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Entrepreneurial Readiness among UTHM Diploma Female Students: The Effectiveness of Time Management in Attempting Businesses

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Abstract

This study examines the influence of time management on entrepreneurial readiness among female diploma students at Universiti Tun Hussein Onn Malaysia (UTHM). The research analyzes the relationship between time management effectiveness and students' readiness to attempt business activities. Conducted over two to three months, the study involved a population of 879 active female diploma students as of November 2024, with a sample of 269 respondents determined based on Krejcie and Morgan's sampling guidelines. A quantitative approach was employed using structured questionnaires distributed via Google Forms, and a pilot test was conducted to ensure instrument reliability and identify potential data collection issues. Data were analyzed using SPSS and Microsoft Excel, with reliability and validity tests performed to confirm the consistency and accuracy of the instrument. Descriptive analysis (mean, median, and standard deviation) indicates that time management effectiveness recorded the highest level of agreement, suggesting that students who manage their time effectively demonstrate stronger readiness to engage in business activities. Correlation analysis reveals strong positive relationships between time management effectiveness, entrepreneurial readiness, and the impact of time management on business attempts, with correlation coefficients of 0.866, 0.858, and 0.790, indicating moderately high to strong associations between the independent and dependent variables. The findings contribute empirical evidence on female students' entrepreneurial readiness and highlight the importance of time management in strengthening business engagement, providing practical implications for curriculum development, instructional strategies, and institutional support systems at the post-secondary level.

1. Introduction

Entrepreneurship as a field of study has many sub-dimensions due to its usefulness in society, which makes it difficult to gain a holistic understanding of its key elements. By concentrating on various facets of

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entrepreneurship in terms of definitions and research opportunities, this research seeks to answer common misconceptions about what entrepreneurship is. Every aspect of entrepreneurship is examined with the intention of investigating fresh research questions and methodological stances that are currently absent from the discourse on entrepreneurship, and that can be improved by further study [1]. This makes it possible to determine this research directions about entrepreneurship in general and particular forms of entrepreneurship, which advances knowledge and practice regarding the value of entrepreneurship in society.

Effective time management is one of the most critical activities for entrepreneurs, impacting the success and growth of businesses directly [2]. Successful entrepreneurship calls for multitasking on product development, marketing, finance management, and customer relations, among other tasks. Prioritizing, goal setting, and breaking down complex projects into smaller steps are some of the key tools necessary for organization and productivity [2]. Time blocking can reduce distractions and make someone work more effectively due to the time dedicated to different activities.

Entrepreneurial readiness can be defined as the "confluence of a set of personal traits that differentiates individuals with readiness for entrepreneurship as especially competent to observe and analyse their environment in such a way that they channel their high creative and productive potentials, so they may deploy their capability to dare and need for self-achievement" [3]. This definition outlined that the entrepreneurial readiness of youth depends on the ability to explore various environmental opportunities, utilise their capability (entrepreneurial ability) based on the available resources, and the need for self-achievement (motivation). Entrepreneurial readiness depends on the mindset, in terms of inclination, of youth towards entrepreneurial activity [4].

Entrepreneurial readiness denotes personal competence and potential for enterprise action. Entrepreneurial readiness is the ability of a person to recognize business opportunities, generate innovative ideas, make decisions, build networks, and mobilize resources that are required in starting up and developing a business venture. Entrepreneurial readiness is a complicated concept comprising various skills and competencies involved in the identification and analyses of business opportunities [5]. The initial capital that every individual needs to be ready to face the different opportunities and challenges of entrepreneurship is called entrepreneurial readiness. Mature entrepreneurial readiness is supposed to minimize the possibility of failure with enough preparation.

Female entrepreneurs often pursue entrepreneurship to boost family income and interest in the business, despite the high risk of failure, as their involvement often leads to positive outcomes [6]. Female entrepreneurs, including female student entrepreneurs, should be given special attention to understand key factors that can help them continue their entrepreneurial journey [7].

