areas for further development.



The Relationship Competence domain, which focuses on interpersonal skills, also showed strong ratings. Communication, cooperation, and leadership abilities, which are key to team dynamics and business networking, were rated highly (Mean = 4.18–4.45). However, skills like persuading, pitching ideas, and adapting to social customs were rated lower (Mean = 3.90–4.09), suggesting that these competencies may not be as fully developed in students, possibly due to insufficient emphasis in the curriculum.

Additionally, the analysis of missed skills in the curriculum highlights key areas where students feel there could be improvement. In Personal Competence, skills like "See the big picture" and "Sell your products or services" were rated highly (Mean = 4.45), reflecting the importance of strategic thinking and market engagement. On the other hand, areas like "Recognize your own limitations" and "Seek & analyze unstructured information" received lower scores (Mean = 3.63), indicating a need for more focus in these foundational competencies.

In Relationship Competence, skills critical for collaboration and leadership, such as "Deal with social customs," "Negotiate," and "Train your team," achieved high ratings (Mean = 4.54). However, "Lead your team" and "Pitch your ideas" were rated lower (Mean = 4.09–4.18), suggesting that students may benefit from more in-depth training in these interpersonal areas to enhance their leadership and presentation abilities.

In general, the findings at USC indicate that while students exhibit strong personal and organizational competencies, as well as effective communication and teamwork skills, there are areas for improvement. To better equip students for entrepreneurial success, the curriculum could place additional focus on decision-making, analyzing unstructured information, and refining leadership and pitching skills. By addressing these gaps, USC can further strengthen its entrepreneurship education and prepare students to thrive in the dynamic world of startups and innovation.

These insights provide a foundation for future curriculum development, highlighting the need for a balanced approach that enhances both technical and interpersonal skills, ensuring that graduates are fully prepared to face the challenges of launching and managing successful ventures.



### 3.9. VIETNAMESE AND THE PHILIPPINES CONCLUDING REMARKS AND DISCUSSIONS

The analysis of entrepreneurship education in tourism programs across Vietnamese and Philippine universities (TNUS, NTU, CTU, PUP, LUP-B, and USC) reveals diverse approaches and areas of focus, yet underlying similarities in desired graduate outcomes.

Vietnamese universities (TNUS, NTU, CTU) place a strong emphasis on structured academic programs and career development, prioritizing the acquisition of core employability skills such as problem-solving, lifelong learning, and effective communication. This is evidenced by high student satisfaction ratings, particularly in areas of personal and professional growth. For instance, at TNUS, the average student satisfaction rating for personal development is 3 on a 4-point scale, indicating a high level of perceived benefit. Similarly, 86.8% of TNUS alumni reported finding jobs within 6 months of graduation, underscoring the effectiveness of their career-focused programs.

However, limitations persist in the realm of international exposure and practical skills development. Despite recognizing the importance of global job markets, opportunities for work abroad remain relatively low, with only 8.5% of TNUS graduates securing international positions. In contrast, Philippine universities (PUP, LUP-B, USC) lean towards an entrepreneurial approach, fostering self-employment and industry engagement. PUP integrates business planning, leadership, and financial literacy into its curriculum, while LUP-B emphasizes tourism and hospitality management. USC, with its diverse range of programs, reports an impressive 96% job placement rate, underscoring the effectiveness of its career-focused initiatives. These universities offer a wide array of career support services, including structured internship programs, job fairs, and industry networking events. Notably, LUP-B has a dedicated center for career and business support, with 77% of students reporting awareness of its services. Furthermore, entrepreneurship is actively encouraged through business competitions, mentorship programs, and the availability of incubator spaces. However, challenges persist in ensuring student awareness and participation in these initiatives. Data from LUP-B indicates that 50.4% of students primarily rely on "Talk Shows on career paths" for career support, suggesting a need for more proactive engagement with other services.

Despite these differences, a common thread emerges across all institutions: a high value placed on developing core competencies such as problem-solving, effective communication, and leadership. This shared emphasis underscores the importance of a multifaceted approach to education, equipping students with both the technical skills and soft skills necessary to navigate the complexities of the tourism industry.

The study highlights several key areas for improvement. Firstly, curricula need to be closely aligned with industry demands, ensuring that students graduate with practical skills and



knowledge directly applicable to the workplace. Secondly, awareness and accessibility of career and entrepreneurship support services must be enhanced, ensuring that students can readily access the resources available to them. Thirdly, fostering collaboration between academia and industry is crucial to bridge the gap between theoretical knowledge and practical application, providing students with valuable real-world experience. Finally, cultivating a supportive entrepreneurial ecosystem that encourages innovation and risk-taking is essential for fostering a spirit of self-employment and business creation.

In conclusion, while diverse approaches to employability and entrepreneurship education exist across Vietnamese and Philippine universities, the overarching goal remains the same: to produce graduates equipped with the necessary skills and competencies to thrive in the dynamic and evolving tourism industry. Addressing the key takeaways of this study, such as aligning curricula with industry needs, enhancing support services, and fostering industry collaboration, is crucial for shaping effective strategies that empower future graduates to succeed in their chosen careers.

The comprehensive analysis of employability and entrepreneurship education in tourism programs across Vietnamese and Philippine universities—namely Thai Nguyen University of Sciences (TNUS), Nha Trang University (NTU), Can Tho University (CTU), Polytechnic University of the Philippines (PUP), Lyceum of the Philippines University – Batangas (LUP-B), and University of San Carlos (USC)—highlights both commonalities and differences in the educational approaches and outcomes across these institutions. The study reveals that while the universities share an overarching goal of developing graduates equipped with the necessary skills to succeed in the dynamic tourism industry, they differ in how they achieve this outcome.

Vietnamese universities such as TNUS, NTU, and CTU emphasize structured academic programs that focus on core employability skills. These universities prioritize problem-solving, lifelong learning, and effective communication, which are foundational for tourism graduates to thrive in the competitive global market. The positive student satisfaction ratings in areas such as personal and professional growth, particularly at TNUS, suggest that these programs have been successful in nurturing essential competencies. TNUS reports an impressive 86.8% of its alumni securing employment within six months of graduation, indicating the effectiveness of their career-focused initiatives. However, the limitations in terms of international exposure and practical skill development remain evident, with only 8.5% of TNUS graduates securing international job placements. This suggests a gap in offering students the global experiences and hands-on opportunities needed to compete in an increasingly interconnected world.

In contrast, Philippine universities such as PUP, LUP-B, and USC take a more entrepreneurial approach to education, emphasizing self-employment, business creation, and industry engagement. PUP integrates business planning, leadership, and financial

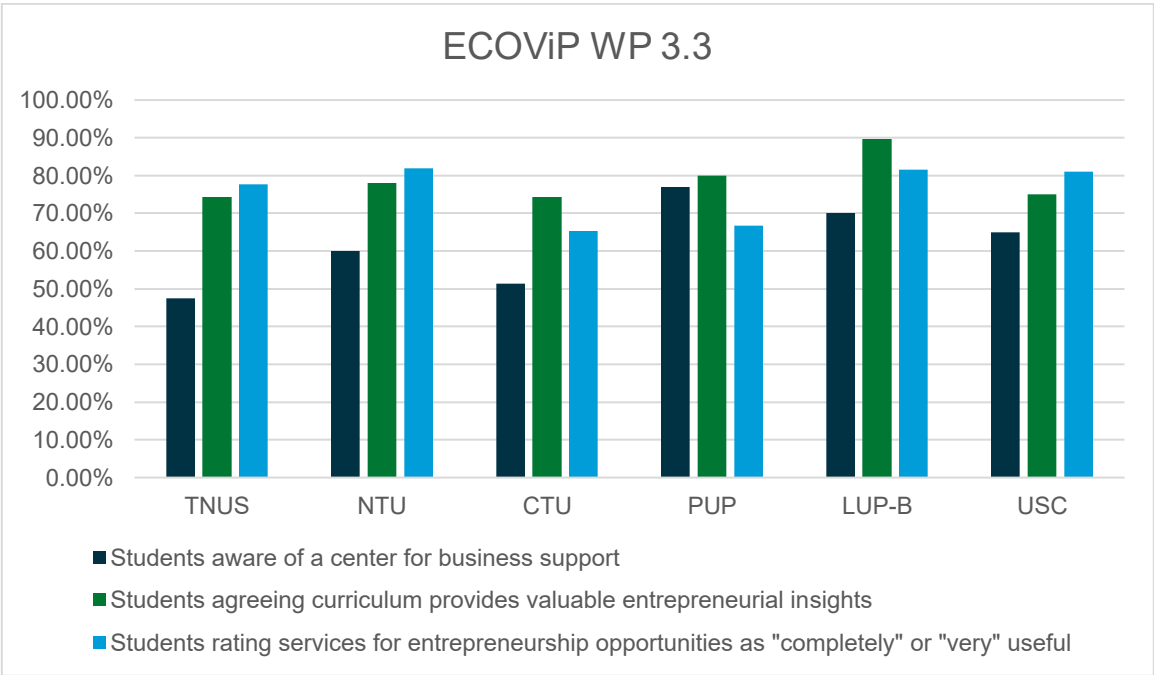


literacy into its curriculum, while LUP-B focuses heavily on tourism and hospitality management. USC stands out with an impressive 96% job placement rate, underscoring the success of its career-focused initiatives, which include internships, job fairs, and networking events. LUP-B's dedicated career and business support center is another example of a proactive approach, although challenges remain in engaging students fully with the available services. Data from LUP-B indicates that a significant portion of students relies primarily on "Talk Shows on career paths" for career guidance, highlighting a need for a more comprehensive engagement with other career support services, such as mentorship programs and business incubators.

Despite these differences in approach, the analysis reveals a common focus across all institutions on developing critical competencies that transcend academic disciplines, particularly problem-solving, effective communication, and leadership. These competencies are indispensable in the tourism industry and contribute to graduates' adaptability and resilience in navigating the complexities of the sector. This shared emphasis on both technical skills and soft skills highlights the need for a multifaceted educational approach that prepares students for the practical challenges of entrepreneurship and employment.

The study also identifies key areas for improvement. It calls for curricula to be more closely aligned with industry needs to ensure that students acquire relevant, practical skills that are directly applicable to the workplace. There is also a need to enhance awareness and accessibility to career and entrepreneurship support services, ensuring that students fully utilize the resources available to them. Strengthening collaboration between academia and industry will further bridge the gap between theoretical knowledge and practical application, offering students valuable real-world experiences. Lastly, fostering a supportive entrepreneurial ecosystem that encourages innovation and risk-taking is essential to nurture the next generation of self-employed tourism leaders.

In conclusion, while Vietnamese and Philippine universities take different approaches to employability and entrepreneurship education, their ultimate goal remains the same: to equip students with the competencies needed to thrive in the tourism industry. By addressing the areas identified for improvement, such as aligning curricula with industry needs, enhancing student engagement with career services, and fostering stronger industry partnerships, these institutions can better prepare their graduates to succeed in an ever-evolving global tourism market. Through such strategies, universities can empower students to become entrepreneurial leaders, innovators, and problem-solvers in the tourism sector.





## 4. Conclusions

The comprehensive analysis of employability and entrepreneurship education in tourism programs across Vietnamese and Philippine universities—namely Thai Nguyen University of Sciences (TNUS), Nha Trang University (NTU), Can Tho University (CTU), Polytechnic University of the Philippines (PUP), Lyceum of the Philippines University – Batangas (LUP-B), and University of San Carlos (USC)—highlights both commonalities and differences in the educational approaches and outcomes across these institutions. The study reveals that while the universities share an overarching goal of developing graduates equipped with the necessary skills to succeed in the dynamic tourism industry, they differ in how they achieve this outcome.

Vietnamese universities such as TNUS, NTU, and CTU emphasize structured academic programs that focus on core employability skills. These universities prioritize problem-solving, lifelong learning, and effective communication, which are foundational for tourism graduates to thrive in the competitive global market. The positive student satisfaction ratings in areas such as personal and professional growth, particularly at TNUS, suggest that these programs have been successful in nurturing essential competencies. TNUS reports an impressive 86.8% of its alumni securing employment within six months of graduation, indicating the effectiveness of their career-focused initiatives. However, the limitations in terms of international exposure and practical skill development remain evident, with only 8.5% of TNUS graduates securing international job placements. This suggests a gap in offering students the global experiences and hands-on opportunities needed to compete in an increasingly interconnected world.

In contrast, Philippine universities such as PUP, LUP-B, and USC take a more entrepreneurial approach to education, emphasizing self-employment, business creation, and industry engagement. PUP integrates business planning, leadership, and financial literacy into its curriculum, while LUP-B focuses heavily on tourism and hospitality management. USC stands out with an impressive 96% job placement rate, underscoring the success of its career-focused initiatives, which include internships, job fairs, and networking events. LUP-B's dedicated career and business support center is another example of a proactive approach, although challenges remain in engaging students fully with the available services. Data from LUP-B indicates that a significant portion of students relies primarily on "Talk Shows on career paths" for career guidance, highlighting a need for a more comprehensive engagement with other career support services, such as mentorship programs and business incubators.

In spite of these differences in approach, the analysis reveals a common focus across all institutions on developing critical competencies that transcend academic disciplines, particularly problem-solving, effective communication, and leadership. These competencies are indispensable in the tourism industry and contribute to graduates' adaptability and



resilience in navigating the complexities of the sector. This shared emphasis on both technical skills and soft skills highlights the need for a multifaceted educational approach that prepares students for the practical challenges of entrepreneurship and employment.

The study also identifies key areas for improvement. It calls for curricula to be more closely aligned with industry needs to ensure that students acquire relevant, practical skills that are directly applicable to the workplace. There is also a need to enhance awareness and accessibility to career and entrepreneurship support services, ensuring that students fully utilize the resources available to them. Strengthening collaboration between academia and industry will further bridge the gap between theoretical knowledge and practical application, offering students valuable real-world experiences. Lastly, fostering a supportive entrepreneurial ecosystem that encourages innovation and risk-taking is essential to nurture the next generation of self-employed tourism leaders.

In summary, while Vietnamese and Philippine universities take different approaches to employability and entrepreneurship education, their ultimate goal remains the same: to equip students with the competencies needed to thrive in the tourism industry. By addressing the areas identified for improvement, such as aligning curricula with industry needs, enhancing student engagement with career services, and fostering stronger industry partnerships, these institutions can better prepare their graduates to succeed in an ever-evolving global tourism market. Through such strategies, universities can empower students to become entrepreneurial leaders, innovators, and problem-solvers in the tourism sector.

#### VIETNAMESE AND THE PHILIPPINES CONCLUDING REMARKS AND DISCUSSIONS FROM GRADUATE EMPLOYABILITY ANALYSIS AND ENTREPRENEURSHIP EDUCATION ANALYSIS TOWARD NEW SUGGESTED NEW COURSES IN THE CURRICULUM REFORMS

The study of tourism in higher education presents diverse approaches to curriculum design and career orientation. Two distinct models emerge from the data: the first prioritizing comprehensive academic and career preparation, exemplified by TNUS 3.2, NTU 3.2, and CTU 3.2, and the second focusing on entrepreneurship and industry engagement, represented by PUP 3.2 and LUP-B 3.2 and USC 3.2. While both models share the common goal of producing employable graduates, their strategies and areas of emphasis differ significantly.

The first model, adopted by TNUS, NTU, and CTU, prioritizes structured academic programs and career development. These universities emphasize equipping students with a strong foundation in core employability skills such as problem-solving, lifelong learning, and communication. This is reflected in consistently high student satisfaction ratings across these institutions, particularly in areas like personal and professional growth. For instance,



the average rating for personal development at TNUS was 3 on a 4-point scale, indicating a high level of perceived benefit. Similarly, 86.8% of TNUS alumni reported finding jobs within 6 months of graduation, underscoring the effectiveness of their career-focused programs. However, limitations exist within this model, notably in the area of international exposure. Despite recognizing the importance of global job markets, opportunities for work abroad remain relatively low, with only 8.5% of TNUS graduates securing international positions.

Conversely, PUP and LUP-B adopt a more entrepreneurial approach, fostering self-employment and industry engagement. PUP integrates business planning, leadership, and financial literacy into its curriculum, while LUP-B emphasizes tourism and hospitality management. Both universities offer structured internship programs, job fairs, and industry networking events to facilitate career connections. Notably, LUP-B has a dedicated center for career and business support, with 77% of students reporting awareness of its services. Furthermore, entrepreneurship is encouraged through business competitions, mentorship programs, and the availability of incubator spaces. However, challenges persist in ensuring student awareness and participation in these initiatives. Data from LUP-B indicates that 50.4% of students primarily rely on "Talk Shows on career paths" for career support, suggesting a need for more proactive engagement with other services.

In conclusion, the two models represent distinct pathways to achieving employability within tourism education. While TNUS, NTU, and CTU prioritize structured academic and career preparation, PUP and LUP-B adopt a more entrepreneurial approach. Recognizing the strengths and limitations of each model is crucial in shaping effective strategies to meet the evolving demands of the tourism industry and equip graduates with the necessary skills and competencies to thrive in their chosen careers.

The analysis of entrepreneurship education in tourism programs reveals diverse approaches. The TNUS 3.3, NTU 3.3, and CTU 3.3 programs primarily focus on fostering entrepreneurial skills and attitudes, with a strong emphasis on equipping students with the knowledge and tools to launch and manage startups. At CTU, 51.3% of students expressed awareness of a dedicated center providing support for starting a business, and the average agreement level with the statement "The curriculum provided valuable insights into starting and managing a business" was 3.6 out of 5. This suggests a positive perception of the program's effectiveness in developing entrepreneurial skills.

