

The Influence of Problem-Solving Skills and Self-Efficacy on Entrepreneurial Readiness in Culinary Skills Program

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Abstract

This study examines the influence of problem-solving skills and self-efficacy on entrepreneurial readiness among participants in a culinary skills program. Given the increasing importance of entrepreneurship in the culinary industry, understanding these factors can enhance educational strategies and support aspiring culinary entrepreneurs. A quantitative research design was employed, utilizing a survey methodology to collect data from 125 culinary skill program participants. The survey measured participants' problem-solving skills, self-efficacy, and entrepreneurial readiness. Data were analyzed using multiple regression analysis to determine the relationships between these variables. The findings reveal that both problem-solving skills and self-efficacy significantly influence entrepreneurial readiness. Specifically, problem-solving skills were found to have a stronger impact, suggesting that participants who are adept at resolving challenges are more prepared for entrepreneurial ventures. Additionally, self-efficacy contributes positively to entrepreneurial readiness, indicating that confidence in one's abilities is crucial in entrepreneurial preparedness. The study concludes that enhancing problem-solving skills and self-efficacy in culinary education programs can significantly boost entrepreneurial readiness.

Keywords: *entrepreneurial readiness; problem-solving skill; self-efficacy.*

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Introduction

Entrepreneurship plays a crucial role in driving economic development, fostering innovation, creating job opportunities, and enhancing market competitiveness. In the culinary industry, characterized by its ever-evolving food trends, dynamic consumer preferences, and operational complexities, entrepreneurial readiness is of utmost importance for success (Liu et al., 2019). Entrepreneurial readiness encompasses a range of factors, including entrepreneurial education, self-efficacy, mindset, and networking, all of which significantly influence individuals' preparedness to venture into the entrepreneurial realm (Rodriguez & Lieber, 2020). Studies have shown that entrepreneurial education plays a crucial role in shaping individuals' personalities and attitudes, thereby enhancing their readiness to embark on entrepreneurial endeavors (Ambarita & Suwatno, 2024).

The entrepreneurial spirit is characterized by traits such as creativity, innovation, initiative, and a continuous drive to increase income through business activities (Sari & Yuliandari, 2023). Individuals with high levels of creativity and innovation are often synonymous with entrepreneurship, as they possess the ability to generate novel business ideas and effective marketing strategies (Li et al., 2023). Moreover, having a strong social network can provide aspiring entrepreneurs with access to valuable business information and financial

support, further bolstering their readiness to engage in entrepreneurial activities (Sunarni Sunarni & Asral Asral, 2023).

Entrepreneurial orientation, which involves being proactive, innovative, and risk-taking, coupled with effective business networking, plays a vital role in enhancing marketing performance, expanding market reach, and ensuring the survival and growth of Micro, Small, and Medium Enterprises (MSMEs) (Lamidi & Rahadhini, 2024). Additionally, entrepreneurial leadership, characterized by the ability to influence and direct group performance toward organizational goals by recognizing and exploiting entrepreneurial opportunities, is instrumental in driving business success (Renko et al., 2015). Leadership abilities, managerial skills, networking capabilities, and educational background are all essential components for optimizing the performance of MSMEs (Murtini et al., 2024; Pahrudin et al., 2016).

In the context of culinary entrepreneurship, the ability to develop and leverage culinary skills is crucial for enhancing work motivation and entrepreneurial intentions among students in culinary arts programs (Dalem et al., 2024). By honing their culinary skills and actively engaging in culinary activities, students can cultivate a stronger desire for entrepreneurship and better prepare themselves for the challenges of running a culinary business (Sari & Yuliandari, 2023; Yudhanto et al., 2023). Furthermore, understanding the competitive landscape and strategically positioning culinary businesses through market and entrepreneurial orientations can significantly impact their competitive advantage and overall performance (Fatimah & Purdianto, 2023).

