



Research Article

© 2023 Ramos Farroñán et al.

This is an open access article licensed under the Creative Commons Attribution-NonCommercial 4.0 International License (<https://creativecommons.org/licenses/by-nc/4.0/>)

Received: 9 May 2023 / Accepted: 30 July 2023 / Published: 5 September 2023

Female University Entrepreneurship: A Competitive Factor to Strengthen the Professional Profile of Female University Students

Emma Verónica Ramos Farroñán¹

Solano Campos Marianela Karina¹

Marco Agustín Arbulú Ballesteros¹

Mabel Ysabel Otiniano León¹

Sandra Lizbeth Sánchez Nuñez¹

Celín Pérez Najera²

¹Universidad Cesar Vallejo,
Av. Larco 1770,
Trujillo 13001,
Peru

²Universidad Ciego de Ávila,
Ciego de Ávila,
Cuba

DOI: <https://doi.org/10.36941/ajis-2023-0129>

Abstract

Female entrepreneurship has emerged as a topic of great interest in research and society in general. Over the last few years, there has been a significant increase in the number of women starting their own businesses and ventures around the world. Based on this, this article aims to analyze female university entrepreneurship as a competitive factor to strengthen the professional profile of university students. It is framed in a quantitative approach, using a questionnaire based on a Likert scale considering 5 points, with six questions on sociodemographic data and 30 questions divided into 9 dimensions. For its analysis, the Mann Whitney U and Kruskal Wallis tests were used, having as results that entrepreneurial intention (4.44), intrinsic motivation (4.36), attitude (4.32), innovation (4.31), self-efficacy (4.23) and extrinsic motivation (4.20) are the most valued criteria. It is concluded that female university entrepreneurship presents particular characteristics in terms of motivation, financing and entrepreneurial approach. Entrepreneurial university women tend to be business career students, hard-working and thrifty, but they face difficulties in obtaining financing.

Keywords: Entrepreneurship, financing, barriers, female university students, self-efficacy

1. Introduction

Female entrepreneurship presents barriers and challenges, such as lack of access to financing, gender inequality in the labor market and lack of female role models in business leadership positions.

Undoubtedly, it is an increasingly relevant issue in the business and economic world. Despite advances in gender equality, women still face greater barriers to access business and leadership opportunities. Women's entrepreneurship has become an alternative to break these inequalities and contribute to economic and social development in the community.

According to the World Bank's 2022 report, around 2.4 billion women of working age do not have equal economic opportunities and 178 countries still have legal barriers to full economic participation. In 86 countries, women face some type of labor restriction and in 95 countries they do not have equal pay for jobs of equal value. On the other hand, paid leave of absence for women is only guaranteed in approximately 118 economies, while paid leave of absence for fathers is only available in more than half of the countries analyzed, with an average duration of only one week.

The Spain Gem Network (2017) reveals that the Global Entrepreneurship Monitor (GEM) shows a 10% increase in female entrepreneurship. In the last two years the gender differentiation gap has decreased by 5%, i.e., they no longer distinguish gender as a differentiating factor for success, but rather the capacity that people possess to get ahead. In addition, 163 million women are considered entrepreneurs because they started a business model in all parts of the world and 111 million women belonged to a company positioned in the market, i.e., mostly exercised essential economic activity of self-employment product of the need to work and, in others, exercised economic activity associated to female entrepreneurs with the ability to innovate and create start-ups (García *et al.*, 2019).

Muñoz *et al.*, (2022) mention that women entrepreneurs in Chile represent 47% of entrepreneurship in the country, where there is a broad consensus among experts that there is no gender difference in entrepreneurial skills. Therefore, there are no differences in the skills and knowledge related to the gender of an entrepreneur depending on who is doing the entrepreneurship. Moreover, in Colombia, the list of women entrepreneurs increased by 25% in 2017 compared to the previous year. However, it is very important to clarify that most of these businesses are run by women who have just finished high school, and many of these businesses are convenience stores. These numbers are alarming considering that most of the projects developed at the university level are led by men (Forero & Durán, 2019).

According to Business Empresarial (2022), Peru is home to 3.8 million SMEs, which represent 99.5% of the total number of companies, 70% of national employment and 40% of the GDP, where women entrepreneurs represent 58% of the total entrepreneurship, in which the lack of opportunities has led women to create businesses and innovate mainly in the world of beauty. On the other hand, the rate of early entrepreneurship in women is higher than that of men, in which it is represented by 22.5%, of which 900 thousand women do not have higher education that certifies the skills and abilities to access better jobs (Perú Retail, 2022).

The journal *Emprendedores* (2022) argues that during the pandemic, entrepreneurs showed considerable economic losses, losing their investment in products that did not correspond to basic necessities. However, entrepreneurial initiatives are gradually becoming internationalized for women. In 2021, 35% of the latest projects were sold to international clients, while the share of companies was 27%. An interesting fact is the registry of the Chamber of Commerce of new and already consolidated companies, which shows that only 32% of the new entrepreneurs had this registry; 53% belong to established entrepreneurs, that is, the lack of training and information generates high unnecessary costs and informality for their economic operations (Cárdenas, 2023).