In contrast, PUP 3.3, LUP-B 3.3 and USC 3.3 place a greater emphasis on integrating entrepreneurship into the curriculum and providing practical experience through internships and industry engagement. At PUP, 77% of students affirmed that the university has an organization devoted to providing support for starting a business, and the average usefulness level of services contributing to increasing opportunities for entrepreneurship was 3.9 out of 5. This indicates a strong focus on creating a supportive ecosystem for aspiring entrepreneurs.



In spite of these differences, all programs place a high value on developing core entrepreneurial competencies such as creativity, leadership, problem-solving, and risk-taking. This shared emphasis underscores the importance of a multifaceted approach to fostering entrepreneurship, with a strong focus on both academic integration and practical support structures.

## YEAR 2:

### **Course 1: Sustainable Tourism Entrepreneurship and Innovation**

**Objective:** Equip students with entrepreneurial skills to create sustainable tourism startups and foster innovation.

#### **Content Focus:**

- **Sustainable Business Models:** Eco-tourism, community-based tourism
- **Entrepreneurship in Tourism:** Identifying market gaps, business plans, startup launch
- **Innovation and Technology:** Apps for responsible travel, blockchain
- **Risk Management and Social Responsibility:** Addressing social and environmental risks

#### **Practical Components:**

- Group projects to design a sustainable tourism startup
- Partnerships with local sustainable tourism businesses
- Mentorship programs with successful entrepreneurs

**Outcome:** Students will be prepared to start their own sustainable tourism ventures, utilizing innovative and sustainable business models.

### **Course 2: Sustainable Tourism Policy and Development in Southeast Asia**

**Objective:** Provide an understanding of tourism development policies in Southeast Asia, focusing on sustainability and cultural preservation.

#### **Content Focus:**

- **Regional Tourism Challenges and Opportunities:** Examining the impact of tourism in Vietnam and the Philippines
- **Sustainability and Policy Making:** Overview of tourism policies in Vietnam and the Philippines
- **Tourism Regulations and Standards:** Eco-certifications, environmental laws
- **Cultural Preservation in Tourism:** Integrating indigenous knowledge into tourism

#### **Practical Components:**

- Comparative studies on tourism policies in Vietnam and the Philippines
- Engagement with policymakers and industry leaders in sustainable tourism
- Field visits to culturally and ecologically significant sites

**Outcome:** Students will understand how to navigate sustainable tourism policies and



develop strategies for policy-making and implementation.

### **YEAR 3:**

#### **Course 3: Industry Engagement and Networking for Sustainable Tourism Startups**

**Objective:** Develop industry engagement, networking skills, and practical experience through internships and industry collaborations.

#### **Content Focus:**

- **Building Industry Relationships:** Networking with tourism organizations, NGOs
- **Tourism Startup Ecosystems:** Incubators, accelerators, business networks
- **Practical Workshops and Industry Events:** Tourism fairs, conferences, startup competitions
- **Leadership in Tourism Startups:** Developing leadership skills for sustainability

#### **Practical Components:**

- Internship opportunities with sustainable tourism businesses or ministries
- Student participation in tourism expos or startup competitions
- Collaboration with tourism associations for hands-on experience

**Outcome:** Students will build industry connections, gain hands-on experience, and be prepared to lead or collaborate in sustainable tourism startups.



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## 6. ANNEXES

This part provides an overview of the annexes included in this report. Annexes 1 to 4 contain questionnaires designed for various stakeholders, including alumni, final-year students, academic staff, and indirect stakeholders (e.g., NGOs, local authorities). Annex 5 presents the results from the statistical analysis conducted on the survey data, offering insights into employability and entrepreneurship in tourism education. Additionally, this report acknowledges the contributions of all Vietnamese and Philippine partners in the ECOViP project.

**ANNEX 1: Questionnaire for alumni**

**ANNEX 2. Questionnaire for final year student**

**ANNEX3. Questionnaire for academic staff**

**ANNEX 4. Questionnaire for indirect stakeholders (i.e. NGO, local authorities, hubs, centers, consultants)**

**ANNEX 5. Results from T3.2 and T3.3 statistical analysis**

## 6.1. ANNEX 1: Tracer Study Questionnaire (for Alumni)

### Bảng câu hỏi nghiên cứu lần vết (dành cho Cựu sinh viên)

Code/ Mã	Questions/ Câu hỏi	Responses/ Câu trả lời
<b>A</b>	<b>PERSONAL INFORMATION/ THÔNG TIN CÁ NHÂN</b>	
Q1	Gender/ <i>Giới tính</i>	0. Female/ <i>Nữ</i> 1. Male/ <i>Nam</i> 2. Other/ <i>Khác</i> 3. Prefer not to say/ <i>Không thích tiết lộ</i>
Q2	Age/ <i>Tuổi</i>	
Q3	Civil status/ <i>Tình trạng hôn nhân</i>	0. Single/ <i>Độc thân</i> 1. Separated/ Divorced ( <i>Ly thân/ Ly dị</i> ) 2. Single Parent (born a child but not married)/ <i>Cha/ Mẹ đơn thân (Có con nhưng không kết hôn)</i> 3. Married (include those not living with spouse)/ <i>Đã kết hôn (bao gồm những người hiện không sống chung với vợ/ chồng)</i> 4. Widow or Widower/ <i>Goá vỢ/ chồng</i>
Q4	Mobile Number or Email address/ <i>Số điện thoại hoặc địa chỉ Email</i>	
<b>B</b>	<b>EDUCATIONAL INFORMATION/ THÔNG TIN VỀ HỌC VẤN</b>	
Q5	Name of School or University where you earned your degree/ <i>Tên của Trường hoặc Đại học bạn được cấp bằng</i>	
Q6	What is the university's form of ownership?/ <i>Hình thức sở hữu của Trường đại học này là gì?</i> (only select 1 response/ <i>chỉ chọn một câu trả lời</i> )	1. Public/ <i>Công lập</i> 2. Private/ <i>Tư hữu</i> 3. International solo/ <i>100% nước ngoài</i> 4. International cooperation/ <i>Hợp tác quốc tế</i> 5. Other/ <i>Khác</i>

Q7	<p>Academic year graduated? <i>Năm học bạn tốt nghiệp</i></p> <p><i>(only select 1 response/ chỉ chọn một câu trả lời)</i></p>	<ol style="list-style-type: none"> <li>1. 2013-2014</li> <li>2. 2014-2015</li> <li>3. 2015-2016</li> <li>4. 2016-2017</li> <li>5. 2017-2018</li> <li>6. 2018-2019</li> <li>7. 2019-2020</li> <li>8. 2020-2021</li> <li>9. 2021-2022</li> </ol>
Q8	<p>How long did it take you to find a job since obtaining your degree?/ <i>Bạn mất bao lâu để tìm được việc làm kể từ khi có bằng tốt nghiệp?</i></p> <p><i>(only select 1 response/ chỉ chọn một câu trả lời)</i></p>	<ol style="list-style-type: none"> <li>1. Within 6 months/<i>Trong vòng 6 tháng</i></li> <li>2. Between 6 and 12 months/ <i>từ 6 đến 12 tháng</i></li> <li>3. Between 1 and 2 years/ <i>từ 1 đến 2 năm</i></li> <li>4. More than 2 years/ <i>trên 2 năm</i></li> <li>5. Not yet working and looking for a job/ <i>Tôi chưa đi làm và vẫn đang tìm việc</i></li> </ol>
Q9	<p>What were the challenges that you encountered when seeking employment after graduating from the university?/ <i>Những thách thức mà bạn gặp phải khi tìm kiếm việc làm sau khi tốt nghiệp đại học là gì?</i></p>	
Q10	<p>Which one best describes your status during your first employment?/ <i>Câu nào mô tả đúng nhất về công việc đầu tiên của bạn sau khi tốt nghiệp?</i></p>	<ol style="list-style-type: none"> <li>1. Working full-time/ <i>Làm toàn thời gian</i></li> <li>2. Working part-time but seeking full-time work/ <i>Làm bán thời gian nhưng đang tìm việc toàn thời gian</i></li> </ol>

	<i>(only select 1 response/ chỉ chọn một câu trả lời)</i>	3. Working part-time but not seeking full-time work/ <i>Làm bán thời gian nhưng không tìm việc toàn thời gian</i>  4. Self-employed/ <i>Tự làm chủ</i>  5. Not working and looking for a job/ <i>Chưa đi làm và vẫn đang tìm việc</i>  6. Other, pls specify/ <i>Khác, vui lòng nêu rõ</i>
Q11	Was your first job related to the degree you earned?/ <i>Công việc đầu tiên của bạn có liên quan đến bằng cấp của bạn không?</i>	0. No/ <i>Không</i>  1. Yes/ <i>Có</i>
Q12	How useful is the knowledge and skills learned from the university?/ <i>Kiến thức và kỹ năng bạn học được từ trường đại học hữu ích như thế nào?</i>	1. Not useful at all/ <i>Không hữu ích tí nào</i>  2. Not useful/ <i>Không hữu ích</i>  3. Somewhat useful/ <i>Khá hữu ích</i>  4. Extremely useful/ <i>Cực kỳ hữu ích</i>
Q13	How many times did you change your job since having the first job?/ <i>Bạn đã nhảy việc bao nhiêu lần kể từ công việc đầu tiên?</i>	
<b>C</b>	<b>CURRENT EMPLOYMENT STATUS/ TÌNH TRẠNG VIỆC LÀM HIỆN TẠI</b>	
Q14	Job status/ <i>Tình trạng công việc</i>	1. Permanent/ <i>Dài hạn</i>  2. Temporary/ <i>Tạm thời</i>  3. Contractual/ <i>Dựa trên hợp đồng</i>  4. Job order/casual/ <i>Dựa vào đơn hàng</i>

		5. Self-employed/ <i>Tự làm chủ</i>
Q14	Name of the organization/ <i>Tên của tổ chức bạn đang làm việc</i>  Address/ <i>Địa chỉ</i>	
Q15	Organization's ownership/ <i>Hình thức sở hữu của tổ chức bạn đang làm việc</i>	1. Private/ <i>Tư nhân</i> 2. Public/ <i>Nhà nước</i> 3. Joint-stock venture/ <i>Cổ phần</i> 4. 100% foreign investment/ <i>100% vốn nước ngoài</i> 5. NGO/ <i>Tổ chức phi chính phủ</i> 6. Self-employed without the business registration/ <i>Tự kinh doanh không đăng ký doanh nghiệp</i>
Q16	Length of service in your current employment or self-employment/ <i>Thời gian làm công việc hiện tại hoặc công việc tự kinh doanh của bạn</i>	1. Below 1 year/ <i>Dưới 1 năm</i> 2. 2 – 5 years/ <i>2-5 năm</i> 3. 6 – 10 years/ <i>6-10 năm</i> 4. 11 – 15 years/ <i>11-15 năm</i> 5. 16 – 20 years/ <i>16-20 năm</i> 6. 21 – 25 years/ <i>21-25 năm</i> 7. Above 25 years/ <i>Trên 25 năm</i>
Q17	In the case of paid-employment, what is your current job level position?/ <i>Trong trường hợp làm công ăn lương, vị trí công việc hiện tại của bạn là gì?</i>	1. Employee/ <i>Nhân viên</i> 2. Team head/ <i>Trưởng nhóm</i> 3. Operational manager/ <i>Giám đốc sản xuất/vận hành</i> 4. General manager/ <i>Tổng Giám đốc</i> 5. Other, please specify/ <i>Khác, vui lòng nêu rõ</i>
Q18	In the case of unemployment, pls state your reason(s) why you are unemployed	
<b>D</b>	<b>CONTRIBUTION OF KNOWLEDGE AND SKILLS LEARNED TO THE EMPLOYABILITY OPPORTUNITY/ ĐÓNG GÓP CỦA KIẾN THỨC VÀ KỸ NĂNG HỌC ĐƯỢC CHO CƠ HỘI VIỆC LÀM</b>	

Q19. How would you rate the contribution of your academic program to your personal and professional growth in terms of the following/ *Bạn đánh giá thế nào về sự đóng góp của chương trình học đối với sự phát triển cá nhân và nghề nghiệp của bạn về các mặt sau:*

(1-poor/tệ 2-fair/ trung bình 3-high/ cao 4-very high/ rất cao)

	Particulars/Thông tin chi tiết	1	2	3	4
1.	Practice of the profession/ <i>Thực hành nghề nghiệp</i>				
2.	Problem-solving skill/ <i>Kỹ năng giải quyết vấn đề</i>				
3.	Research skills/ <i>Kỹ năng nghiên cứu</i>				
4.	Lifelong learning skills/ <i>Kỹ năng học tập suốt đời</i>				
5.	Communication skills/ <i>Kĩ năng giao tiếp</i>				
6.	Information technology skills/ <i>Kỹ năng công nghệ thông tin</i>				
7.	People management/ interpersonal skills/ <i>Quản lý con người/Kỹ năng giao tiếp</i>				
8.	Leadership competencies/ <i>Năng lực lãnh đạo</i>				
9.	Critical Thinking Skill/ <i>Kỹ năng tư duy phản biện</i>				
10.	Exposure to local community within field of specialization/ <i>Tiếp xúc với cộng đồng địa phương trong lĩnh vực chuyên môn</i>				
11.	Exposure to International Community within the field of Specialization/ <i>Tiếp xúc với cộng đồng quốc tế trong lĩnh vực Chuyên môn</i>				
12.	Meeting present and future professional skills/ <i>Đáp ứng các kỹ năng nghề nghiệp hiện tại và tương lai</i>				
13.	Work promotion/ <i>thăng tiến trong công việc</i>				
14.	Opportunity to work abroad/ <i>Cơ hội làm việc ở nước ngoài</i>				
15.	Personality Development/ <i>Phát triển tính cách</i>				

**Q20. How would you rate the following aspects of the academic program you earned from your school/university?/ *Bạn đánh giá thế nào về các khía cạnh sau đây của chương trình học mà bạn đã theo học?***

(1-poorly/ tệ 2-fairly/ trung bình 3-highly/ cao 4- very highly/ rất cao)

	Particulars/Thông tin chi tiết	1	2	3	4
1.	Courses offered in the curriculum/ Các môn học trong chương trình giảng dạy				
2.	Relevance of the program to your professional requirements/ Sự liên quan của chương trình với yêu cầu chuyên môn của bạn				
3.	Extra-Curricular Activities/ Các hoạt động ngoại khóa				
4.	Internship/fieldtrip/OJT (Thực tập/đi thực địa)				
5.	Research activities (student's research project)/ Hoạt động nghiên cứu (dự án nghiên cứu của sinh viên)				
6.	Interdisciplinary learning/ Học liên ngành				
7.	Teaching and learning environment/ Môi trường dạy và học				
8.	Quality of Instruction/ Chất lượng giảng dạy				
9.	Teacher- Student Relationship/ Mối quan hệ giáo viên-học sinh				
10	Library Resources/ Tài nguyên thư viện				
11.	Science Laboratory Resources/Business simulation Lab/ Tài nguyên Phòng thí nghiệm khoa học /Phòng thí nghiệm mô phỏng kinh doanh				
12.	Class Size/ Quy mô lớp học				
13.	Infrastructure and facilities/ Cơ sở hạ tầng và cơ sở vật chất				
14.	Professor's competence/ Năng lực của giáo sư/giảng viên				
15.	Attainment of program objectives and outcomes/ Đạt được mục tiêu và kết quả của chương trình đào tạo				

Thank you for your kind help./Cảm ơn bạn đã hỗ trợ.

## 6.2. ANNEX 2: For Students (Final Year only)/ Cho Sinh viên (Chỉ dành cho năm cuối)

For Graduates (of Batch 2013 to Batch 2023)/ Cho sinh viên đã tốt nghiệp (từ 2013 đến 2023)

### Respondents Profile/ Thông tin đáp viên

Gender/ Giới tính:  Female/Nữ  Male/Nam  Other/Khác  Prefer not to say/Không thích tiết lộ

Age/ Tuổi:  15-20 years old/ 15-20 tuổi;  21-25 years old/ 21-25 tuổi;

26-30 years old/ 26-30 tuổi;  31-35 year/ 31-35 tuổi;  36 years older/ từ 36 tuổi trở lên

What university are you studying / have you studied at?/ Bạn đang học/đã từng học trường đại học nào?

- Nha Trang University (NTU)/ Đại học Nha Trang (NTU)
- Can Tho University (CTU)/ Đại học Cần Thơ (CTU)
- Thai Nguyen University of Sciences (TNUS)/ Đại học Khoa học Thái Nguyên (TNUS)
- University of San Carlos (USC)/ Đại học San Carlos (USC)
- Polytechnic University of the Philippines (PUP)/ Đại học Bách khoa Philippines (PUP)
- Lyceum of the Philippines University – Batangas (LUP-B)/ Đại học Philippines Lyceum– Batangas
- Others, please specify:/ Khác, vui lòng ghi rõ:

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Academic discipline/ Ngành học

- Tourism/ Du lịch
- ICT/ Công nghệ thông tin và truyền thông
- Natural Sciences/ Khoa học tự nhiên

Others, please specify/ *Khác, vui lòng ghi rõ:*

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Academic year graduated/ *Năm tốt nghiệp*

2023; 2022; 2021; 2020; 2019; 2018 and earlier/ *2018 và trước đó*

Do you presently have a job (including part-time)?/ *Hiện tại bạn đang có việc làm chứ (bao gồm việc bán thời gian)*

Yes/ *Có;*

No/ *Không*

(if yes) Are you working in a job related to your field of study?/ *(Nếu có) Bạn có đang làm việc liên quan đến ngành học không?*

Yes/ *Có;*

No/ *Không*

(if no) Are you currently looking for a job?/ *(Nếu không) Bạn có đang tìm việc không?*

Yes/ *Có;*

No/ *Không*

Do you own some business ventures?/ *Bạn có đang sở hữu doanh nghiệp nào không?*

Yes/ *Có;*

No/ *Không*

(if yes/ *Nếu có*)

business related to field/ *ngành kinh doanh liên quan đến ngành học;*

with business not related to field/ *ngành kinh doanh không liên quan đến ngành học;*

## **AWARENESS OF ENTREPRENEURSHIP EDUCATION & ENTREPRENEURIAL OPPORTUNITIES**

### **NHẬN THỨC VỀ GIÁO DỤC KHỞI NGHIỆP VÀ CƠ HỘI KHỞI NGHIỆP**

Entrepreneurial opportunity is exogenous to the entrepreneur as well as opportunity recognition depends on the cognition of the individual(s) involved (*according to the Theory of Entrepreneurial Competence*).