Strategic entrepreneurship, which involves exploring potential entrepreneurial ventures while leveraging existing competitive advantages, is key for MSMEs to thrive in competitive markets (Yudhanto et al., 2023). By strategically identifying and capitalizing on entrepreneurial opportunities, MSMEs can drive innovation, enhance their market position, and achieve sustainable growth. Moreover, the evolution of entrepreneurship in the culinary industry has presented new challenges and opportunities, requiring modern culinary entrepreneurs to navigate the delicate balance between tradition and innovation (Yulistiyono et al., 2023). Entrepreneurial readiness in the culinary industry is influenced by a myriad of factors, including entrepreneurial education, self-efficacy, mindset, networking, leadership, and strategic orientation. By equipping individuals with the necessary skills, knowledge, and attitudes through entrepreneurial education and practical experiences, culinary programs can effectively prepare students to excel in the dynamic and competitive landscape of culinary entrepreneurship. Embracing innovation, creativity, and a proactive entrepreneurial spirit is essential for aspiring culinary entrepreneurs to succeed in an ever-evolving industry.

The primary objective of this study is to investigate the influence of problem-solving skills and self-efficacy on entrepreneurial readiness in participants of a culinary skills program. By identifying the extent to which these factors contribute to entrepreneurial preparedness, this research aims to provide actionable insights for educators and program developers. This study seeks to answer the following research questions:

- To what extent do problem-solving skills influence entrepreneurial readiness in culinary students?
- How does self-efficacy impact the entrepreneurial readiness of individuals enrolled in a culinary skills program?
- What is the combined effect of problem-solving skills and self-efficacy on entrepreneurial readiness?

This research holds significant academic and practical relevance. Academically, it contributes to the body of knowledge on entrepreneurship education by focusing on specific skill sets within the culinary field. Practically, the findings can inform curriculum development and instructional strategies in culinary programs, ultimately enhancing the entrepreneurial capabilities of graduates. By fostering a better understanding of how problem-solving skills and self-efficacy drive entrepreneurial readiness, this study

supports the creation of targeted interventions that can bolster the entrepreneurial potential of future culinary professionals.

Methodology

Research Design

This study employs a quantitative research design to explore the influence of problem-solving skills and self-efficacy on entrepreneurial readiness among participants in a culinary skills program. A cross-sectional survey methodology was chosen to collect data from a specific population at a single point in time, allowing for the assessment of relationships between the key variables.

Population and Sample

The target population for this study comprises individuals enrolled in a culinary skills program across various institutions. A purposive sampling method was used to select participants who are currently undergoing or have recently completed the program. A total of 125 participants were surveyed, ensuring a diverse representation in terms of age, gender, and educational background to enhance the generalizability of the findings.

Data Collection

Data were collected using a structured questionnaire distributed to participants. The questionnaire consisted of three main sections:

- **Demographic Information:** Including age, gender, educational level, and duration of participation in the culinary skills program.
- **Problem-solving skills:** Measured using a validated problem-solving inventory that assesses participants' abilities to effectively address and resolve challenges.
- **Self-Efficacy:** Assessed through a standardized self-efficacy scale, which evaluates the confidence levels of individuals in performing tasks and achieving goals.
- **Entrepreneurial Readiness:** Evaluated using an entrepreneurial readiness scale, designed to measure participants' preparedness and inclination towards entrepreneurial activities in the culinary field.

The questionnaire was administered both online and in-person to accommodate the preferences of the participants. Data collection spanned two months, ensuring ample time for responses and follow-ups.

Data Analysis

The collected data were analyzed using statistical software (SPSS). The analysis involved several steps:

- **Descriptive Statistics:** Used to summarize the demographic characteristics of the sample and provide an overview of the main variables.
- **Reliability Analysis:** Conducted to ensure the internal consistency of the scales used for problem-solving skills, self-efficacy, and entrepreneurial readiness.
- **Correlation Analysis:** Performed to examine the relationships between problem-solving skills, self-efficacy, and entrepreneurial readiness.
- **Multiple Regression Analysis:** Utilized to determine the predictive power of problem-solving skills and self-efficacy on entrepreneurial readiness. This analysis helps to identify the individual and combined effects of these variables on the dependent variable (entrepreneurial readiness).

By employing these methodologies, the study aims to provide a robust and comprehensive analysis of the factors influencing entrepreneurial readiness among culinary students, contributing valuable insights to the field of entrepreneurship education.

Results and Discussion

Descriptive Statistics

The sample consisted of 125 participants, with a balanced representation of gender (52% female, 48% male). The age range of participants was between 18 and 35 years, with a mean age of 24.3 years ($SD = 4.7$). Participants varied in their educational backgrounds, with 60% holding a high school diploma, 30% possessing an associate degree, and 10% having a bachelor's degree. The average duration of participation in the culinary skills program was 8 months ($SD = 3.2$).