This study investigates entrepreneurial readiness among female diploma students at UTHM and explores whether enhancing this readiness requires effective time management. In conducting this research, it is believed that time management is a main determinant of success in entrepreneurial endeavours and not just a productivity tool. By analyzing the relationship between time management and entrepreneurial readiness, this research can empower young women through better educational practices and policies.

2. Materials and Method

2.1 Research Design and Sample Selection

This study adopted a quantitative research methodology. A survey-based research method ensures systematic collection and analysis of numerical data. UTHM diploma female students who are enrolled on campus in Pagoh were the subject of study. There are a total of 879 active Diploma female students who are studying, according to the Academic Management Office, as of November 2024. According to the guidelines of Krejcie and Morgan in 1970, the sample targeted in this study was a total of 269 active UTHM Diploma female students. This approach enabled the researchers to objectively measure variables and test the hypothesized relationship between time management and entrepreneurial readiness. The questionnaire was designed and distributed via Google Forms to facilitate widespread access among the target population. The sample size was chosen based on its significance, with an alpha set at 0.05 [8].

2.2 Validity and Reliability

The ability of a method to measure what it is supposed to measure with accuracy is known as validity. High validity research aims to yield findings that reflect actual attributes, traits, and variances in the social or physical world [9]. To ensure the quality of the research instrument, validity and reliability measures were implemented. Validity was addressed through expert review and a pilot test conducted on a small group of students to verify content and construct appropriateness. Reliability was confirmed using internal consistency analysis via SPSS, specifically employing Cronbach's Alpha to assess the consistency of responses across items.

2.3 Population and Sampling

The research population describes the group from which data is gathered, it is a key idea in research design. Understanding the target, accessible, and general population well aids researchers in choosing appropriate sampling techniques and guarantees the validity, reliability, and generalization of their results. The target population consisted of 879 active UTHM diploma female students from the Pagoh campus as of November 2024. Using Krejcie and Morgan's 1970 sampling formula, a representative sample size of 269 students was determined, with a confidence level of 95% and a 5% margin of error. A simple random sampling technique was applied to avoid bias.

2.4 Instrumentation

This study employed generally applicable problem-solving techniques using an explanatory survey design and research instruments adapted from previous studies. Data were collected through structured questionnaires distributed to selected respondents. The collected data were sorted and screened using Microsoft Excel before undergoing statistical analysis in SPSS. The dataset was systematically examined in SPSS to ensure accuracy and consistency before hypothesis testing. Descriptive statistics, including the sample mean, standard deviation, and variance, were computed using SPSS before conducting further statistical tests.

2.5 Data Collection Procedure and Data Analysis

The finalized questionnaire was disseminated electronically via WhatsApp platforms. Participants were briefed about the purpose of the study, and informed consent was obtained digitally. The data collection process spanned approximately two weeks. Data were extracted and analysed using Microsoft Excel and IBM SPSS Statistics software. The analysis procedure included Descriptive Statistics to summarize demographic variables such as mean, standard deviation and frequency. Reliability testing used Cronbach's Alpha for internal consistency and Factor Analysis to validate constructs and reduce dimensionality using KMO and Bartlett's Test. Pearson Correlation was used to assess the strength and direction of the relationship between time management and entrepreneurial readiness. A significance level of $p<0.005$ was used for hypothesis testing. The flowchart for using IBM SPSS is presented in Fig. 1.