*Cơ hội khởi nghiệp là ngoại sinh đối với doanh nhân cũng như việc nhận biết cơ hội phụ thuộc vào nhận thức của (các) cá nhân liên quan (theo Lý thuyết về năng lực doanh nhân).*

1. Please indicate your level of agreement with the following statements (on a scale of 1 to 5, where 1 = strongly disagree and 5 = strongly agree) as your training program is in progress or has been completed:

Vui lòng cho biết mức độ đồng ý của bạn với các nhận định sau (theo thang điểm từ 1 đến 5, trong đó 1 = hoàn toàn không đồng ý và 5 = hoàn toàn đồng ý) đối với chương trình đào tạo đang theo học hoặc đã hoàn thành của bạn:

<b>Perception of training program at HEI in progress or completed in direction of entrepreneurial opportunities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Nhận thức về chương trình đào tạo tại cơ sở giáo dục đại học đang theo học hoặc học hoặc đã hoàn thành hướng đến cơ hội khởi nghiệp</b>					
1.The curriculum provided valuable insights into starting and managing a business. <i>Chương trình đào tạo cung cấp hiểu biết sâu sắc có giá trị về việc thành lập và quản lý doanh nghiệp.</i>					
2.The curriculum content was relevant and practical for real-world application. <i>Nội dung chương trình đào tạo phù hợp và thiết thực để áp dụng vào thực tế.</i>					
3.The program materials and resources were well-organized and easy to follow. <i>Các tài liệu và nguồn tài liệu của chương trình được sắp xếp hợp lý và dễ theo dõi.</i>					
4.The instructors/facilitators were knowledgeable and engaging. <i>Những giảng viên /điều phối viên có kiến thức sâu rộng và tương tác tốt.</i>					
5.The curriculum helped me in understanding the market opportunities and potential challenges. <i>Chương trình đào tạo đã giúp tôi hiểu được những cơ hội và thách thức tiềm ẩn trên thị trường.</i>					

<p>6.The curriculum equipped me with essential skills for business planning and strategy development.</p> <p><i>Chương trình học đã trang bị cho tôi những kỹ năng cần thiết về lập kế hoạch và phát triển chiến lược kinh doanh.</i></p>					
<p>7.The curriculum provided adequate information about marketing and branding strategies.</p> <p><i>Chương trình học cung cấp đầy đủ thông tin về chiến lược tiếp thị và xây dựng thương hiệu.</i></p>					
<p>8.The financial management component of the curriculum was helpful in understanding business finances.</p> <p><i>Nội dung quản lý tài chính của chương trình học rất hữu ích trong việc hiểu biết về tài chính doanh nghiệp.</i></p>					
<p>9.The curriculum covered relevant legal aspects of starting and running a business venture.</p> <p><i>Chương trình học bao gồm các khía cạnh pháp lý liên quan đến việc thành lập và điều hành một doanh nghiệp.</i></p>					
<p>10.The program offered opportunities for networking and collaboration with other aspiring entrepreneurs.</p> <p><i>Chương trình mang đến cơ hội kết nối và hợp tác với các doanh nhân khác.</i></p>					
<p>11.Overall, the program met my expectations in terms of exploring-and-exploiting entrepreneurial opportunities.</p> <p><i>Nhìn chung, chương trình đã đáp ứng được mong đợi của tôi về việc khám phá và khai thác các cơ hội kinh doanh.</i></p>					

2. Using a scale of **1 to 5**, where **5** is “completely useful” and **1** is “completely useless”, click the cell that corresponds to **how these services at your university contribute to increasing the entrepreneurial opportunities or to get a business venture.**

Sử dụng thang điểm từ 1 đến 5, trong đó 5 là “hoàn toàn hữu ích” và 1 là “hoàn toàn vô ích”, hãy chọn ô tương ứng với mức độ hữu ích của các dịch vụ dưới đây tại trường đại học của bạn trong việc góp phần tăng cơ hội khởi nghiệp hoặc để có được một doanh nghiệp.

<b>Services in direction of awareness of opportunities</b>	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>I do n't know</b>
<b>Các dịch vụ hướng tới nhận thức về các cơ hội</b>	<b>Completely useless</b>	<b>Not very Useful</b>	<b>Useful</b>	<b>Very Useful</b>	<b>Completely useful</b>	<b>Tôi không biết</b>
	<b>Hoàn toàn vô ích</b>	<b>Khá không hữu ích</b>	<b>Hữu ích</b>	<b>Rất hữu ích</b>	<b>Hoàn toàn hữu ích</b>	
Regular/Main Curricular at your University <i>Chương trình giảng dạy chính/chính quy/chính tại Trường</i>						
Extracurricular internships/ <i>Thực tập ngoại khóa</i>						
Curricular internships/ <i>Thực tập trong chương trình học</i>						
International employment program/ <i>Chương trình việc làm quốc tế</i>						
Career Hub or Start-up Center/ <i>Trung tâm Nghề nghiệp hoặc Trung tâm Khởi nghiệp</i>						

<p><b>Services in direction of awareness of opportunities</b></p> <p><b>Các dịch vụ hướng tới nhận thức về các cơ hội</b></p>	<p>(1)</p> <p><b>Compl etely useles s</b></p> <p><b>Hoàn toàn vô ích</b></p>	<p>(2)</p> <p><b>Not ver y Use ful</b></p> <p><b>Khá khô ng hữu ích</b></p>	<p>(3)</p> <p><b>Use ful</b></p> <p><b>Hữ u ích</b></p>	<p>(4)</p> <p><b>Ver y Use ful</b></p> <p><b>Rất hữu ích</b></p>	<p>(5)</p> <p><b>Compl etely useful</b></p> <p><b>Hoàn toàn hữu ích</b></p>	<p><b>I do n't kn ow</b></p> <p><b>Tô i kh ô n g biế t</b></p>
<p>Career Coaching (focus on career skills)/ <i>Huấn luyện nghề nghiệp (tập trung vào các kỹ năng nghề nghiệp)</i></p>						
<p>Career Guidance (focus on dealing with issues)/ <i>Hướng dẫn nghề nghiệp (tập trung vào việc giải quyết các vấn đề)</i></p>						
<p>Vocational training/ <i>Đào tạo nghề</i></p>						
<p>Employment prospection (Visits to companies and companies' presentation)/ <i>Tim kiếm việc làm (Tham quan các công ty và dự các buổi thuyết trình của công ty)</i></p>						
<p>Job fair at national level (private companies)/ <i>Hội chợ việc làm cấp quốc gia (của các công ty tư nhân)</i></p>						
<p>Job fair at government level/ <i>Hội chợ việc làm do chính quyền tổ chức</i></p>						
<p>Job fair at university level/ <i>Hội chợ việc làm cấp trường</i></p>						

<p><b>Services in direction of awareness of opportunities</b></p> <p><b>Các dịch vụ hướng tới nhận thức về các cơ hội</b></p>	<p>(1)</p> <p><b>Completely useless</b></p> <p><b>Hoàn toàn vô ích</b></p>	<p>(2)</p> <p><b>Not very Useful</b></p> <p><b>Khá không hữu ích</b></p>	<p>(3)</p> <p><b>Useful</b></p> <p><b>Hữu ích</b></p>	<p>(4)</p> <p><b>Very Useful</b></p> <p><b>Rất hữu ích</b></p>	<p>(5)</p> <p><b>Completely useful</b></p> <p><b>Hoàn toàn hữu ích</b></p>	<p><b>I do n't know</b></p> <p><b>Tôi không biết</b></p>
Job fair at faculty level/ <i>Hội chợ việc làm cấp khoa</i>						
International internship program/ <i>Chương trình thực tập quốc tế</i>						
National internship program/ <i>Chương trình thực tập quốc gia</i>						
Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc/ <i>Các chương trình đào tạo (đào tạo kỹ năng mềm như kỹ năng lãnh đạo, kỹ năng giao tiếp, Làm việc nhóm, tư duy sáng tạo và giải quyết vấn đề), talk show, v.v.</i>						
Conference/Seminar/Workshop support in polishing/preparing CVs and interviews/ <i>Hội nghị/Hội thảo/Workshop hỗ trợ hoàn thiện/chuẩn bị CV và phỏng vấn</i>						

3. Using a scale of 1 to 5, where **5 is “completely useful”** and **1 is “completely useless”** indicate how **these services contribute to increasing the knowledge, skills, and attitude to start up a business**

	(1)	(2)	(3)	(4)	(5)	
Services in direction of awareness of opportunities  Các dịch vụ hướng tới nhận thức về các cơ hội	Completely useless  Hoàn toàn vô ích	Not very Use ful  Khá không hữu ích	Use ful  Hữu ích	Ver y Use ful  Rất hữu ích	Compl etely use ful  Hoàn toàn hữu ích	I do n't kn ow  Tôi không biết
Incubator /Co-working space/ Vườn ươm/Không gian làm việc chung						
Entrepreneurship program (institutional coordination of all entrepreneurship activities)/ Chương trình khởi nghiệp (phối hợp tất cả các hoạt động liên quan đến khởi nghiệp)						
Subjects where entrepreneurship is developed through curricular content/ Các môn học phát triển tinh thần khởi nghiệp thông qua nội dung giảng dạy						
Business competitions/ Các cuộc thi kinh doanh						
Network of partners that students can contact for support for their business ideas/ Mạng lưới đối tác mà sinh viên có thể liên hệ để được hỗ trợ cho ý tưởng kinh doanh của mình						
Mentoring program/ Chương trình tư vấn						
Finance resources/ Nguồn lực tài chính						

Training program/ <i>Chương trình đào tạo</i>						
Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)/ <i>Cung cấp đào tạo kỹ năng mềm (ví dụ: kỹ năng lãnh đạo, kỹ năng giao tiếp, làm việc nhóm)</i>						
Support in polishing/preparing CVs and interviews/ <i>Hỗ trợ đánh bóng/chuẩn bị CV và phỏng vấn</i>						

## **ENTREPRENEURIAL COMPETENCY & ENTREPRENEURIAL OPPORTUNITY**

### **NĂNG LỰC KHỞI NGHIỆP & CƠ HỘI KHỞI NGHIỆP**

**Entrepreneurship Competency:** “Entrepreneurial competency is a set of skills and behavior needed to create, develop, manage, and grow a business venture”.

**Năng lực khởi nghiệp:** “Năng lực khởi nghiệp là tập hợp các kỹ năng và hành vi cần thiết để tạo dựng, phát triển, quản lý và phát triển một doanh nghiệp”.

The following is a set of **individual factors** that can explain the level of entrepreneurship competencies that a person can explore and exploit entrepreneurial opportunities in any context to create & sustain entrepreneurial values. These factors will determine the probability of a person being able to explore-and-exploit opportunities to start-up his or her business venture.

*Dưới đây là tập hợp các yếu tố riêng có thể giải thích năng lực khởi nghiệp mà một người có thể nắm bắt và tận dụng các cơ hội khởi nghiệp trong bất kỳ bối cảnh nào nhằm tạo ra và duy trì các giá trị khởi nghiệp. Những yếu tố này sẽ quyết định khả năng một người nắm bắt và tận dụng cơ hội để bắt đầu công việc kinh doanh của mình.*

- Please click the cell that corresponds to the level of **importance** of each of these factors in the **success of creating Entrepreneurial Competency for an individual in exploring-and-exploiting entrepreneurial opportunities**.

*Vui lòng chọn ô tương ứng với mức độ quan trọng của từng yếu tố trong việc tạo nên năng lực khởi nghiệp cho một cá nhân trong việc nắm bắt và tận dụng các cơ hội kinh doanh.*

Domain Competencies in direction of exploring-and-exploiting Entrepreneurial Opportunity  Năng lực theo hướng nắm bắt và tận dụng cơ hội khởi nghiệp	(1)  Not important at all  Hoàn toàn không quan trọng	(2)  Not very important  Khá không quan trọng	(3)  Important  Quan trọng	(4)  Very important  Rất quan trọng	(5)  Extremely important  Cực kỳ quan trọng
Personal Characteristics/ Đặc điểm cá nhân					
1.Academic field of study/ Ngành học					
2.Foreign languages skills/ Kỹ năng ngoại ngữ					
3.Prior work experience or knowledge/ Kiến thức hoặc kinh nghiệm làm việc					
4.Ability to pitching/ Khả năng trình bày					
5.Ability to learn and adapt/ Khả năng học và thích nghi					
6.Ability to explore and exploit entrepreneurial opportunity/ Khả năng nắm bắt và tận dụng cơ hội khởi nghiệp					
7.Ability to devise a strategy plan/ Khả năng xây dựng kế hoạch chiến lược					
8.Entrepreneurial Intention (Business Desire)/ Ý định kinh doanh (Mong muốn kinh doanh)					

<i>Domain Competencies in direction of exploring-and-exploiting Entrepreneurial Opportunity</i>	(1)	(2)	(3)	(4)	(5)
<i>Năng lực theo hướng nắm bắt và tận dụng cơ hội khởi nghiệp</i>	<i>Not important at all</i> <i>Hoàn toàn không quan trọng</i>	<i>Not very important</i> <i>Khá không quan trọng</i>	<i>Important</i> <i>Quan trọng</i>	<i>Very important</i> <i>Rất quan trọng</i>	<i>Extremely important</i> <i>Cực kỳ quan trọng</i>
9.Skills of searching and analyzing unstructured information/ <i>Kỹ năng tìm kiếm và phân tích thông tin</i>					
10.Computing skills/ <i>Kỹ năng tính toán</i>					
11.Creativity and innovation/ <i>Sáng tạo và đổi mới</i>					
12.Decision making skills/ <i>Kỹ năng ra quyết định</i>					
13.Interpersonal and communication skills (listen, observation, analysis)/ <i>Kỹ năng giao tiếp (lắng nghe, quan sát, phân tích)</i>					
14.Leadership skills/ <i>Kỹ năng lãnh đạo</i>					
15.Networking skills/ <i>Kỹ năng kết nối mạng quan hệ</i>					
16.Proactivity/ <i>Tính chủ động</i>					
17.Problem solving skills/ <i>Kỹ năng giải quyết vấn đề</i>					
18.Teamwork skills/ <i>Kỹ năng làm việc nhóm</i>					

<i>Domain Competencies in direction of exploring-and-exploiting Entrepreneurial Opportunity</i>	(1)	(2)	(3)	(4)	(5)
<i>Năng lực theo hướng nắm bắt và tận dụng cơ hội khởi nghiệp</i>	<i>Not important at all</i> <i>Hoàn toàn không quan trọng</i>	<i>Not very important</i> <i>Khá không quan trọng</i>	<i>Important</i> <i>Quan trọng</i>	<i>Very important</i> <i>Rất quan trọng</i>	<i>Extremely important</i> <i>Cực kỳ quan trọng</i>
19.Risk taking/ <i>Chấp nhận rủi ro</i>					
20.Critical thinking/ <i>Tư duy phản biện</i>					
21.Environment Scan/ <i>Dò xét môi trường</i>					
22.Gender/ <i>Giới tính</i>					
23.Perceived behavioral control/ <i>Nhận thức kiểm soát hành vi</i>					
24.Subjective norms (e.g consulted by friends, family, etc.)/ <i>Chuẩn chủ quan (ví dụ: được bạn bè, gia đình tư vấn, v.v.)</i>					
25.Ethnicity/Race/ <i>Sắc tộc/Chủng tộc</i>					
26.The social origin (Education and Job status of parents)/ <i>Nguồn gốc xã hội (Trình độ học vấn và công việc của cha mẹ)</i>					
27.Alertness/ <i>Sự tỉnh táo</i>					

<i>Domain Competencies in direction of exploring-and-exploiting Entrepreneurial Opportunity</i>	(1)	(2)	(3)	(4)	(5)
<i>Năng lực theo hướng nắm bắt và tận dụng cơ hội khởi nghiệp</i>	<i>Not important at all</i> <i>Hoàn toàn không quan trọng</i>	<i>Not very important</i> <i>Khá không quan trọng</i>	<i>Important</i> <i>Quan trọng</i>	<i>Very important</i> <i>Rất quan trọng</i>	<i>Extremely important</i> <i>Cực kỳ quan trọng</i>
28. Self-Efficacy/ <i>Năng lực bản thân</i>					
<b><i>Commitment competency/Năng lực gắn bó</i></b>					
1. Drive to see venture/ <i>Mong muốn nhìn thấy doanh nghiệp thành công</i>					
2. Strong motivation to compete/ <i>Động lực cạnh tranh mạnh mẽ</i>					
3. Make an impact and dedication/ <i>Tạo ảnh hưởng và cống hiến</i>					
<b><i>Organizing Competency and Strategy Development/ Năng lực tổ chức và phát triển chiến lược</i></b>					
1. Acquire resources/ <i>Thu thập tài nguyên</i>					
2. Ability to lead/ <i>Khả năng lãnh đạo</i>					
3. Coordinate/ <i>Phối hợp</i>					
4. Delegate tasks/ <i>Giao nhiệm vụ</i>					

Domain Competencies in direction of exploring-and-exploiting Entrepreneurial Opportunity  Năng lực theo hướng nắm bắt và tận dụng cơ hội khởi nghiệp	(1)	(2)	(3)	(4)	(5)
	Not important at all  Hoàn toàn không quan trọng	Not very important  Khá không quan trọng	Important  Quan trọng	Very important  Rất quan trọng	Extremely important  Cực kỳ quan trọng
5.Develop a team/ <i>Phát triển đội nhóm</i>					
6.Develop an organizational culture/ <i>Phát triển văn hóa tổ chức</i>					
7.Develop the organization/ <i>Phát triển tổ chức</i>					
8.Organize process/ <i>Tổ chức quy trình</i>					
9.Design products and services/ <i>Thiết kế sản phẩm và dịch vụ</i>					
10.Develop a finance and budget plan/ <i>Xây dựng kế hoạch tài chính và ngân sách</i>					
11.Develop a marketing strategy/ <i>Phát triển chiến lược tiếp thị</i>					
12.Develop innovative products and services/ <i>Phát triển các sản phẩm và dịch vụ sáng tạo</i>					
<b>Ethical Competency/ Năng lực đạo đức</b>					

Domain Competencies in direction of exploring-and-exploiting Entrepreneurial Opportunity  Năng lực theo hướng nắm bắt và tận dụng cơ hội khởi nghiệp	(1)	(2)	(3)	(4)	(5)
1.Understand the ethical problems and power to communicate and argue at the organization level to run the business effectively/ <i>Hiểu các vấn đề đạo đức và năng lực giao tiếp và tranh luận để điều hành doanh nghiệp một cách hiệu quả</i>	Not important at all  Hoàn toàn không quan trọng	Not very important  Khá không quan trọng	Important  Quan trọng	Very important  Rất quan trọng	Extremely important  Cực kỳ quan trọng
<b>Social Responsibility Competency/ Năng lực trách nhiệm xã hội</b>					
1.Have responsibility towards customers, employee and the Public/ <i>Có trách nhiệm với khách hàng, nhân viên và cộng đồng</i>					

5. The following are the entrepreneurial competencies that may be **MISSING** in the curriculum (regardless of types of training) which contribute to a successful entrepreneur. Please click the cell that corresponds to the degree of agreement (on a scale of 1 to 5, where 1 = strongly disagree and 5 = strongly agree).