Inferential Statistics

Reliability Analysis: The reliability coefficients (Cronbach's alpha) for the problem-solving skills inventory, self-efficacy scale, and entrepreneurial readiness scale were 0.89, 0.87, and 0.91, respectively, indicating high internal consistency.

Correlation Analysis:

- Problem-solving skills were positively correlated with entrepreneurial readiness ($r = 0.62$, $p < 0.001$).
- Self-efficacy was also positively correlated with entrepreneurial readiness ($r = 0.54$, $p < 0.001$).
- A moderate correlation was found between problem-solving skills and self-efficacy ($r = 0.48$, $p < 0.001$).

Multiple Regression Analysis: A multiple regression analysis was conducted to assess the predictive power of problem-solving skills and self-efficacy on entrepreneurial readiness. The results are summarized in Table 1.

Table 1. Multiple Regression Analysis of Problem-Solving Skills and Self-Efficacy on Entrepreneurial Readiness

Predictor Variable	B	SE. R	β	t	p-value
Constant	1.23	0.34		3.62	<0.001
Problem-solving	0.47	0.08	0.48	5.88	<0.001
Self-efficacy	0.35	0.07	0.39	5.00	<0.001

$R^2 = 0.49$, Adjusted $R^2 = 0.48$, $F(2, 147) = 70.41$, $p < 0.001$

The regression model was statistically significant, $F(2, 147) = 70.41$, $p < 0.001$, and explained 49% of the variance in entrepreneurial readiness. Problem-solving skills ($\beta = 0.48$, $p < 0.001$) and self-efficacy ($\beta = 0.39$, $p < 0.001$) both emerged as significant predictors of entrepreneurial readiness. Problem-solving skills had a slightly stronger influence on entrepreneurial readiness compared to self-efficacy.

Summary of Key Findings:

- Participants with higher problem-solving skills demonstrated greater entrepreneurial readiness.
- Self-efficacy also significantly contributed to entrepreneurial readiness, supporting the hypothesis that confidence in one's abilities is crucial for entrepreneurial success.
- Combined, problem-solving skills and self-efficacy accounted for nearly half of the variance in entrepreneurial readiness, highlighting their importance in the context of culinary entrepreneurship.

These results suggest that targeted interventions to enhance problem-solving abilities and self-efficacy in culinary programs could significantly improve students' preparedness for entrepreneurial ventures. These findings offer a comprehensive understanding of the strengths and weaknesses of LMS utilization, providing a foundation for developing targeted strategies to enhance its effectiveness in educational settings.

Discussion

The findings of this study indicate that both problem-solving skills and self-efficacy significantly influence entrepreneurial readiness among participants in a culinary skills program. Problem-solving skills, in particular, emerged as the strongest predictor, underscoring the importance of equipping culinary students with the ability to effectively address and resolve challenges. This suggests that students who are proficient in problem-solving are more likely to feel prepared and confident in their entrepreneurial pursuits. Self-efficacy also played a crucial role in entrepreneurial readiness, aligning with existing literature that emphasizes the importance of belief in one's capabilities. Participants with higher self-efficacy reported greater readiness to engage in entrepreneurial activities, highlighting the need for educational programs to foster this trait.

The significance of problem-solving skills and self-efficacy in entrepreneurship has been well-established in previous research. Studies by Bandura (1997) and Gist & Mitchell (1992) have highlighted self-efficacy as a critical factor influencing entrepreneurial intention and success, while research by Baron (2004) has emphasized the essential nature of problem-solving abilities in navigating the uncertainties inherent in entrepreneurial endeavors (Bandura, 1997; Baron, 2004; Gist & Mitchell, 1992). These findings have been extended to the culinary field, demonstrating the equal importance of these skills in the context of culinary entrepreneurship (Liu et al., 2019; Yulistiyono et al., 2023).