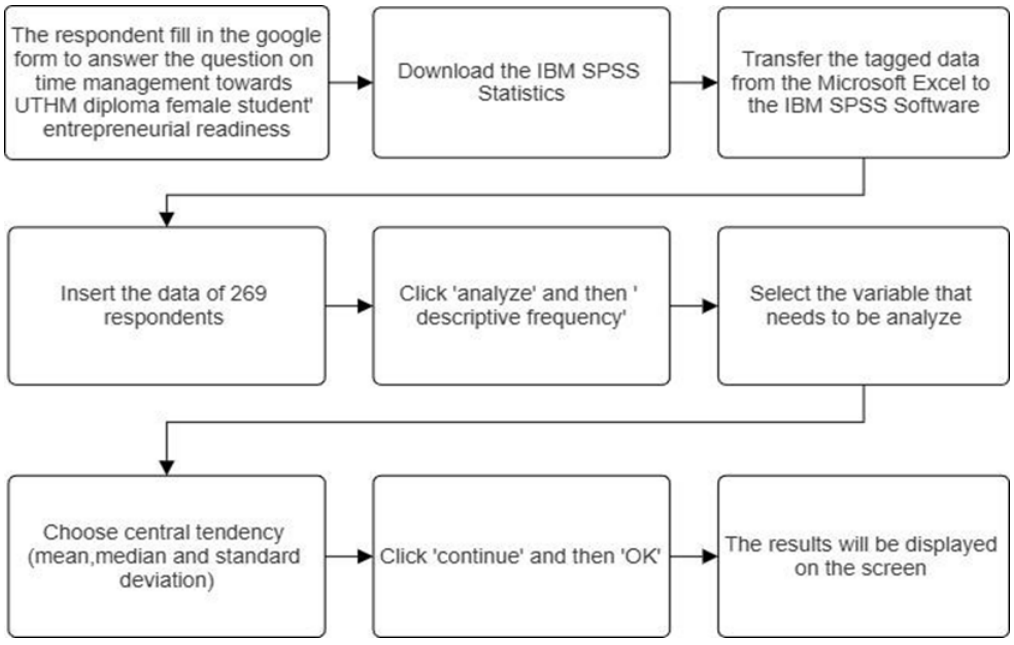

Fig. 1 *Flowchart of using IBM SPSS*

3. Result and Discussion

3.1 Demographic Statistics

This section presents the interpretation of the mean scores obtained from the study and the demographic characteristics of the respondents.

Table 1 *Mean score interpretation*

Range of Values (Mean)	Interpretation
4.01 - 5.00	Very High
3.01 - 4.00	High
2.01 - 3.00	Moderate
1.01 - 2.00	Low
0.01 - 1.00	Very Low

Table 1 shows the five-point Likert scale used to identify the different levels of the measured elements. The interpretation approach introduced in [5] was used to classify the responses into five levels.

Table 2 *Frequency and percentage of respondent demographics*

Demographic	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Age	18	9	3.3	3.3	3.3
	19	118	43.5	43.5	46.9
	20	133	49.1	49.1	95.9
	21	11	4.1	4.1	100.0
Programme of Study	DAA	43	15.9	15.9	15.9
	DAK	22	8.1	8.1	24.0
	DAU	34	12.5	12.5	36.5
	DAG	23	8.5	8.5	45.0
	DAM	49	18.1	18.1	63.1
	DAT	48	17.7	17.7	80.8
	DAE	52	19.2	19.2	100.0
Run Business	Yes	214	79.0	79.0	79.0
	No	57	21.0	21.0	100.0
Attempting to Open a Business	Yes	155	57.2	57.2	57.2
	No	116	42.8	42.8	100.0

Table 2 presents the demographic profile of the 271 female diploma students who participated in this study, including age, programme of study, business experience, and attempts to open a business. Based on the age distribution, most respondents were 20 years old, comprising 133 students (49.1%), followed by 19-year-old students with 118 respondents (43.5%). Respondents aged 21 years accounted for 11 students (4.1%), while only 9 respondents (3.3%) were 18 years old. This indicates that most participants were in the middle stage of their diploma studies.

Regarding the programme of study, respondents were drawn from seven diploma programmes. The highest number of respondents came from the DAE programme with 52 students (19.2%), followed by DAM with 49 students (18.1%) and DAT with 48 students (17.7%). DAA contributed 43 respondents (15.9%), DAU 34 respondents (12.5%), DAG 23 respondents (8.5%), and DAK recorded the lowest participation with 22 respondents (8.1%). The distribution shows that respondents were relatively well represented across all programmes.