*Dưới đây là những năng lực khởi nghiệp có thể bị **THIẾU** trong chương trình đào tạo (bất kể loại hình đào tạo nào) mà những năng lực này góp phần tạo nên một doanh nhân thành công. Vui lòng chọn ô tương ứng với mức độ đồng ý (theo thang điểm từ 1 đến 5, trong đó 1 = hoàn toàn không đồng ý và 5 = hoàn toàn đồng ý).*

<p><b>Missed skills in the curriculum in direction of entrepreneurial opportunities</b></p> <p><b>Những kỹ năng còn thiếu trong chương trình đào tạo hướng tới cơ hội khởi nghiệp</b></p>	1	2	3	4	5
<p><b>Personal Competence/ Năng lực cá nhân</b></p>					
1. Act ethically/ <i>Hành động có đạo đức</i>					
2. Act in a creative way/ <i>Hành động một cách sáng tạo</i>					
3. Act with social responsibility/ <i>Hành động có trách nhiệm xã hội</i>					
4. Leadership skills/ <i>Kỹ năng lãnh đạo</i>					
5. Create empathy/ <i>Tạo sự đồng cảm</i>					
6. Define your goals/ <i>Xác định mục tiêu</i>					
7. Learn from failure/ <i>Học từ thất bại</i>					
8. Make appropriate decisions/ <i>Đưa ra quyết định phù hợp</i>					
9. Recognize your own limitations/ <i>Nhận ra những hạn chế của bản thân</i>					
10. Seek & analyze unstructured information/ <i>Tìm kiếm và phân tích thông tin</i>					
11. Solve problems/ <i>Giải quyết vấn đề</i>					
12. Take actions to overcome risk/ <i>Thực hiện hành động khắc phục rủi ro</i>					
13. Take initiative/ <i>Chủ động</i>					
14. Take risks/ <i>Chấp nhận rủi ro</i>					

<b>Missed skills in the curriculum in direction of entrepreneurial opportunities</b> <b>Những kỹ năng còn thiếu trong chương trình đào tạo hướng tới cơ hội khởi nghiệp</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
15. Think conceptually/ <i>Suy nghĩ theo khái niệm</i>					
16. Think logically/ <i>Suy nghĩ logic</i>					
17. Ability to network/ <i>Khả năng kết nối</i>					
18. Communicate effectively/ <i>Giao tiếp hiệu quả</i>					
19. Develop operational strategies/ <i>Xây dựng chiến lược hoạt động</i>					
20. Implement ideas and tasks/ <i>Triển khai ý tưởng và nhiệm vụ</i>					
21. Manage human resources/ <i>Quản lý nguồn nhân lực</i>					
22. Monitor the work of others/ <i>Giám sát công việc của người khác</i>					
23. Plan process/ <i>Lập kế hoạch quy trình</i>					
24. Prepare a business plan/ <i>Chuẩn bị kế hoạch kinh doanh</i>					
25. Prepare a competitive analysis/ <i>Chuẩn bị báo cáo phân tích cạnh tranh</i>					
26. See the big picture/ <i>Có thể nhìn thấy bức tranh tổng thể</i>					
27. Sell your products or services/ <i>Bán sản phẩm hoặc dịch vụ</i>					
28. Set business goals/ <i>Đặt mục tiêu kinh doanh</i>					
29. Computing skills/ <i>Khả năng tính toán</i>					

<b>Missed skills in the curriculum in direction of entrepreneurial opportunities</b> <b>Những kỹ năng còn thiếu trong chương trình đào tạo hướng tới cơ hội khởi nghiệp</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
30. Identify Opportunities/ <i>Xác định cơ hội</i>					
31. Scan the environment/ <i>Dò xét môi trường</i>					
32. Identify market gaps/ <i>Xác định khoảng trống thị trường</i>					
33. Anticipate trends/ <i>Tiên đoán xu hướng</i>					
34. Realize latent customers 'needs/ <i>Nhận diện nhu cầu tiềm ẩn của khách hàng</i>					
35. Evaluate the feasibility and viability of identified opportunities/ <i>Đánh giá tính khả thi và khả năng tồn tại của các cơ hội</i>					
<b>Relationship Competence/ Năng lực quan hệ</b>					
1. Communicate/ <i>Giao tiếp</i>					
2. Cooperate and collaborate/ <i>Hợp tác và cộng tác</i>					
3. Deal with social customs/ <i>Ứng phó với phong tục xã hội</i>					
4. Exchange knowledge/ <i>Trao đổi kiến thức</i>					
5. Lead your team/ <i>Dẫn dắt nhóm</i>					
6. Negotiate/ <i>Đàm phán</i>					
7. Persuade/ <i>Thuyết phục</i>					
8. Pitch your ideas/ <i>Trình bày ý tưởng</i>					

<b>Missed skills in the curriculum in direction of entrepreneurial opportunities</b> <b>Những kỹ năng còn thiếu trong chương trình đào tạo hướng tới cơ hội khởi nghiệp</b>	1	2	3	4	5
9. Train your team/ <i>Huấn luyện đội ngũ</i>					
10. Use and develop networks/ <i>Sử dụng và phát triển mạng lưới</i>					
11. Work in a team/ <i>Làm việc nhóm</i>					

6. In general, were there any areas of the curriculum that you believe could be improved? If yes, please provide details./ *Nhìn chung, có bất kỳ lĩnh vực nào trong chương trình giảng dạy mà bạn tin rằng có thể được cải thiện không? Nếu có, xin bạn vui lòng cho chúng tôi biết.*

***Thank you very much for your time./***

***Chân thành cảm ơn bạn đã dành thời gian trả lời câu hỏi./***

### 6.3. ANNEX 3: For Educational Staff/ Cho Cán bộ đào tạo

Respondents Profile/ Thông tin Đáp viên:

Gender/ Giới tính:  Female/Nữ  Male/Nam  Other/Khác  Prefer not to say/Không thích tiết lộ

Age/ Tuổi:  20-30 years old/ 20-30 tuổi  31-40 years old/ 31-40 tuổi  
 41-50 years old/ 40-50 tuổi  51-60 years old/ 51-60 tuổi  
 60 years older/ hơn 60 tuổi

**Q1. What university are you studying / have you studied at?/ Bạn đang học/đã từng học trường đại học nào?**

- Nha Trang University (NTU)/ Đại học Nha Trang (NTU)
  - Can Tho University (CTU)/ Đại học Cần Thơ (CTU)
  - Thai Nguyen University of Sciences (TNUS)/ Đại học Khoa học Thái Nguyên (TNUS)
  - University of San Carlos (USC)/ Đại học San Carlos (USC)
  - Polytechnic University of the Philippines (PUP)/ Đại học Bách khoa Philippines (PUP)
  - Lyceum of the Philippines University – Batangas (LUP-B)/ Đại học Philippines Lyceum– Batangas
  - Others, please specify:/ Khác, vui lòng ghi rõ:
- 

**Q2. What university are you currently work at?/ Hiện tại bạn đang làm việc tại trường đại học nào?**

- Nha Trang University (NTU)/ Đại học Nha Trang (NTU)
  - Can Tho University (CTU)/ Đại học Cần Thơ (CTU)
  - Thai Nguyen University of Sciences (TNUS)/ Đại học Khoa học Thái Nguyên (TNUS)
  - University of San Carlos (USC)/ Đại học San Carlos (USC)
  - Polytechnic University of the Philippines (PUP)/ Đại học Bách khoa Philippines (PUP)
  - Lyceum of the Philippines University – Batangas (LUP-B)/ Đại học Philippines Lyceum– Batangas
  - Others, please specify:/ Khác, vui lòng ghi rõ:
- 

**Q3. Please indicate the level of your responsibility in the Employability and or Entrepreneurship programs at your University/**

Vui lòng cho biết vai trò của bạn trong các chương trình đào tạo nghề và Khởi nghiệp tại trường Đại học nơi bạn đang làm việc:

- Higher Management Staff: Rector, Vice-rector, Director, Dean/ *Cán bộ quản lý cấp cao: Hiệu trưởng, Phó hiệu trưởng, Giám đốc, Trưởng khoa*
- Director/Dean of employment center/ *Giám đốc/Trưởng trung tâm việc làm*
- Director of entrepreneurship center/ *Giám đốc trung tâm khởi nghiệp*
- Director/Dean of employment and / or entrepreneurship center/ *Giám đốc/Trưởng trung tâm việc làm và/hoặc khởi nghiệp*
- Administrative Officer of employment center/ *Cán bộ văn phòng trung tâm việc làm*
- Administrative Officer of entrepreneurship center/ *Cán bộ văn phòng trung tâm khởi nghiệp*
- Administrative Officer of employment and / or entrepreneurship center/ *Cán bộ văn phòng trung tâm việc làm và/hoặc khởi nghiệp*
- Academic staff collaborating with employment programs/ *Cán bộ giảng dạy các chương trình đào tạo nghề*
- Academic staff collaborating with entrepreneurship programs/ *Cán bộ giảng dạy các chương trình khởi nghiệp*
- Academic staff collaborating with both employment and entrepreneurship programs/ *Cán bộ giảng dạy các chương trình đào tạo nghề và khởi nghiệp*
- Technical staff collaborating with employment programs/ *Cán bộ hỗ trợ kỹ thuật của các chương trình đào tạo nghề*
- Technical staff collaborating with entrepreneurship programs/ *Cán bộ hỗ trợ kỹ thuật của các chương trình khởi nghiệp*
- Technical staff collaborating with both employment and entrepreneurship programs/ *Nhân viên hỗ trợ kỹ thuật của các chương trình đào tạo nghề và khởi nghiệp*
- Administrative staff collaborating with employment program/ *Cán bộ văn phòng của chương trình đào tạo nghề*
- Administrative staff collaborating with entrepreneurship programs/ *Cán bộ văn phòng của các chương trình khởi nghiệp*
- Administrative staff collaborating with both employment and entrepreneurship program/ *Cán bộ văn phòng của chương trình đào tạo nghề và khởi nghiệp*
- Professor (Full-time or Part-time Faculty Members)/ *Giáo sư (Cán bộ giảng dạy toàn thời gian hoặc bán thời gian tại Khoa/Trường)*
- Support Staff/ *Nhân viên hỗ trợ*

**Q4. Does your University have a Career Center or Business Center devoted to providing support to the students and graduates to get a job or start a business?**  
*Trường đại học của bạn có Trung tâm Nghề nghiệp hoặc Trung tâm Kinh doanh chuyên hỗ trợ sinh viên đang học và sinh viên tốt nghiệp tìm việc làm hoặc khởi nghiệp không?*



- Yes, there is a Career Center, but not Business Center/ *Có, có Trung tâm Nghề nghiệp nhưng không có Trung tâm Kinh doanh*
- Yes, there is a Business Center but not Career Center/ *Có, có Trung tâm Kinh doanh nhưng không có Trung tâm Nghề nghiệp*
- Yes, there are both centers belonging to different administrative units/ *Có, cả hai trung tâm, nhưng trực thuộc đơn vị khác nhau*
- Yes, there are both centers belonging to a same administrative unit/  *Có, cả hai trung tâm đều trực thuộc cùng một đơn vị*
- No, there are none of these centers, but there are programs and activities to support students and graduates to find a job and/or start a business / *Không, không có trung tâm nào trong số này, nhưng có các chương trình và hoạt động hỗ trợ sinh viên đang học và sinh viên tốt nghiệp tìm việc làm và/hoặc khởi nghiệp*
- I don't know/*Tôi không biết*

## EMPLOYABILITIES/ KHẢ NĂNG ĐƯỢC TUYỂN DỤNG

*To answer questions in this section, consider the following definition of employability  
Để trả lời các câu hỏi trong phần này, hãy xem xét định nghĩa sau đây về khả năng được tuyển*

*Employability: set of achievements which pertains to skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy*

*Khả năng được tuyển dụng: tập hợp các thành tựu liên quan đến kỹ năng, kiến thức và đặc điểm cá nhân giúp sinh viên đã tốt nghiệp có nhiều khả năng kiếm được việc làm và thành công trong nghề nghiệp đã chọn, mang lại lợi ích cho bản thân, lực lượng lao động, cộng đồng và nền kinh tế*

**Q5. Please indicate the following mechanism / programs to support the students to get a job and improve employability organized by your University (*please check one box for each mechanism/program that best corresponds to your answer*).**

*Vui lòng cho biết các cơ chế/chương trình hỗ trợ sinh viên có việc làm và nâng cao khả năng được tuyển dụng do Trường của bạn tổ chức (vui lòng đánh dấu vào một ô cho mỗi cơ chế/chương trình phù hợp nhất với câu trả lời của bạn).*

Services  (Dịch vụ)	Business/ Career Center	Academic Division	Student Support Services	Other department/ Office  Phòng/ Ban khác	This service is not carried out at my university Dịch vụ này không có ở Trường tôi	I don't know  Tôi không biết
Regular/Main Curricular at your University/ <i>Chương trình giảng dạy chính /chính quy tại Trường</i>						
Extracurricular internships/ <i>Thực tập ngoại khóa</i>						
Curricular internships/ <i>Thực tập nội khóa (trong chương trình đào tạo)</i>						
International employment program/ <i>Chương trình việc làm quốc tế</i>						
Career Hub or Start-up Center/ <i>Trung tâm Hướng nghiệp hoặc Trung tâm Khởi nghiệp</i>						
Career Coaching/ <i>Huấn luyện nghề nghiệp</i>						
Career Guidance/ <i>Hướng dẫn nghề nghiệp</i>						
Vocational training/ <i>Đào tạo nghề</i>						
Employment prosepction (Visits to companies and companies' presentation)/ <i>Tim kiếm việc làm (Tham quan các công ty và dự các buổi thuyết trình của công ty)</i>						
Job fair at national level (private companies)/ <i>Hội chợ việc làm cấp quốc gia (của các công ty tư nhân)</i>						
Job fair at government level/ <i>Hội chợ việc làm do chính quyền tổ chức</i>						
Job fair at university level/ <i>Hội chợ việc làm cấp trường</i>						

Services  (Dịch vụ)	Business/ Career Center  Trung tâm Nghề nghiệp p/ Kinh doanh	Academic Division  Khó/ Ban học thuật	Student Support Services  Dịch vụ Hỗ trợ Sinh viên	Other department/ Office  Phòng/ Ban khác	This service is not carried out at my university Dịch vụ này không có ở Trường tôi	I do not know  Tôi không biết
Job fair at faculty level/ <i>Hội chợ việc làm cấp khoa</i>						
International internship program/ <i>Chương trình thực tập quốc tế</i>						
National internship program/ <i>Chương trình thực tập quốc gia</i>						
Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc/ <i>Các chương trình đào tạo (đào tạo kỹ năng mềm như kỹ năng lãnh đạo, kỹ năng giao tiếp, Làm việc nhóm, tư duy sáng tạo và giải quyết vấn đề), talk show, v.v.</i>						
Conference/Seminar/Workshop support in polishing/preparing CVs and interviews/ <i>Hội nghị/Hội thảo/Workshop hỗ trợ hoàn thiện/chuẩn bị CV và phỏng vấn</i>						

**Q6. Using a scale of 1 to 5, where 5 is “completely useful” and 1 is “completely useless”, please check the cell that corresponds to how these services contribute to increasing the opportunities to get a job.**

*Sử dụng thang điểm từ 1 đến 5, trong đó 5 là “hoàn toàn hữu ích” và 1 là “hoàn toàn vô ích”, vui lòng đánh dấu vào ô tương ứng với mức độ các dịch vụ này góp phần tăng cơ hội được tuyển dụng của sinh viên.*