Self-efficacy, defined as an individual's belief in their ability to successfully execute specific tasks or actions, has been consistently linked to entrepreneurial intention and behavior (Cenamor et al., 2019; Li et al., 2023; Rodriguez & Lieber, 2020; Shuwei et al., 2019). Entrepreneurial self-efficacy plays a crucial role in shaping individuals' attitudes toward entrepreneurship, influencing their willingness to engage in entrepreneurial activities, and ultimately impacting their success in entrepreneurial ventures (Berglund & Sandström, 2017; Doblinger et al., 2019). Moreover, self-efficacy has been identified as a significant predictor of entrepreneurial intentions, highlighting its role in fostering an entrepreneurial mindset and driving entrepreneurial behavior (Manik & Sidharta, 2016; Peng et al., 2012).

Entrepreneurship education has been shown to positively influence entrepreneurial self-efficacy, with studies indicating that exposure to entrepreneurial concepts and experiences can enhance individuals' confidence in their entrepreneurial capabilities (Martinez, 2011; Newman et al., 2019a). Additionally, emotional intelligence has been found to correlate positively with entrepreneurial self-efficacy, suggesting that individuals with higher emotional intelligence may exhibit greater belief in their ability to succeed as entrepreneurs (Lamidi, 2024). Furthermore, the mediating role of entrepreneurial self-efficacy has been highlighted in the relationship between entrepreneurship education, financial support, and entrepreneurial behavior, emphasizing the importance of self-efficacy in translating resources and knowledge into entrepreneurial actions (Farashah, 2013; Zhao et al., 2005).

In the context of vocational education, entrepreneurial self-efficacy has been identified as a key determinant of students' interest in entrepreneurship, underscoring the role of self-belief in shaping individuals' entrepreneurial aspirations (Mobaraki & Zare, 2012). Moreover, the influence of self-efficacy on entrepreneurial intention has been emphasized, with findings indicating that self-efficacy beliefs significantly contribute to individuals' propensity to engage in entrepreneurial activities (Drnovšek et al., 2010; Newman et al., 2019b). Entrepreneurial self-efficacy has also been linked to personal creativity and risk-taking features of entrepreneurship, highlighting its role in fostering entrepreneurial traits and behaviors (Fatimah & Purdianto, 2023). The research underscores the critical importance of problem-solving skills and self-efficacy in entrepreneurship, with self-efficacy playing a central role in shaping entrepreneurial intentions, behaviors, and success. By enhancing individuals' belief in their entrepreneurial capabilities through education, support, and experiential learning, it is possible to cultivate a

more entrepreneurial mindset and drive entrepreneurial activities across various fields, including the culinary industry.

Implications for Theory and Practice

This study contributes to the entrepreneurial readiness literature by providing empirical evidence on the importance of problem-solving skills and self-efficacy in the culinary sector. It reinforces the notion that entrepreneurial success is not solely dependent on business knowledge but also on personal attributes and skills that enable individuals to overcome obstacles and believe in their potential.

The findings have significant implications for culinary education programs. Educators and curriculum developers should prioritize the integration of problem-solving and self-efficacy-building activities into their programs. This could include practical problem-solving exercises, mentorship programs, and workshops designed to boost students' confidence in their entrepreneurial abilities. By doing so, culinary programs can better prepare students for the challenges of starting and running their businesses.

Limitations of the Study

Despite its contributions, this study has several limitations. First, the cross-sectional design limits the ability to establish causality between the variables. Future research should consider longitudinal studies to examine how problem-solving skills and self-efficacy develop over time and their long-term impact on entrepreneurial readiness. Second, the study relied on self-reported measures, which may be subject to response biases. Incorporating objective assessments and observational data could provide a more comprehensive understanding of these factors.

Conclusion

This study demonstrates that problem-solving skills and self-efficacy are significant predictors of entrepreneurial readiness in culinary skills program participants. Enhancing these attributes through targeted educational interventions can significantly improve the entrepreneurial preparedness of culinary students, fostering a new generation of confident and capable culinary entrepreneurs. These findings provide valuable insights for both educators and policymakers aiming to support entrepreneurship in the culinary industry.

Future research should explore additional factors that may influence entrepreneurial readiness, such as creativity, risk-taking propensity, and social support. Examining the interaction effects between these variables could offer deeper insights into the entrepreneurial readiness of culinary students. Additionally, replicating this study in different cultural contexts and with diverse populations would help generalize the findings and identify any cultural variations in the importance of problem-solving skills and self-efficacy.

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