In terms of business experience, 214 respondents (79.0%) reported that they had previously run a business, whereas only 57 respondents (21.0%) had no business experience. This finding suggests that a large proportion of the respondents had practical exposure to entrepreneurial activities. Furthermore, 155 respondents (57.2%) indicated that they had attempted to open a business, while 116 respondents (42.8%) had never attempted to

do so. The higher percentage of respondents who had attempted to start a business reflects a positive inclination toward entrepreneurial involvement among female diploma students at UTHM.

Overall, the demographic findings indicate that the respondents were predominantly 20 years old, represented various diploma programmes, and largely possessed business experience as well as prior attempts to establish a business. These characteristics provide a relevant foundation for examining entrepreneurial readiness and the effectiveness of time management in attempting businesses among UTHM diploma female students.

Table 3 *Type of business of respondents*

Type of business	Frequency	Percent	Valid Percent	Cumulative Percent
Agriculture	7	2.6	2.6	2.6
Food	99	36.5	36.5	39.1
Property	5	1.8	1.8	41.0
Transportation	24	8.9	8.9	49.8
Retail	16	5.9	5.9	55.7
Other	59	21.8	21.8	77.5
Nothing	61	22.5	22.5	100.0

As shown in Table 3, the respondents are divided into seven types of business, which are agriculture, food, property, transportation, retail, other, and nothing. There is a total of 7 agriculture respondents, 99 food respondents, 5 property respondents, 24 transportation respondents, 16 retail respondents, 59 other respondents and 61 no respondents. This results in the highest total of 36.5% of food respondents and the lowest total of 1.8% of property respondents. Overall, out of 271 respondents, a higher response rate resulted from the food business.

3.2 Time Management Effectiveness (TME)

Table 4 shows the mean, standard deviation, and level of TME as a significant factor in UTHM diploma female students' entrepreneurial readiness.

Table 4 *Descriptive statistics of TME*

TME	Median	Mean	Std. Deviation	Level
TME 1	4	4.12	1.015	Very High
TME 2	4	4.51	.735	Very High
TME 3	3	4.48	.729	Very High
TME 4	4	4.26	.882	Very High
TME 5	4	4.25	.902	Very High
TME 6	3	4.32	.838	Very High
TME 7	4	4.58	.677	Very High

The standard deviation (SD) ranges from 0.677 to 1.015. The highest mean value indicates that the majority of the respondents agree with the same severity level. Thus, based on Table 4, the highest mean value (4.58) leans toward the 7th statement (TME 7), which states that time management affects students' readiness to become an entrepreneur. Whereas the lowest mean value is 4.12, which leans toward the 1st statement (TME 1). TME 1 states that the daily schedule increases students' time management effectively in the entrepreneurship field, with a standard deviation of 1.015, while statement TME 5 states that students who use time effectively are most likely to gain confidence in the field of entrepreneurship, with a standard deviation of 0.902.

3.3 Entrepreneur Readiness (ER)

Table 5 shows the mean, standard deviation, and level of ER as a significant factor among UTHM diploma female students in attempting business.

Table 5 *Descriptive statistics of ER*

ER	Median	Mean	Std. Deviation	Level
ER1	4	4.31	.826	Very High
ER2	4	4.31	.825	Very High
ER3	4	4.20	.929	Very High
ER4	3	4.60	.624	Very High
ER5	4	4.36	.827	Very High

The standard deviation (SD) ranges from 0.624 to 0.929. The highest mean value indicates that the majority of the respondents agree with the same severity level. Thus, based on Table 5, the highest mean value (4.60) leans toward the 4th statement (ER4), which states that entrepreneurial readiness encourages students to become an entrepreneur. Whereas the lowest mean value is (4.20), which leans toward the 3rd statement (ER3). ER 3 states that learn and seek information increase the student's entrepreneurial readiness effectively in the entrepreneurship field, with a standard deviation of 0.929.