Services  Dịch vụ	(1) Com pletel y usele ss	(2) Not very Usefu l  Khá khôn g hữu ích	(3) Us ef ul  H ữu ích	(4) Ver y Use ful  Rất hữu ích	(5) Com pletel y usefu l  Hoàn toàn hữu ích	I do n't kn ow  Tôi kh ôn g biế t
Regular/Main Curricular at your University/ <i>Chương trình giảng dạy chính /chính quy tại Trường</i>						
Extracurricular internships/ <i>Thực tập ngoại khóa</i>						
Curricular internships/ <i>Thực tập nội khóa (trong chương trình đào tạo)</i>						
International employment program/ <i>Chương trình việc làm quốc tế</i>						
Career Hub or Start-up Center/ <i>Trung tâm Hướng nghiệp hoặc Trung tâm Khởi nghiệp</i>						
Career Coaching/ <i>Huấn luyện nghề nghiệp</i>						
Career Guidance/ <i>Hướng dẫn nghề nghiệp</i>						
Vocational training/ <i>Đào tạo nghề</i>						
Employment prospection (Visits to companies and companies' presentation)/ <i>Tìm kiếm việc làm (Tham quan các công ty và dự các buổi thuyết trình của công ty)</i>						
Job fair at national level (private companies)/ <i>Hội chợ việc làm cấp quốc gia (của các công ty tư nhân)</i>						
Job fair at government level/ <i>Hội chợ việc làm do chính quyền tổ chức</i>						
Job fair at university level/ <i>Hội chợ việc làm cấp trường</i>						
Job fair at faculty level/ <i>Hội chợ việc làm cấp khoa</i>						
International internship program/ <i>Chương trình thực tập quốc tế</i>						
National internship program/ <i>Chương trình thực tập quốc gia</i>						
Training programs (soft skills training such as leadership skills, communication skills, Teamwork, creative thinking and problem solving), talk shows, etc/						

Services  Dịch vụ	(1) Com pletel y usele ss	(2) Not very Usefu l  Khá khôn g hữu ích	(3) Us ef ul  H ữu ích	(4) Ver y Use ful  Rất hữu ích	(5) Com pletel y usefu l  Hoàn toàn hữu ích	I do n't kn ow  Tôi kh ôn g biế t
<i>Các chương trình đào tạo (đào tạo kỹ năng mềm như kỹ năng lãnh đạo, kỹ năng giao tiếp, Làm việc nhóm, tư duy sáng tạo và giải quyết vấn đề), talk show, v.v.</i>						
Conference/Seminar/Workshop support in polishing/preparing CVs and interviews/ Hội nghị/Hội thảo/Workshop hỗ trợ hoàn thiện/chuẩn bị CV và phỏng vấn						

**Q7. The following is a set of individual factors that can explain the level of employability that a person can reach in any context. These factors will determine the probability of a person to get a job according to his or her interests and educational level.**

*Dưới đây là tập hợp các yếu tố cá nhân có thể giải thích được khả năng được tuyển dụng của một người nào đó trong bất kỳ bối cảnh nào. Những yếu tố này sẽ quyết định khả năng một người có được việc làm phù hợp với sở thích và trình độ học vấn của họ.*

Please check the cell that corresponds to the level of importance of each of these factors in the success of obtaining a job for university graduates in your university.

*Vui lòng đánh dấu vào ô tương ứng với mức độ quan trọng của từng yếu tố này đối với sự thành công trong việc kiếm được việc làm của sinh viên tốt nghiệp tại trường đại học của bạn.*

	(1) Not important at all	(2) Not very important	(3) Important	(4) Very important	(5) Essential
	Không hề quan trọng	Không quan trọng	Quan trọng	Rất quan trọng	Cực kỳ quan trọng
Academic field of study/ <i>Ngành học</i>					
Academic performance/ <i>Kết quả học</i>					
Foreign languages skills/ <i>Kỹ năng ngoại ngữ</i>					
Previous work experience/ <i>Kinh nghiệm làm việc trước đây</i>					
Ability to face a job interview/ <i>Khả năng đối mặt với phỏng vấn việc làm</i>					
Ability to learn and adapt/ <i>Khả năng học hỏi và thích ứng</i>					
Ability to prepare a job application (Resume/CV, Cover letter)/ <i>Khả năng chuẩn bị hồ sơ ứng tuyển (Sơ yếu lý lịch, Đơn ứng tuyển)</i>					
Ability to use the job searching resources (job portals...)/ <i>Khả năng sử dụng các nguồn tìm kiếm việc làm (cổng thông tin việc làm...)</i>					
Business orientated attitude/ <i>Thái độ phù hợp với nghề</i>					
Computing skills/ <i>Kỹ năng tính toán</i>					
Creativity and innovation/ <i>Sáng tạo và cải tiến</i>					
Decision making skills/ <i>Kỹ năng ra quyết định</i>					
Interpersonal and communication skills/ <i>Kỹ năng giao tiếp</i>					
Leadership skills/ <i>Kỹ năng lãnh đạo</i>					
Networking skills/ <i>Kỹ năng kết nối mạng quan hệ</i>					
Proactivity/ <i>Tính chủ động</i>					
Problem solving skills/ <i>Kỹ năng giải quyết vấn đề</i>					
Teamwork skills/ <i>Kỹ năng làm việc nhóm</i>					
Willingness to relocate for a job/ <i>Sẵn sàng chuyển nơi ở cho công việc</i>					
Gender/ <i>Giới tính</i>					
Ethnicity/Race/ <i>Dân tộc / chủng tộc</i>					
The social origin (Education and Job status of parents)					

	(1) <i>Not important at all</i>	(2) <i>Not very important</i>	(3) <i>Important</i>	(4) <i>Very important</i>	(5) <i>Essential</i>
	<i>Không hề quan trọng</i>	<i>Không quan trọng</i>	<i>Quan trọng</i>	<i>Rất quan trọng</i>	<i>Cực kỳ quan trọng</i>
<i>Nguồn gốc xã hội (Trình độ học vấn và tình trạng công việc của cha mẹ)</i>					

**Q8. The following is a set of factors based on the labor market and national regulations that can be barriers to graduates securing employment.**

*Dưới đây là tập hợp các yếu tố dựa trên thị trường lao động và các quy định quốc gia mà có thể là rào cản đối với sinh viên tốt nghiệp trong việc có được việc làm.*

Please check the cell that corresponds to how problematic each of these factors is for you.

*Vui lòng đánh dấu vào ô tương ứng với mức độ khó khăn của từng yếu tố này đối với bạn.*

	(1) <i>Not problematic at all</i>	(2) <i>Not very problematic</i>	(3) <i>Problematic</i>	(4) <i>Very problematic</i>	(5) <i>Critical</i>
	<i>Không là vấn đề gì cả</i>	<i>Không là vấn đề</i>	<i>Có vấn đề</i>	<i>Rất có vấn đề</i>	<i>Cực kỳ nghiêm trọng</i>
<i>Employers not recruiting graduates/ Nhà tuyển dụng không tuyển sinh viên vừa tốt nghiệp</i>					
<i>Lack of job vacancies/ Thiếu việc làm</i>					
<i>Complex hiring procedures/ Thủ tục tuyển dụng phức tạp</i>					
<i>Educational mismatch with corporation priorities/ Sự không phù hợp giữa đào tạo và các ưu tiên của công ty</i>					
<i>Labor market laws / Luật thị trường lao động</i>					

	(1) Not problematic at all Không gì là vấn đề gì cả	(2) Not very problematic Không là vấn đề	(3) Problematic Có vấn đề	(4) Very problematic Rất có vấn đề	(5) Critical Cực kỳ nghi êm trọng
Inequality for women/ <i>Bất bình đẳng đối với phụ nữ</i>					
Inequality for minorities/ <i>Bất bình đẳng đối với người thiểu số</i>					
Lack of opportunities to work abroad/ <i>Thiếu cơ hội việc làm quốc tế</i>					
Lack of recognition of degrees/ <i>Thiếu sự công nhận bằng cấp</i>					
Lack of regulation of work-life balance/ <i>Thiếu quy định về cân bằng giữa công việc và cuộc sống</i>					
Lack of intermediation agencies/ <i>Thiếu cơ quan trung gian</i>					

**Q9. Do you think that while at a university, students should explore their potential for employment and develop some skills which will enable them to find a meaningful job?/ *Bạn có nghĩ rằng khi học đại học, sinh viên nên khám phá tiềm năng việc làm của mình và phát triển một số kỹ năng giúp họ tìm được một công việc có ý nghĩa?***

- Yes, as an extracurricular activity/ *Có, như một hoạt động ngoại khóa*
- Yes, as a curricular activity/ *Có, như một hoạt động trong chương trình học*
- Yes, both/ *Có, cả hai*
- Not at all/ *Không hề có*

**Q10. Do you think that your university is currently committed to improving the development of students' employability? / *Bạn có nghĩ rằng trường đại học của bạn hiện đang cải thiện sự phát triển khả năng được tuyển dụng của sinh viên không?***

- Yes, totally/ *Có, hoàn toàn đáp ứng yêu cầu*
- Yes, but not enough as it would be necessary/ *Có, nhưng chưa đủ như cần thiết*
- No, and it should be more committed/ *Không, và cần phải thực hiện nhiều hơn*

No, and it is not necessary to be committed at all/ *Không, và không cần thiết phải thực hiện gì cả*

## ENTREPRENEURSHIP/ TINH THẦN KHỞI NGHIỆP

To answer questions in this section, consider the following definition of entrepreneurship

Để trả lời các câu hỏi trong phần này, hãy xem xét định nghĩa sau đây về tinh thần khởi nghiệp.

Entrepreneurship: *The capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit.*

Tinh thần khởi nghiệp: *Năng lực và sự sẵn lòng phát triển, tổ chức và quản lý một doanh nghiệp cùng với việc chịu bất kỳ rủi ro nhằm tạo ra lợi nhuận*

Q11. Please indicate the following mechanism / programs to support the entrepreneurship for students organized by your University (please check one box for each mechanism/program that best corresponds to your answer). *(Vui lòng cho biết cơ chế/chương trình hỗ trợ khởi nghiệp cho sinh viên do Trường của bạn tổ chức (vui lòng đánh dấu vào một ô cho mỗi cơ chế/chương trình phù hợp nhất với câu trả lời của bạn).*

Services  Dịch vụ	Business/ Career Center  Trung tâm Nghề nghiệp/ Kinh doanh	Academic Division  Khối/ Ban học thuật	Student Support Services  Dịch vụ Hỗ trợ Sinh viên	Other department/ Office  Phòng/ Ban khác	This service is not carried out at my university Dịch vụ này không có ở Trường tôi	I do not know  Tôi không biết
Incubator /Co-working space/ <i>Vườn ươm/ Không gian làm việc chung</i>						
Entrepreneurship program (institutional coordination of all entrepreneurship activities)/						

<i>Chương trình khởi nghiệp (phối hợp tất cả các hoạt động liên quan đến khởi nghiệp)</i>						
Subjects where entrepreneurship is developed through curricular content/ <i>Các môn học phát triển tinh thần khởi nghiệp thông qua nội dung giảng dạy</i>						
Business competitions/ <i>Các cuộc thi kinh doanh</i>						
Network of partners that students can contact for support for their business ideas/ <i>Mạng lưới đối tác mà sinh viên có thể liên hệ để được hỗ trợ cho ý tưởng kinh doanh của mình</i>						
Mentoring program/ <i>Chương trình tư vấn</i>						
Finance resources/ <i>Nguồn lực tài chính</i>						
Training program/ <i>Chương trình đào tạo</i>						
Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)/ <i>Cung cấp đào tạo kỹ năng mềm (ví dụ: kỹ năng lãnh đạo, kỹ năng giao tiếp, làm việc nhóm)</i>						
Support in polishing/preparing CVs and interviews/ <i>Hỗ trợ đánh bóng/chuẩn bị CV và phỏng vấn</i>						
Others... / <i>Khác...</i>						

**Q12. Using a scale of 1 to 5, where 5 is “completely useful” and 1 is “completely useless”, please check the cell that corresponds to how these services contribute to increasing the skills to start a business.**

*Sử dụng thang điểm từ 1 đến 5, trong đó 5 là “hoàn toàn hữu ích” và 1 là “hoàn toàn vô dụng”, vui lòng đánh dấu vào ô tương ứng với mức độ các dịch vụ này góp phần nâng cao kỹ năng khởi nghiệp.*

<i>Services</i>	<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>	<i>(5)</i>	<i>I do not know</i>
<i>Dịch vụ</i>	<i>Not important at all</i>	<i>Not very important</i>	<i>Important</i>	<i>Very important</i>	<i>Essential</i>	<i>Tôi không</i>
	<i>Không hề quan trọng</i>	<i>Không quan trọng</i>	<i>Quan trọng</i>	<i>Rất quan trọng</i>	<i>Cực kỳ quan trọng</i>	<i>Tôi không</i>

					trọng	g
					g	biết
					g	t
Incubator /Co-working space/ Vườn ươm/Không gian làm việc chung						
Entrepreneurship program (institutional coordination of all entrepreneurship activities)/ Chương trình khởi nghiệp (phối hợp tất cả các hoạt động liên quan đến khởi nghiệp)						
Subjects where entrepreneurship is developed through curricular content/ Các môn học phát triển tinh thần khởi nghiệp thông qua nội dung giảng dạy						
Business competitions/ Các cuộc thi kinh doanh						
Network of partners that students can contact for support for their business ideas/ Mạng lưới đối tác mà sinh viên có thể liên hệ để được hỗ trợ cho ý tưởng kinh doanh của mình						
Mentoring program/ Chương trình tư vấn						
Finance resources/ Nguồn lực tài chính						
Training program/ Chương trình đào tạo						
Provision of soft skills training (e.g. leadership skills, communication skills, teamwork)/ Cung cấp đào tạo kỹ năng mềm (ví dụ: kỹ năng lãnh đạo, kỹ năng giao tiếp, làm việc nhóm)						
Support in polishing/preparing CVs and interviews/ Hỗ trợ đánh bóng/chuẩn bị CV và phỏng vấn						
Others... / Khác...						

**Q13. Please check the cell that corresponds to how important you consider each of the following items to create a better context to develop entrepreneurial culture (5 = essential, 1 = not important at all)**

Vui lòng đánh dấu vào ô tương ứng với mức độ quan trọng của từng từng mục sau trong việc góp phần phát triển văn hóa doanh nhân (5 = cực kỳ quan trọng, 1 = không quan trọng chút nào)

	(1) Not important at all Không hề quan trọng	(2) Not very important Không quan trọng	(3) Import ant Quan trọng	(4) Very import ant Rất quan trọng	(5) Esse ntial Cực kỳ quan trọng
Introducing entrepreneurship contents in the academic curricula/ <i>Đưa nội dung khởi nghiệp vào chương trình giảng dạy</i>					
Create extracurricular training programs on entrepreneurship/ <i>Xây dựng chương trình đào tạo ngoại khóa về khởi nghiệp</i>					
Train the professors in how to train students on entrepreneurship/ <i>Tập huấn các giáo sư/giảng viên về cách đào tạo sinh viên khởi nghiệp</i>					
Create strategic alliances with external organizations to support entrepreneurship programs at regional and national level/ <i>Tạo liên minh chiến lược với các tổ chức bên ngoài để hỗ trợ các chương trình khởi nghiệp ở cấp khu vực và quốc gia</i>					
To do more and better advertisement of entrepreneurship opportunities/ <i>Quảng bá nhiều hơn và tốt hơn về cơ hội khởi nghiệp</i>					
To create institutional centers on entrepreneurship/ <i>Hình thành các trung tâm khởi nghiệp trực thuộc Trường/Khoa</i>					
To teach and research on the prior fields of application for entrepreneurial ideas/ <i>Giảng dạy và nghiên cứu về các lĩnh vực ứng dụng cho các ý tưởng kinh doanh</i>					
To create or develop transfer of knowledge programs through entrepreneurship/ <i>Tạo ra hoặc phát triển việc chuyển giao kiến thức thông qua khởi nghiệp</i>					

**ENABLING ENVIRONMENT FOR ENTREPRENEURSHIP DEVELOPMENT**  
**MÔI TRƯỜNG THÚC ĐẨY PHÁT TRIỂN KHỞI NGHIỆP**

**Q14. The following are the enabling environmental factors that may contribute to your entrepreneurship development. Please click the circle that corresponds to your degree of agreement or disagreement.**

*Sau đây là những yếu tố môi trường thuận lợi có thể góp phần phát triển tinh thần kinh doanh của bạn. Vui lòng nhấp vào vòng tròn tương ứng với mức độ đồng ý hoặc không đồng ý của bạn.*

Numerical Interpretation/ Ký hiệu số Verbal Interpretation/ Diễn giải bằng từ

5	(S A)	Strongly Agree/ Hoàn toàn đồng ý
4	(A)	Agree/ Đồng ý
3	(M A)	Moderately Agree/ Khá đồng ý
2	(D)	Disagree/ Không đồng ý
1	(S D)	Strongly Disagree/ Hoàn toàn không đồng ý

<i>Enabling Environmental Factors</i> Các yếu tố môi trường thúc đẩy	(1 ) S D	(2 ) D	(3 ) M A	(4 ) A	(5 ) S A
<b>A. Personal Factors/ Các yếu tố cá nhân</b>					
1. Having an attitude of discovery and being optimistic can drive the entrepreneurial mindset. <i>Thái độ thích khám phá và lạc quan có thể thúc đẩy tư duy kinh doanh.</i>					
2. The passion to become successful in life can be evident through engaging in a business venture. <i>Niềm đam mê trở thành người thành công có thể được thể hiện thông qua việc khởi nghiệp.</i>					
3. Having self-confidence in doing something will influence the desire to start a business. <i>Sự tự tin khi làm một việc gì đó sẽ ảnh hưởng đến mong muốn khởi nghiệp.</i>					
4. Immense ingenuity, imagination, resourcefulness and foresightedness will lead towards success in entrepreneurship. <i>Sự khéo léo, trí tưởng tượng, sự tháo vát và tầm nhìn xa sẽ dẫn đến thành công trong khởi nghiệp.</i>					
5. Leadership ability of an individual is crucial for developing an entrepreneurial spirit.					

Enabling Environmental Factors Các yếu tố môi trường thúc đẩy	(1)	(2)	(3)	(4)	(5)
	S	D	M	A	S
	D	A	A	A	A
<i>Khả năng lãnh đạo của một cá nhân rất quan trọng để phát triển tinh thần khởi nghiệp.</i>					
B. Social Factors/ Các yếu tố xã hội					
6. Education has a significant role to play in inculcating entrepreneurial values. <i>Giáo dục có vai trò quan trọng trong việc khắc sâu các giá trị kinh doanh.</i>					
7. The support services of the university such as the provision of a business simulation room/entrepreneurship center will encourage one to start a business. <i>Các dịch vụ hỗ trợ của trường đại học (như cung cấp phòng mô phỏng kinh doanh/trung tâm khởi nghiệp) sẽ khuyến khích sinh viên khởi nghiệp.</i>					
8. High levels of unemployment will increase motivation to start a business. <i>Tỷ lệ thất nghiệp cao sẽ làm tăng động lực khởi nghiệp.</i>					
9. The family's own business has a great influence in exhibiting higher levels of entrepreneurship. <i>Việc kinh doanh riêng của gia đình có ảnh hưởng lớn đến việc khởi nghiệp ở cấp độ cao hơn.</i>					
10. Training and education on Entrepreneurship will create more knowledge that will help uplift one's interest in starting one's own business. <i>Đào tạo và giáo dục về Khởi nghiệp sẽ tạo ra nhiều kiến thức hơn giúp nâng cao sự quan tâm của mỗi người trong việc khởi nghiệp kinh doanh riêng.</i>					
C. Economic Factors/ Các yếu tố kinh tế					
11. Fair market competition will drive entrepreneurship and help increase the wealth of the nation./ <i>Cạnh tranh công bằng sẽ thúc đẩy khởi nghiệp và giúp tăng cường sự giàu có của quốc gia.</i>					
12. Incentives for Start-ups will encourage the growth of entrepreneurs and generate employment opportunities. <i>Các biện pháp khuyến khích khởi nghiệp sẽ gia tăng số lượng doanh nhân và tạo ra nhiều cơ hội việc làm.</i>					
13. Improvements in physical and digital infrastructure will hasten the growth of entrepreneurs. <i>Những cải tiến về cơ sở hạ tầng vật chất và kỹ thuật số sẽ thúc đẩy sự phát triển của các doanh nhân.</i>					
14. A conducive environment for setting up business ventures will encourage more entrepreneurs to set up business. <i>Một môi trường thuận lợi cho việc thành lập doanh nghiệp sẽ khuyến khích nhiều doanh nhân khởi nghiệp hơn.</i>					

Enabling Environmental Factors Các yếu tố môi trường thúc đẩy	(1)	(2)	(3)	(4)	(5)
	S D	D A	M A	A S	S A
15. Higher business taxes for start-ups will discourage entrepreneurs from formalizing business ventures. <i>Thuế cao hơn đối với các công ty khởi nghiệp sẽ ngăn cản các doanh nhân chính thức hóa doanh nghiệp.</i>					
D. Psychological Factors/ Các yếu tố tâm lý					
16. Need achievement is a motivating factor to become an entrepreneur. <i>Nhu cầu đạt thành tựu là yếu tố thúc đẩy để trở thành doanh nhân.</i>					
17. Willingness to take risks is an influencing factor towards entrepreneurship. <i>Việc sẵn sàng chấp nhận rủi ro là yếu tố ảnh hưởng đến khởi nghiệp.</i>					
18. Esteem, status, fame, and respect drive one to become an entrepreneur. <i>Sự quý trọng, địa vị, danh tiếng và sự tôn trọng thúc đẩy một người trở thành một doanh nhân.</i>					
19. Economic rewards and security are strong reasons to become an entrepreneur. <i>Phần thưởng kinh tế và sự an toàn là những lý do thuyết phục để trở thành doanh nhân.</i>					
20. Gaining power, authority and leadership serve as internal factors driving people to become entrepreneurs. <i>Việc đạt được quyền lực, quyền hạn và khả năng lãnh đạo là yếu tố bên trong thúc đẩy con trở thành doanh nhân.</i>					
E. Technological Factors/ Các yếu tố kỹ thuật					
21. The availability of social media helps entrepreneurs reach a bigger client base. <i>Sự sẵn có của mạng xã hội giúp các doanh nhân tiếp cận được lượng khách hàng lớn hơn.</i>					
22. Digital technology widens opportunities for entrepreneurs to venture into new businesses. <i>Công nghệ kỹ thuật số mở rộng cơ hội cho các doanh nhân dấn thân vào các lĩnh vực kinh doanh mới.</i>					
23. Automation and artificial intelligence technologies provide tools for entrepreneurs to develop new business ideas that promotes efficiency and productivity in business operations. <i>Công nghệ tự động hóa và trí tuệ nhân tạo cung cấp công cụ cho các doanh nhân phát triển các ý tưởng kinh doanh mới nhằm nâng cao hiệu quả và năng suất trong hoạt động kinh doanh.</i>					
24. E-commerce supports entrepreneurs by facilitating business transactions and organizing more efficient logistics.					

Enabling Environmental Factors Các yếu tố môi trường thúc đẩy	(1)	(2)	(3)	(4)	(5)
	S D	D A	M A	A S	S A
Thương mại điện tử hỗ trợ các doanh nhân bằng cách tạo điều kiện thuận lợi cho các giao dịch kinh doanh và tổ chức hậu cần hiệu quả hơn.					
25. Innovative technologies provide entrepreneurs with more opportunities to develop new products/services that cater to the needs of consumers. Công nghệ đổi mới mang lại cho các doanh nhân nhiều cơ hội hơn để phát triển các sản phẩm/dịch vụ mới phục vụ nhu cầu của người tiêu dùng.					
F. Political/Legal Factors/ Các yếu tố chính trị/luật pháp					
26. Stable and clear business policies and regulations that promote ease of doing business will motivate entrepreneurs to start their businesses. Các chính sách và quy định kinh doanh ổn định và rõ ràng nhằm tạo điều kiện thuận lợi cho việc kinh doanh sẽ thúc đẩy các doanh nhân khởi nghiệp.					
27. Easy access to capital and technical assistance for start-ups, especially from government, will facilitate the creation of start-ups by entrepreneurs. Việc dễ tiếp cận vốn và hỗ trợ kỹ thuật cho các doanh nghiệp khởi nghiệp, đặc biệt là từ chính phủ, sẽ tạo điều kiện thuận lợi cho các doanh nhân khởi nghiệp.					
28. High interest on loans will lessen the number of entrepreneurs who would want to start a new business. Lãi suất cho vay cao sẽ làm giảm số lượng doanh nhân muốn bắt đầu tạo một doanh nghiệp mới.					
29. Business friendly regulations and simplified government processes for creating start-ups will support entrepreneurship. Các quy định thân thiện với doanh nghiệp và các quy trình đơn giản hóa của chính phủ đối với việc thành lập doanh nghiệp khởi nghiệp sẽ hỗ trợ khởi nghiệp.					
30. Political stability and good governance in the country will strengthen the business confidence of entrepreneurs. Sự ổn định chính trị và quản lý tốt trong nước sẽ củng cố niềm tin kinh doanh của các doanh nhân.					

### ENTREPRENEURIAL COMPETENCY & ENTREPRENEURIAL OPPORTUNITY

To answer questions in this section, consider the following definition of entrepreneurship competency

Để trả lời các câu hỏi trong phần này, hãy xem xét định nghĩa sau đây về năng lực khởi nghiệp

Entrepreneurship Competency: "Entrepreneurial competency is a set of skills and behavior needed to create, develop, manage, and grow a business venture".

*Năng lực khởi nghiệp: “Năng lực khởi nghiệp là tập hợp các kỹ năng và hành vi cần thiết để tạo dựng, phát triển, quản lý và phát triển một doanh nghiệp”.*

**Q15. The following are the entrepreneurial competencies that may contribute to a successful entrepreneur. Please click the cell that corresponds to the degree of competence a successful entrepreneur should have in the following aspects.**

*Sau đây là những năng lực có thể tạo nên một doanh nhân thành công. Vui lòng chọn ô tương ứng với mức độ thành thạo mà một doanh nhân thành đạt cần có với những khía cạnh sau.*

Numerical Interpretation/ *Ký hiệu số* Verbal Interpretation/ *Diễn giải bằng từ*

5	(V C)	Very Competent/ <i>Rất thành thạo</i>
4	(C)	Competent/ <i>Thành thạo</i>
3	(M C)	Moderately Competent/ <i>Khá thành thạo</i>
2	(L C)	Less Competent/ <i>Ít thành thạo</i>
1	(N C)	Not Competent/ <i>Không thành thạo</i>

	N C ( 1 )	L C ( 2 )	M C ( 3 )	C ( 4 )	S C ( 5 )
<i>Personal Competence/ Năng lực cá nhân</i>					
1. Act ethically/ <i>Hành động có đạo đức</i>					
2. Act in a creative way/ <i>Hành động một cách sáng tạo</i>					
3. Act with social responsibility/ <i>Hành động có trách nhiệm xã hội</i>					
4. Leadership skills/ <i>Kỹ năng lãnh đạo</i>					
5. Create empathy/ <i>Tạo sự đồng cảm</i>					
6. Define your goals/ <i>Xác định mục tiêu</i>					
7. Learn from failure/ <i>Học từ thất bại</i>					
8. Make appropriate decisions/ <i>Đưa ra quyết định phù hợp</i>					
9. Recognize your own limitations/ <i>Nhận ra những hạn chế của bản thân</i>					
10. Seek & analyze unstructured information/ <i>Tim kiếm và phân tích thông tin</i>					
11. Solve problems/ <i>Giải quyết vấn đề</i>					
12. Take actions to overcome risk/ <i>Thực hiện hành động khắc phục rủi ro</i>					
13. Take initiative/ <i>Chủ động</i>					

	N C ( 1 )	L C ( 2 )	M C ( 3 )	C ( 4 )	S C ( 5 )
14. Take risks/ <i>Chấp nhận rủi ro</i>					
15. Think conceptually/ <i>Suy nghĩ theo khái niệm</i>					
16. Think logically/ <i>Suy nghĩ logic</i>					
17. Ability to network/ <i>Khả năng kết nối</i>					
18. Communicate effectively/ <i>Giao tiếp hiệu quả</i>					
<i>Domain Competence/ Năng lực theo lĩnh vực</i>					
<i>...(i) in terms of Opportunity/ Về cơ hội</i>					
1. Generate ideas/ <i>Sáng tạo ý tưởng</i>					
2. Identify opportunities/ <i>Xác định cơ hội</i>					
3. Scan the environment/ <i>Dò xét môi trường</i>					
<i>...(ii) in terms of Organization/ Về tổ chức</i>					
1. Acquire resources/ <i>Thu thập tài nguyên</i>					
2. Ability to lead/ <i>Khả năng lãnh đạo</i>					
3. Coordinate/ <i>Phối hợp</i>					
4. Delegate tasks/ <i>Ủy thác nhiệm vụ</i>					
5. Develop a team/ <i>Phát triển đội ngũ</i>					
6. Develop an organizational culture/ <i>Phát triển văn hóa tổ chức</i>					
7. Develop the organization/ <i>Phát triển tổ chức</i>					
8. Organize process/ <i>Quy trình tổ chức</i>					
<i>... (iii) in terms Strategy &amp; Management/ Về Chiến lược và Quản trị</i>					
1. Administrate/ <i>Quản lý</i>					
2. Design products and services/ <i>Thiết kế sản phẩm, dịch vụ</i>					
3. Develop a finance and budget plan/ <i>Xây dựng kế hoạch tài chính và ngân sách</i>					
4. Develop a marketing strategy/ <i>Xây dựng chiến lược tiếp thị</i>					
5. Develop innovative products and services/ <i>Phát triển các sản phẩm và dịch vụ sáng tạo</i>					
6. Develop operational strategies/ <i>Xây dựng chiến lược hoạt động</i>					
7. Implement ideas and tasks/ <i>Triển khai ý tưởng và nhiệm vụ</i>					
8. Manage human resources/ <i>Quản lý nguồn nhân lực</i>					
9. Monitor the work of others/ <i>Giám sát công việc của người khác</i>					
10. Plan process/ <i>Lập kế hoạch quy trình</i>					
11. Prepare a business plan/ <i>Chuẩn bị kế hoạch kinh doanh</i>					
12. Prepare a competitive analysis/ <i>Chuẩn bị báo cáo phân tích cạnh tranh</i>					
13. See the big picture/ <i>Có thể nhìn thấy bức tranh tổng thể</i>					

	N C ( 1 )	L C ( 2 )	M C ( 3 )	C ( 4 )	S C ( 5 )
14. Sell your products or services/ <i>Bán sản phẩm hoặc dịch vụ</i>					
15. Set business goals/ <i>Đặt mục tiêu kinh doanh</i>					
<b>Relationship Competence/ <i>Năng lực quan hệ</i></b>					
1. Communicate/ <i>Giao tiếp</i>					
2. Cooperate and collaborate/ <i>Hợp tác và cộng tác</i>					
3. Deal with social customs/ <i>Ứng phó với phong tục xã hội</i>					
4. Exchange knowledge/ <i>Trao đổi kiến thức</i>					
5. Lead your team/ <i>Dẫn dắt nhóm</i>					
6. Negotiate/ <i>Đàm phán</i>					
7. Persuade/ <i>Thuyết phục</i>					
8. Pitch your ideas/ <i>Trình bày ý tưởng</i>					
9. Train your team/ <i>Huấn luyện đội ngũ</i>					
10. Use and develop networks/ <i>Sử dụng và phát triển mạng lưới</i>					
11. Work in a team/ <i>Làm việc nhóm</i>					

**Q16. The following are the entrepreneurial competencies that may be MISSING in the curriculum (regardless of types of training) which contribute to a successful entrepreneur. Please click the cell that corresponds to the degree of agree in the following aspects.**

*Sau đây là những năng lực có thể bị THIẾU trong chương trình đào tạo (bất kể loại hình đào tạo nào) góp phần tạo nên một doanh nhân thành công. Vui lòng chọn ô tương ứng với mức độ đồng ý đối với các khía cạnh sau.*

Numerical Interpretation/ *Ký hiệu số* Verbal Interpretation/ *Diễn giải bằng từ*

5	(S A)	Strongly Agree/ <i>Hoàn toàn đồng ý</i>
4	(A)	Agree/ <i>Đồng ý</i>
3	(M A)	Moderately Agree/ <i>Khá đồng ý</i>
2	(D)	Disagree/ <i>Không đồng ý</i>
1	(S D)	Strongly Disagree/ <i>Hoàn toàn không đồng ý</i>

<i>Missed skills in the curriculum in direction of entrepreneurial opportunities</i> <i>Những kỹ năng còn thiếu trong chương trình đào tạo hướng tới cơ hội khởi nghiệp</i>	S	D	M	A	S
	D	(	A	(	A
	(	2	(	4	(
	1	)	3	)	5
	)		)		)
<b>Personal Competence/ Năng lực cá nhân</b>					
1. Act ethically/ <i>Hành động có đạo đức</i>					
2. Act in a creative way/ <i>Hành động một cách sáng tạo</i>					
3. Act with social responsibility/ <i>Hành động có trách nhiệm xã hội</i>					
4. Leadership skills/ <i>Kỹ năng lãnh đạo</i>					
5. Create empathy/ <i>Tạo sự đồng cảm</i>					
6. Define your goals/ <i>Xác định mục tiêu</i>					
7. Learn from failure/ <i>Học từ thất bại</i>					
8. Make appropriate decisions/ <i>Đưa ra quyết định phù hợp</i>					
9. Recognize your own limitations/ <i>Nhận ra những hạn chế của bản thân</i>					
10. Seek & analyze unstructured information/ <i>Tìm kiếm và phân tích thông tin</i>					
11. Solve problems/ <i>Giải quyết vấn đề</i>					
12. Take actions to overcome risk/ <i>Thực hiện hành động khắc phục rủi ro</i>					
13. Take initiative/ <i>Chủ động</i>					
14. Take risks/ <i>Chấp nhận rủi ro</i>					
15. Think conceptually/ <i>Suy nghĩ theo khái niệm</i>					
16. Think logically/ <i>Suy nghĩ logic</i>					
17. Ability to network/ <i>Khả năng kết nối</i>					
18. Communicate effectively/ <i>Giao tiếp hiệu quả</i>					
19. Develop operational strategies/ <i>Xây dựng chiến lược hoạt động</i>					
20. Implement ideas and tasks/ <i>Triển khai ý tưởng và nhiệm vụ</i>					
21. Manage human resources/ <i>Quản lý nguồn nhân lực</i>					
22. Monitor the work of others/ <i>Giám sát công việc của người khác</i>					
23. Plan process/ <i>Lập kế hoạch quy trình</i>					
24. Prepare a business plan/ <i>Chuẩn bị kế hoạch kinh doanh</i>					
25. Prepare a competitive analysis/ <i>Chuẩn bị báo cáo phân tích cạnh tranh</i>					
26. See the big picture/ <i>Có thể nhìn thấy bức tranh tổng thể</i>					
27. Sell your products or services/ <i>Bán sản phẩm hoặc dịch vụ</i>					
28. Set business goals/ <i>Đặt mục tiêu kinh doanh</i>					
29. Computing skills/ <i>Kỹ năng tính toán</i>					
30. Identify Opportunities/ <i>Xác định cơ hội</i>					
<b>Relationship Competence/ Năng lực quan hệ</b>					
1. Communicate/ <i>Giao tiếp</i>					
2. Cooperate and collaborate/ <i>Hợp tác và cộng tác</i>					
3. Deal with social customs/ <i>Ứng phó với phong tục xã hội</i>					