3.4 Impact of Time Management on Business Attempts (R)

Table 6 shows the mean, standard deviation, and level of impact of time management on business attempts as a significant factor in UTHM diploma female students' entrepreneurial readiness.

Table 6 *Descriptive statistics of R*

R	Median	Mean	Std. Deviation	Level
R1	4	4.43	.794	Very High
R2	4	4.33	.798	Very High
R3	3	4.40	.728	Very High
R4	4	4.54	.703	Very High

The standard deviation (SD) ranges from 0.703 to 0.798. The highest mean value indicates that the majority of the respondents agree with the same severity level. Thus, based on Table 6, the highest mean value (4.54) leans toward the 4th statement (R4), which states that the impact of time management on business attempts encourages students to become an entrepreneur. Whereas the lowest mean value is (4.33), which leans toward the 2nd statement (R2). R2 states that better time management would increase my likelihood of attempting to launch a business, with a standard deviation of 0.798.

3.5 Correlation

The analysis and interpretation of the correlation between variables are crucial in understanding the relationships within a data set. Correlation helps to determine the strength of the relationship between pairs of variables. By grasping these relationships, the complexity of the data can be simplified. Correlation analysis can uncover unexpected connections or the absence of such, highlighting potential data quality issues like measurement errors and outliers.

Table 7 *Pearson Correlation coefficient between variables*

		TME	ER	R
TME	Pearson Correlation	1	.866**	.790**
	Sig. (2-tailed)		.000	.000
	N	271	271	271
ER	Pearson Correlation	.866**	1	.858**
	Sig. (2-tailed)	.000		.000
	N	271	271	271

R	Pearson Correlation	.790**	.858**	1
	Sig. (2-tailed)	.000	.000	
	N	271	271	271

According to Table 7, the Pearson's Correlation coefficient between the variables in this study is 0.866 and 0.790, indicating a moderately high correlation. This suggests a strong link between time management and entrepreneurial readiness among UTHM Diploma female students. The 2-tailed significance value is less than 0.00l, indicating a highly significant correlation. This is attributed to the use of a standard alpha value of 0.05 in this research to minimize the risk of a false positive error.

4. Conclusion

In conclusion, the results obtained from the data analysis conducted using IBM SPSS Statistics confirmed the anticipated findings of the study. The mean, median, and standard deviation values for each question were instrumental in meeting the objectives of this research. It is evident from this study that time management significantly influences the entrepreneurial readiness of UTHM Diploma female students. The younger, particularly students, are drawn to attempting business, which effectively captures and sustains their interest. These platforms have the capacity to engage, educate, and motivate users with features tailored to entrepreneurial readiness. The correlation between time management and entrepreneurial readiness among UTHM Diploma female students has been established, indicating a strong connection between the two variables. This underscores the importance of time management in fostering entrepreneurial readiness among students by providing inspiration, resources, networking opportunities, and a foundational platform for practical involvement in entrepreneurship.

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Conflict of Interest

Authors declare that there is no conflict of interests regarding the publication of the paper.

Author Contribution

The authors confirm contribution to the paper as follows: ***study conception and design****: Nurul Anis Sofea Amri, Nur Asiah Mohd Nasir, Muhd Rusydi Shobri, Norliza Ghazali;* ***data collection:*** *Nurul Anis Sofea Amri, Nur Asiah Mohd Nasir, Muhd Rusydi Shobri, Norliza Ghazali;* ***analysis and interpretation of results****: Nurul Anis Sofea Amri, Nur Asiah Mohd Nasir, Muhd Rusydi Shobri, Norliza Ghazali;* ***draft manuscript preparation****: Nurul Anis Sofea Amri, Nur Asiah Mohd Nasir, Muhd Rusydi Shobri, Norliza Ghazali. All authors reviewed the results and approved the final version of the manuscript.*

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