<i>Missed skills in the curriculum in direction of entrepreneurial opportunities</i> <i>Những kỹ năng còn thiếu trong chương trình đào tạo hướng tới cơ hội khởi nghiệp</i>	S D ( 1 )	D ( 2 )	M A ( 3 )	A ( 4 )	S A ( 5 )
4. Exchange knowledge/ Trao đổi kiến thức					
5. Lead your team/ Dẫn dắt nhóm					
6. Negotiate/ Đàm phán					
7. Persuade/ Thuyết phục					
8. Pitch your ideas/ Trình bày ý tưởng					
9. Train your team/ Huấn luyện đội ngũ					
10. Use and develop networks/ Sử dụng và phát triển mạng lưới					
11. Work in a team/ Làm việc nhóm					

*Thank you very much for your time./.*  
*Cảm ơn bạn đã dành thời gian trả lời./.*

## 6.4. ANNEX 4: Tracer Study Questionnaire (for Alumni)

### Bảng câu hỏi nghiên cứu lần vết (dành cho Cựu sinh viên)

Code/ Mã	Questions/ Câu hỏi	Responses/ Câu trả lời
<b>A</b>	<b>PERSONAL INFORMATION/ THÔNG TIN CÁ NHÂN</b>	
Q1	Gender/ <i>Giới tính</i>	0. Female/ <i>Nữ</i> 1. Male/ <i>Nam</i> 2. Other/ <i>Khác</i> 3. Prefer not to say/ <i>Không thích tiết lộ</i>
Q2	Age/ <i>Tuổi</i>	
Q3	Civil status/ <i>Tình trạng hôn nhân</i>	0. Single/ <i>Độc thân</i> 1. Separated/ Divorced ( <i>Ly thân/ Ly dị</i> ) 2. Single Parent (born a child but not married)/ <i>Cha/ Mẹ đơn thân (Có con nhưng không kết hôn)</i> 3. Married (include those not living with spouse)/ <i>Đã kết hôn (bao gồm những người hiện không sống chung với vợ/ chồng)</i> 4. Widow or Widower/ <i>Goá vợ/ chồng</i>
Q4	Mobile Number or Email address/ <i>Số điện thoại hoặc địa chỉ Email</i>	
<b>B</b>	<b>EDUCATIONAL INFORMATION/ THÔNG TIN VỀ HỌC VẤN</b>	
Q5	Name of School or University where you earned your degree/ <i>Tên của Trường hoặc Đại học bạn được cấp bằng</i>	
Q6	What is the university's form of ownership?/ <i>Hình thức sở hữu của Trường đại học này là gì? (only select 1 response/ chỉ chọn một câu trả lời)</i>	1. Public/ <i>Công lập</i> 2. Private/ <i>Tư hữu</i> 3. International solo/ <i>100% nước ngoài</i> 4. International cooperation/ <i>Hợp tác quốc tế</i> 5. Other/ <i>Khác</i>
Q7	Academic year graduated? <i>Năm học bạn tốt nghiệp (only select 1 response/ chỉ chọn một câu trả lời)</i>	1. 2013-2014 2. 2014-2015 3. 2015-2016 4. 2016-2017 5. 2017-2018 6. 2018-2019 7. 2019-2020 8. 2020-2021

		9. 2021-2022
Q8	How long did it take you to find a job since obtaining your degree?/ <i>Bạn mất bao lâu để tìm được việc làm kể từ khi có bằng tốt nghiệp?</i> (only select 1 response/ chỉ chọn một câu trả lời)	1. Within 6 months/ <i>Trong vòng 6 tháng</i> 2. Between 6 and 12 months/ <i>từ 6 đến 12 tháng</i> 3. Between 1 and 2 years/ <i>từ 1 đến 2 năm</i> 4. More than 2 years/ <i>trên 2 năm</i> 5. Not yet working and looking for a job/ <i>Tôi chưa đi làm và vẫn đang tìm việc</i>
Q9	What were the challenges that you encountered when seeking employment after graduating from the university?/ <i>Những thách thức mà bạn gặp phải khi tìm kiếm việc làm sau khi tốt nghiệp đại học là gì?</i>	
Q10	Which one best describes your status during your first employment?/ <i>Câu nào mô tả đúng nhất về công việc đầu tiên của bạn sau khi tốt nghiệp?</i> (only select 1 response/ chỉ chọn một câu trả lời)	1. Working full-time/ <i>Làm toàn thời gian</i> 2. Working part-time but seeking full-time work/ <i>Làm bán thời gian nhưng đang tìm việc toàn thời gian</i> 3. Working part-time but not seeking full-time work/ <i>Làm bán thời gian nhưng không tìm việc toàn thời gian</i> 4. Self-employed/ <i>Tự làm chủ</i> 5. Not working and looking for a job/ <i>Chưa đi làm và vẫn đang tìm việc</i> 6. Other, pls specify/ <i>Khác, vui lòng nêu rõ</i>
Q11	Was your first job related to the degree you earned?/ <i>Công việc đầu tiên của bạn có liên quan đến bằng cấp của bạn không?</i>	0. No/ <i>Không</i> 1. Yes/ <i>Có</i>
Q12	How useful is the knowledge and skills learned from the university?/ <i>Kiến thức và kỹ năng bạn học được từ trường đại học hữu ích như thế nào?</i>	1. Not useful at all/ <i>Không hữu ích tí nào</i> 2. Not useful/ <i>Không hữu ích</i> 3. Somewhat useful/ <i>Khá hữu ích</i> 4. Extremely useful/ <i>Cực kỳ hữu ích</i>
Q13	How many times did you change your job since having the first job?/ <i>Bạn đã nhảy việc bao nhiêu lần kể từ công việc đầu tiên?</i>	
<b>C</b>	<b>CURRENT EMPLOYMENT STATUS/ TÌNH TRẠNG VIỆC LÀM HIỆN TẠI</b>	
Q14	Job status/ <i>Tình trạng công việc</i>	1. Permanent/ <i>Dài hạn</i> 2. Temporary/ <i>Tạm thời</i> 3. Contractual/ <i>Dựa trên hợp đồng</i> 4. Job order/casual/ <i>Dựa vào đơn hàng</i>

		5. Self-employed/ <i>Tự làm chủ</i>
Q14	Name of the organization/ <i>Tên của tổ chức bạn đang làm việc</i> Address/ <i>Địa chỉ</i>	
Q15	Organization's ownership/ <i>Hình thức sở hữu của tổ chức bạn đang làm việc</i>	1. Private/ <i>Tư nhân</i> 2. Public/ <i>Nhà nước</i> 3. Joint-stock venture/ <i>Cổ phần</i> 4. 100% foreign investment/ <i>100% vốn nước ngoài</i> 5. NGO/ <i>Tổ chức phi chính phủ</i> 6. Self-employed without the business registration/ <i>Tự kinh doanh không đăng ký doanh nghiệp</i>
Q16	Length of service in your current employment or self-employment/ <i>Thời gian làm công việc hiện tại hoặc công việc tự kinh doanh của bạn</i>	1. Below 1 year/ <i>Dưới 1 năm</i> 2. 2 – 5 years/ <i>2-5 năm</i> 3. 6 – 10 years/ <i>6-10 năm</i> 4. 11 – 15 years/ <i>11-15 năm</i> 5. 16 – 20 years/ <i>16-20 năm</i> 6. 21 – 25 years/ <i>21-25 năm</i> 7. Above 25 years/ <i>Trên 25 năm</i>
Q17	In the case of paid-employment, what is your current job level position?/ <i>Trong trường hợp làm công ăn lương, vị trí công việc hiện tại của bạn là gì?</i>	1. Employee/ <i>Nhân viên</i> 2. Team head/ <i>Trưởng nhóm</i> 3. Operational manager/ <i>Giám đốc sản xuất/vận hành</i> 4. General manager/ <i>Tổng Giám đốc</i> 5. Other, please specify/ <i>Khác, vui lòng nêu rõ</i>
Q18	In the case of unemployment, pls state your reason(s) why you are unemployed	
D	CONTRIBUTION OF KNOWLEDGE AND SKILLS LEARNED TO THE EMPLOYABILITY OPPORTUNITY/ <i>ĐÓNG GÓP CỦA KIẾN THỨC VÀ KỸ NĂNG HỌC ĐƯỢC CHO CƠ HỘI VIỆC LÀM</i>	

**Q19. How would you rate the contribution of your academic program to your personal and professional growth in terms of the following/?**

*Bạn đánh giá thế nào về sự đóng góp của chương trình học đối với sự phát triển cá nhân và nghề nghiệp của bạn về các mặt sau:*

(1-poor/tệ 2-fair/ trung bình 3-high/ cao 4-very high/ rất cao)

	Particulars/Thông tin chi tiết	1	2	3	4
1.	Practice of the profession/ <i>Thực hành nghề nghiệp</i>				
2.	Problem-solving skill/ <i>Kỹ năng giải quyết vấn đề</i>				
3.	Research skills/ <i>Kỹ năng nghiên cứu</i>				
4.	Lifelong learning skills/ <i>Kỹ năng học tập suốt đời</i>				

5.	Communication skills/ <i>Kĩ năng giao tiếp</i>				
6.	Information technology skills/ <i>Kỹ năng công nghệ thông tin</i>				
7.	People management/ interpersonal skills/ <i>Quản lý con người/Kỹ năng giao tiếp</i>				
8.	Leadership competencies/ <i>Năng lực lãnh đạo</i>				
9.	Critical Thinking Skill/ <i>Kỹ năng tư duy phản biện</i>				
10.	Exposure to local community within field of specialization/ <i>Tiếp xúc với cộng đồng địa phương trong lĩnh vực chuyên môn</i>				
11.	Exposure to International Community within the field of Specialization/ <i>Tiếp xúc với cộng đồng quốc tế trong lĩnh vực Chuyên môn</i>				
12.	Meeting present and future professional skills/ <i>Đáp ứng các kỹ năng nghề nghiệp hiện tại và tương lai</i>				
13.	Work promotion/ <i>thăng tiến trong công việc</i>				
14.	Opportunity to work abroad/ <i>Cơ hội làm việc ở nước ngoài</i>				
15.	Personality Development/ <i>Phát triển tính cách</i>				

**Q20. How would you rate the following aspects of the academic program you earned from your school/university? /**

*Bạn đánh giá thế nào về các khía cạnh sau đây của chương trình học mà bạn đã theo học?  
(1-poorly/ tệ 2-fairly/ trung bình 3-highly/ cao 4- very highly/ rất cao)*

	Particulars/Thông tin chi tiết	1	2	3	4
1.	Courses offered in the curriculum/ <i>Các môn học trong chương trình giảng dạy</i>				
2.	Relevance of the program to your professional requirements/ <i>Sự liên quan của chương trình với yêu cầu chuyên môn của bạn</i>				
3.	Extra-Curricular Activities/ <i>Các hoạt động ngoại khóa</i>				
4.	Internship/fieldtrip/OJT ( <i>Thực tập/đi thực địa</i> )				
5.	Research activities (student's research project)/ <i>Hoạt động nghiên cứu (dự án nghiên cứu của sinh viên)</i>				
6.	Interdisciplinary learning/ <i>Học liên ngành</i>				
7.	Teaching and learning environment/ <i>Môi trường dạy và học</i>				
8.	Quality of Instruction/ <i>Chất lượng giảng dạy</i>				
9.	Teacher- Student Relationship/ <i>Mối quan hệ giáo viên-học sinh</i>				
10.	Library Resources/ <i>Tài nguyên thư viện</i>				
11.	Science Laboratory Resources/Business simulation Lab/ <i>Tài nguyên Phòng thí nghiệm khoa học /Phòng thí nghiệm mô phỏng kinh doanh</i>				
12.	Class Size/ <i>Quy mô lớp học</i>				
13.	Infrastructure and facilities/ <i>Cơ sở hạ tầng và cơ sở vật chất</i>				
14.	Professor's competence/ <i>Năng lực của giáo sư/giảng viên</i>				



15.	Attainment of program objectives and outcomes/ <i>Đạt được mục tiêu và kết quả của chương trình đào tạo</i>				
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Thank you for your kind help./*Cảm ơn bạn đã hỗ trợ.*

## 6.5. ANNEX 5. Results from T3.2 and T3.3 statistical analysis

### 6.5.1. Concluding remarks and discussions from T3.2

A comprehensive analysis of employability and entrepreneurship in tourism programs across Vietnamese and Philippine universities (TNUS, NTU, CTU, PUP, LUP-B, and USC) reveals diverse approaches and areas of focus, yet underlying similarities in desired graduate outcomes.

Vietnamese universities (TNUS, NTU, CTU) place a strong emphasis on structured academic programs and career development, prioritizing the acquisition of core employability skills such as problem-solving, lifelong learning, and effective communication. This is evidenced by high student satisfaction ratings, particularly in areas of personal and professional growth. For instance, at TNUS, the average student satisfaction rating for personal development is 3 on a 4-point scale, indicating a high level of perceived benefit. Furthermore, these institutions demonstrate impressive graduate employment rates, with TNUS reporting 86.8% of their alumni securing employment within 6 months of graduation. However, limitations persist in the realm of international exposure and practical skills development. Despite recognizing the importance of global job markets, opportunities for work abroad remain relatively low, with only 8.5% of TNUS graduates securing international positions.

In contrast, Philippine universities (PUP, LUP-B, USC) lean towards an entrepreneurial approach, fostering self-employment and industry engagement. PUP integrates business planning, leadership, and financial literacy into its curriculum, while LUP-B emphasizes tourism and hospitality management. USC, with its diverse range of programs, reports an impressive 96% job placement rate, underscoring the effectiveness of its career-focused initiatives. These universities offer a wide array of career support services, including structured internship programs, job fairs, and industry networking events. Notably, LUP-B has a dedicated center for career and business support, with 77% of students reporting awareness of its services. Furthermore, entrepreneurship is actively encouraged through business competitions, mentorship programs, and the availability of incubator spaces. However, challenges persist in ensuring student awareness and participation in these initiatives. Data from LUP-B indicates that 50.4% of students primarily rely on "Talk Shows on career paths" for career support, suggesting a need for more proactive engagement with other services.

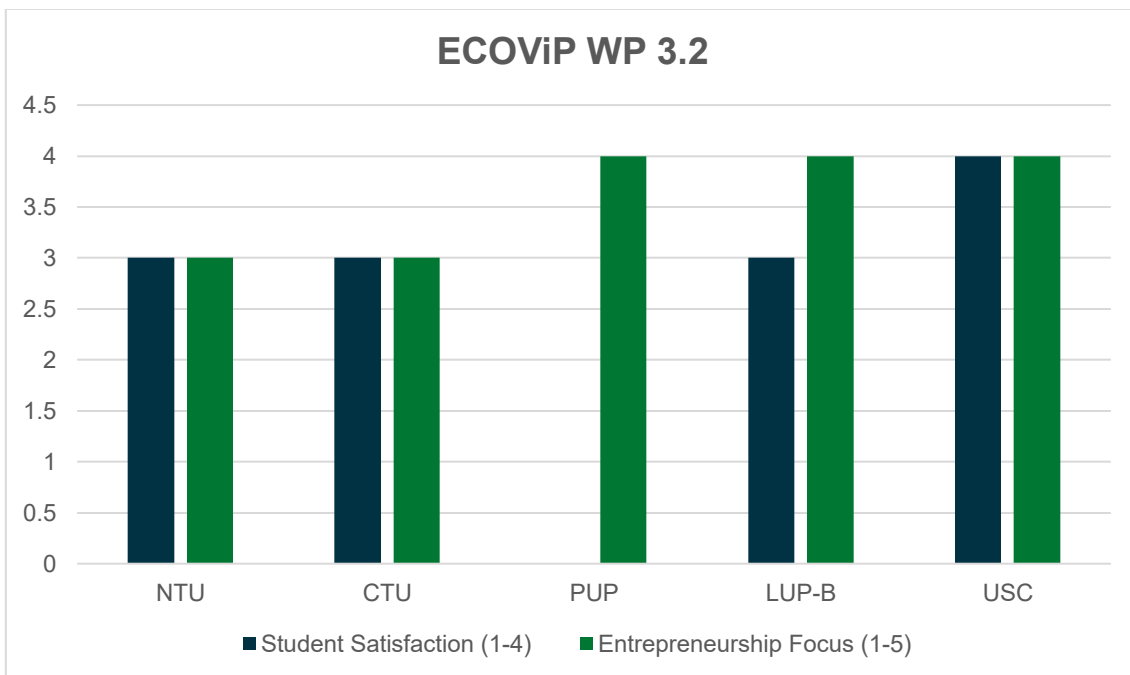
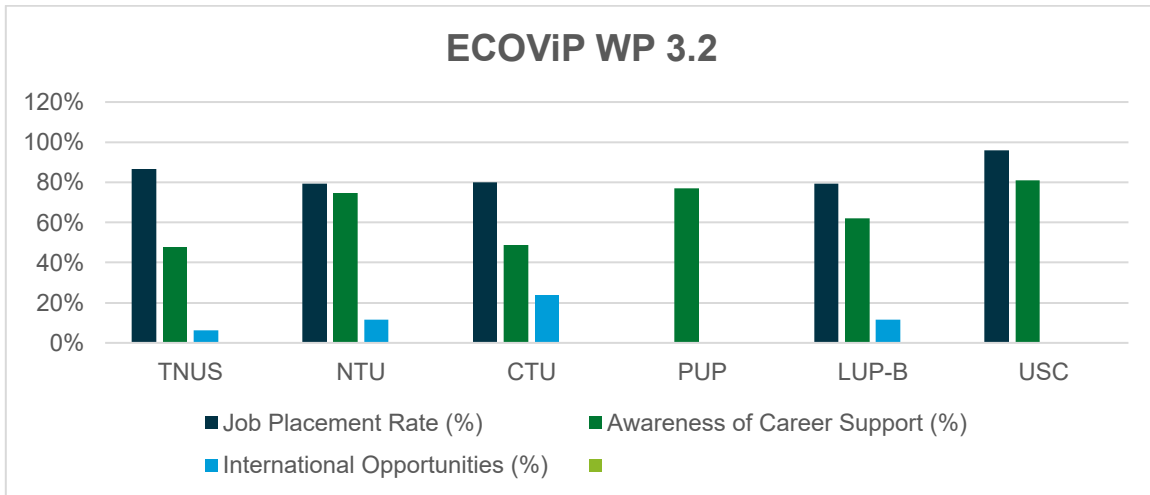


Despite these differences, a common thread emerges across all institutions: a high value placed on developing core competencies such as problem-solving, effective communication, and leadership. This shared emphasis underscores the importance of a multifaceted approach to education, equipping students with both the technical skills and soft skills necessary to navigate the complexities of the tourism industry.

The study highlights several key areas for improvement. Firstly, curricula need to be closely aligned with industry demands, ensuring that students graduate with practical skills and knowledge directly applicable to the workplace. Secondly, awareness and accessibility of career and entrepreneurship support services must be enhanced, ensuring that students can readily access the resources available to them. Thirdly, fostering collaboration between academia and industry is crucial to bridge the gap between theoretical knowledge and practical application, providing students with valuable real-world experience. Finally, cultivating a supportive entrepreneurial ecosystem that encourages innovation and risk-taking is essential for fostering a spirit of self-employment and business creation.

In conclusion, while diverse approaches to employability and entrepreneurship education exist across Vietnamese and Philippine universities, the overarching goal remains the same: to produce graduates equipped with the necessary skills and competencies to thrive in the dynamic and evolving tourism industry. Addressing the key takeaways of this study, such as aligning curricula with industry needs, enhancing support services, and fostering industry collaboration, is crucial for shaping effective strategies that empower future graduates to succeed in their chosen careers.

In conclusion, while diverse approaches to employability and entrepreneurship education exist across Vietnamese and Philippine universities, the overarching goal remains the same: to produce graduates equipped with the necessary skills and competencies to thrive in the dynamic and evolving tourism industry. Addressing the key takeaways of this study, such as aligning curricula with industry needs, enhancing support services, and fostering industry collaboration, is crucial for shaping effective strategies that empower future graduates to succeed in their chosen careers.



### 6.5.2. Concluding remarks and discussions from T3.3

The analysis of entrepreneurship education in tourism programs across Vietnamese and Philippine universities (TNUS, NTU, CTU, PUP, LUP-B, and USC) reveals diverse approaches and areas of focus, yet underlying similarities in desired graduate outcomes.

Vietnamese universities (TNUS, NTU, CTU) place a strong emphasis on structured academic programs and career development, prioritizing the acquisition of core



employability skills such as problem-solving, lifelong learning, and effective communication. This is evidenced by high student satisfaction ratings, particularly in areas of personal and professional growth. For instance, at TNUS, the average student satisfaction rating for personal development is 3 on a 4-point scale, indicating a high level of perceived benefit. Similarly, 86.8% of TNUS alumni reported finding jobs within 6 months of graduation, underscoring the effectiveness of their career-focused programs.

However, limitations persist in the realm of international exposure and practical skills development. Despite recognizing the importance of global job markets, opportunities for work abroad remain relatively low, with only 8.5% of TNUS graduates securing international positions. In contrast, Philippine universities (PUP, LUP-B, USC) lean towards an entrepreneurial approach, fostering self-employment and industry engagement. PUP integrates business planning, leadership, and financial literacy into its curriculum, while LUP-B emphasizes tourism and hospitality management. USC, with its diverse range of programs, reports an impressive 96% job placement rate, underscoring the effectiveness of its career-focused initiatives. These universities offer a wide array of career support services, including structured internship programs, job fairs, and industry networking events. Notably, LUP-B has a dedicated center for career and business support, with 77% of students reporting awareness of its services. Furthermore, entrepreneurship is actively encouraged through business competitions, mentorship programs, and the availability of incubator spaces. However, challenges persist in ensuring student awareness and participation in these initiatives. Data from LUP-B indicates that 50.4% of students primarily rely on "Talk Shows on career paths" for career support, suggesting a need for more proactive engagement with other services.

Despite these differences, a common thread emerges across all institutions: a high value placed on developing core competencies such as problem-solving, effective communication, and leadership. This shared emphasis underscores the importance of a multifaceted approach to education, equipping students with both the technical skills and soft skills necessary to navigate the complexities of the tourism industry.

The study highlights several key areas for improvement. Firstly, curricula need to be closely aligned with industry demands, ensuring that students graduate with practical skills and knowledge directly applicable to the workplace. Secondly, awareness and accessibility of career and entrepreneurship support services must be enhanced, ensuring that students can readily access the resources available to them. Thirdly, fostering collaboration between academia and industry is crucial to bridge the gap between theoretical knowledge and practical application, providing students with valuable real-world experience. Finally, cultivating a supportive entrepreneurial ecosystem that encourages innovation and risk-taking is essential for fostering a spirit of self-employment and business creation.



In conclusion, while diverse approaches to employability and entrepreneurship education exist across Vietnamese and Philippine universities, the overarching goal remains the same: to produce graduates equipped with the necessary skills and competencies to thrive in the dynamic and evolving tourism industry. Addressing the key takeaways of this study, such as aligning curricula with industry needs, enhancing support services, and fostering industry collaboration, is crucial for shaping effective strategies that empower future graduates to succeed in their chosen careers.

The comprehensive analysis of employability and entrepreneurship education in tourism programs across Vietnamese and Philippine universities—namely Thai Nguyen University of Sciences (TNUS), Nha Trang University (NTU), Can Tho University (CTU), Polytechnic University of the Philippines (PUP), Lyceum of the Philippines University – Batangas (LUP-B), and University of San Carlos (USC)—highlights both commonalities and differences in the educational approaches and outcomes across these institutions. The study reveals that while the universities share an overarching goal of developing graduates equipped with the necessary skills to succeed in the dynamic tourism industry, they differ in how they achieve this outcome.

Vietnamese universities such as TNUS, NTU, and CTU emphasize structured academic programs that focus on core employability skills. These universities prioritize problem-solving, lifelong learning, and effective communication, which are foundational for tourism graduates to thrive in the competitive global market. The positive student satisfaction ratings in areas such as personal and professional growth, particularly at TNUS, suggest that these programs have been successful in nurturing essential competencies. TNUS reports an impressive 86.8% of its alumni securing employment within six months of graduation, indicating the effectiveness of their career-focused initiatives. However, the limitations in terms of international exposure and practical skill development remain evident, with only 8.5% of TNUS graduates securing international job placements. This suggests a gap in offering students the global experiences and hands-on opportunities needed to compete in an increasingly interconnected world.

In contrast, Philippine universities such as PUP, LUP-B, and USC take a more entrepreneurial approach to education, emphasizing self-employment, business creation, and industry engagement. PUP integrates business planning, leadership, and financial literacy into its curriculum, while LUP-B focuses heavily on tourism and hospitality management. USC stands out with an impressive 96% job placement rate, underscoring the success of its career-focused initiatives, which include internships, job fairs, and networking events. LUP-B's dedicated career and business support center is another example of a proactive approach, although challenges remain in engaging students fully with the available services. Data from LUP-B indicates that a significant portion of students relies primarily on "Talk Shows on career paths" for career guidance, highlighting a need

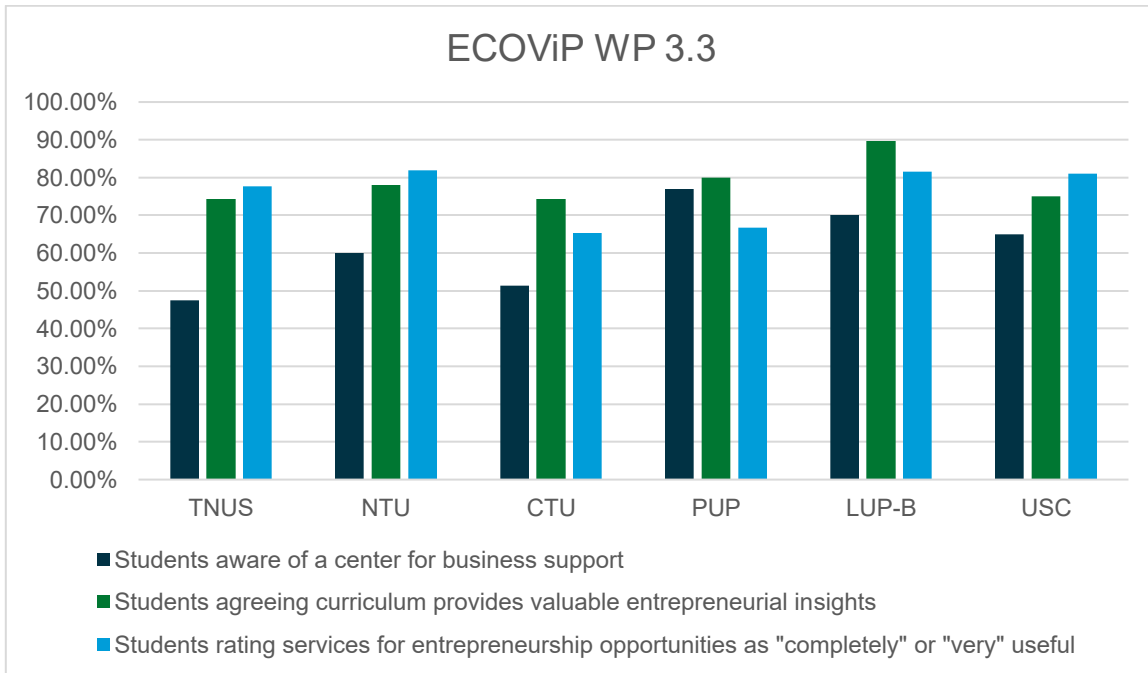


for a more comprehensive engagement with other career support services, such as mentorship programs and business incubators.

Despite these differences in approach, the analysis reveals a common focus across all institutions on developing critical competencies that transcend academic disciplines, particularly problem-solving, effective communication, and leadership. These competencies are indispensable in the tourism industry and contribute to graduates' adaptability and resilience in navigating the complexities of the sector. This shared emphasis on both technical skills and soft skills highlights the need for a multifaceted educational approach that prepares students for the practical challenges of entrepreneurship and employment.

The study also identifies key areas for improvement. It calls for curricula to be more closely aligned with industry needs to ensure that students acquire relevant, practical skills that are directly applicable to the workplace. There is also a need to enhance awareness and accessibility to career and entrepreneurship support services, ensuring that students fully utilize the resources available to them. Strengthening collaboration between academia and industry will further bridge the gap between theoretical knowledge and practical application, offering students valuable real-world experiences. Lastly, fostering a supportive entrepreneurial ecosystem that encourages innovation and risk-taking is essential to nurture the next generation of self-employed tourism leaders.

In summary, while Vietnamese and Philippine universities take different approaches to employability and entrepreneurship education, their ultimate goal remains the same: to equip students with the competencies needed to thrive in the tourism industry. By addressing the areas identified for improvement, such as aligning curricula with industry needs, enhancing student engagement with career services, and fostering stronger industry partnerships, these institutions can better prepare their graduates to succeed in an ever-evolving global tourism market. Through such strategies, universities can empower students to become entrepreneurial leaders, innovators, and problem-solvers in the tourism sector.



### 6.5.3. VIETNAMESE AND THE PHILLIPINES CONCLUDING REMARKS AND DISCUSSIONS FROM GRADUATE EMPLOYABILITY ANALYSIS AND ENTREPRENEURSHIP EDUCATION ANALYSIS TOWARD NEW SUGGESTED NEW COURSES IN THE CURRICULUM REFORMS

The study of tourism in higher education presents diverse approaches to curriculum design and career orientation. Two distinct models emerge from the data: the first prioritizing comprehensive academic and career preparation, exemplified by TNUS 3.2, NTU 3.2, and CTU 3.2, and the second focusing on entrepreneurship and industry engagement, represented by PUP 3.2 and LUP-B 3.2 and USC 3.2. While both models share the common goal of producing employable graduates, their strategies and areas of emphasis differ significantly.

The first model, adopted by TNUS, NTU, and CTU, prioritizes structured academic programs and career development. These universities emphasize equipping students with a strong foundation in core employability skills such as problem-solving, lifelong learning, and communication. This is reflected in consistently high student satisfaction ratings across these institutions, particularly in areas like personal and professional growth. For instance, the average rating for personal development at TNUS was 3 on a 4-point scale, indicating a high level of perceived benefit. Similarly, 86.8% of TNUS alumni reported finding jobs within 6 months of graduation, underscoring the effectiveness of their career-focused



programs. However, limitations exist within this model, notably in the area of international exposure. Despite recognizing the importance of global job markets, opportunities for work abroad remain relatively low, with only 8.5% of TNUS graduates securing international positions.

Conversely, PUP and LUP-B adopt a more entrepreneurial approach, fostering self-employment and industry engagement. PUP integrates business planning, leadership, and financial literacy into its curriculum, while LUP-B emphasizes tourism and hospitality management. Both universities offer structured internship programs, job fairs, and industry networking events to facilitate career connections. Notably, LUP-B has a dedicated center for career and business support, with 77% of students reporting awareness of its services. Furthermore, entrepreneurship is encouraged through business competitions, mentorship programs, and the availability of incubator spaces. However, challenges persist in ensuring student awareness and participation in these initiatives. Data from LUP-B indicates that 50.4% of students primarily rely on "Talk Shows on career paths" for career support, suggesting a need for more proactive engagement with other services.

In conclusion, the two models represent distinct pathways to achieving employability within tourism education. While TNUS, NTU, and CTU prioritize structured academic and career preparation, PUP and LUP-B adopt a more entrepreneurial approach. Recognizing the strengths and limitations of each model is crucial in shaping effective strategies to meet the evolving demands of the tourism industry and equip graduates with the necessary skills and competencies to thrive in their chosen careers.

The analysis of entrepreneurship education in tourism programs reveals diverse approaches. The TNUS 3.3, NTU 3.3, and CTU 3.3 programs primarily focus on fostering entrepreneurial skills and attitudes, with a strong emphasis on equipping students with the knowledge and tools to launch and manage startups. At CTU, 51.3% of students expressed awareness of a dedicated center providing support for starting a business, and the average agreement level with the statement "The curriculum provided valuable insights into starting and managing a business" was 3.6 out of 5. This suggests a positive perception of the program's effectiveness in developing entrepreneurial skills.

In contrast, PUP 3.3, LUP-B 3.3 and USC 3.3 place a greater emphasis on integrating entrepreneurship into the curriculum and providing practical experience through internships and industry engagement. At PUP, 77% of students affirmed that the university has an organization devoted to providing support for starting a business, and the average usefulness level of services contributing to increasing opportunities for entrepreneurship was 3.9 out of 5. This indicates a strong focus on creating a supportive ecosystem for aspiring entrepreneurs.

In spite of these differences, all programs place a high value on developing core entrepreneurial competencies such as creativity, leadership, problem-solving, and risk-



taking. This shared emphasis underscores the importance of a multifaceted approach to fostering entrepreneurship, with a strong focus on both academic integration and practical support structures.

## YEAR 2:

### **Course 1: Sustainable Tourism Entrepreneurship and Innovation**

**Objective:** Equip students with entrepreneurial skills to create sustainable tourism startups and foster innovation.

#### **Content Focus:**

- **Sustainable Business Models:** Eco-tourism, community-based tourism
- **Entrepreneurship in Tourism:** Identifying market gaps, business plans, startup launch
- **Innovation and Technology:** Apps for responsible travel, blockchain
- **Risk Management and Social Responsibility:** Addressing social and environmental risks

#### **Practical Components:**

- Group projects to design a sustainable tourism startup
- Partnerships with local sustainable tourism businesses
- Mentorship programs with successful entrepreneurs

**Outcome:** Students will be prepared to start their own sustainable tourism ventures, utilizing innovative and sustainable business models.

### **Course 2: Sustainable Tourism Policy and Development in Southeast Asia**

**Objective:** Provide an understanding of tourism development policies in Southeast Asia, focusing on sustainability and cultural preservation.

#### **Content Focus:**

- **Regional Tourism Challenges and Opportunities:** Examining the impact of tourism in Vietnam and the Philippines
- **Sustainability and Policy Making:** Overview of tourism policies in Vietnam and the Philippines
- **Tourism Regulations and Standards:** Eco-certifications, environmental laws
- **Cultural Preservation in Tourism:** Integrating indigenous knowledge into tourism

#### **Practical Components:**

- Comparative studies on tourism policies in Vietnam and the Philippines
- Engagement with policymakers and industry leaders in sustainable tourism
- Field visits to culturally and ecologically significant sites

**Outcome:** Students will understand how to navigate sustainable tourism policies and develop strategies for policy-making and implementation.



**YEAR 3:**

**Course 3: Industry Engagement and Networking for Sustainable Tourism Startups**

**Objective:** Develop industry engagement, networking skills, and practical experience through internships and industry collaborations.

**Content Focus:**

- **Building Industry Relationships:** Networking with tourism organizations, NGOs
- **Tourism Startup Ecosystems:** Incubators, accelerators, business networks
- **Practical Workshops and Industry Events:** Tourism fairs, conferences, startup competitions
- **Leadership in Tourism Startups:** Developing leadership skills for sustainability

**Practical Components:**

- Internship opportunities with sustainable tourism businesses or ministries
- Student participation in tourism expos or startup competitions
- Collaboration with tourism associations for hands-on experience

**Outcome:** Students will build industry connections, gain hands-on experience, and be prepared to lead or collaborate in sustainable tourism startups.

**THE END**