Dissimilar are the factors that have an impact on the economic development of countries, their capabilities are adjusted to the management structures in the various productive sectors, leading to their strategic activities impact on society to have improvements in social and economic development and to respond to contribute to the quality of life of the community (García *et al.*, 2017). Hence, it does not constitute an isolated activity for the educational activity, specifically for the university level, since its direct effect on production and productivity contributes in general to have improvements in the quality of life. This has an influence on the decision of women to transform and create new businesses, with a new look at the young sectors and women.

At the present time, entrepreneurship has become a strategic priority for institutions, since it

allows the exposure of products and services in society, through activities developed in the academic, research and extension areas. Universities have become a favorable space to promote an entrepreneurial culture, where they seek to foster creativity and innovation through professional training and collaboration with non-profit companies and associations, as well as participation in different entrepreneurial social programs (Suárez *et al.*, 2017). This initiative seeks to favor the economic system of the various countries through the generation of jobs, improving the quality of life, group welfare and satisfying the needs of the community, reducing the negative effects of stagnation and promoting progress (Paz *et al.*, 2019).

In this context, female university entrepreneurship has become a topic of great interest. With the increase of women in higher education and their search for opportunities to develop their entrepreneurial skills, it is important to understand the challenges and opportunities faced by female university entrepreneurs. Therefore, this article will review existing research on college female entrepreneurship, identify barriers and facilitators that influence the success of college female entrepreneurs, and present effective strategies to support and encourage university female entrepreneurship.

2. Fundamental Concepts of University Entrepreneurship

University entrepreneurship refers to the entrepreneurial activity developed by university students, with the objective of creating new companies and innovative products. This type of entrepreneurship has become an increasingly common phenomenon around the world, as universities have become favorable spaces for the generation of ideas and the incubation of business projects. In this sense, universities can play an important role in promoting entrepreneurship by creating business incubators, offering entrepreneurship training programs and creating support and financing networks for student entrepreneurs. University entrepreneurship not only has the potential to generate employment and contribute to economic growth, but can also foster innovation and technological development.

University entrepreneurship is the process through which a person or group of people, within a university, use their knowledge, skills and resources to develop an innovative idea and create a company that generates economic and social value (Herrera & Etcheverry, 2018). It is the process of creating and developing an innovative company with the objective of satisfying a market need and generating economic and social value, through the combination of knowledge, skills and resources of the entrepreneurs and the university (Garrido & Navarro, 2021).

University entrepreneurship refers to the creation of innovative projects and businesses by students, professors or researchers of a higher education institution. This type of entrepreneurship aims to use the knowledge, skills and resources available at the university to develop solutions to current problems in the market and generate economic and social value. It involves the combination of academic training and practical experience, allowing students to acquire entrepreneurial and leadership skills, as well as to develop new technologies and products that can meet market needs. In addition, the university environment offers entrepreneurs a wide network of contacts and resources, such as business advice, financing and access to specialized facilities and laboratories. In short, it is a way of fostering creativity, learning and innovation at the university, with the aim of promoting economic and social development through the creation of new businesses and projects.

2.1 University entrepreneurship from a gender perspective

In the same context, Román-García & González (2022) analyzed entrepreneurship as a competence using the EmDigital model, in which students in the last cycles of the public universities of Murcia, and observed the difference in relation to gender, it was evident that 64.17% were women.

Regarding the gender differences perceived by society and their effects on female entrepreneurship, Hatoum (2021) reflects in a qualitative research with the results of individual in-

depth interviews with 30 female entrepreneurs in the Kingdom of Bahrain. Identifying, in turn, the following aspects as main factors affecting female entrepreneurship, economic conditions and social attitudes.

From another point of view, the research by Kuschel *et al.* (2020) is based on women's entrepreneurship and research on the gender aspects of STEM fields (science, technology, engineering and mathematics). With special emphasis on the institutional, organizational, and individual factors that influence women's entrepreneurship in STEM fields, creating interest in research on the gender aspects of STEM entrepreneurship to help create the knowledge needed to close this gender gap.

2.2 *Conceptual definitions of university entrepreneurship from a gender perspective: a critical analysis of equity and diversity in the academic field.*

In recent years, there has been a growing interest in the role of a gender perspective in university entrepreneurship. As gender equality has become an increasingly relevant issue in today's society, it is important to understand how the principles of equity and diversity can be applied to entrepreneurship in the academic field. In this sense, university entrepreneurship from a gender perspective not only seeks to encourage the participation of women in business creation, but also to promote an inclusive and sustainable approach that takes into account the needs and characteristics of the entire university community.

On the other hand, Franzke *et al.* (2022) propose four dimensions of analysis: the unique characteristics of women entrepreneurs, their different intentions, their resource constraints, and their management styles. Striking differences are revealed between women entrepreneurs in Asia and those in the West, but also substantial heterogeneity within Asia. In developing Asian countries, women entrepreneurs often have a low level of education and work in the informal sector driven by economic necessity, while many women entrepreneurs in transitional/developed Asian countries are highly educated and work in high-growth industries. Culture and different religions, e.g. Islam and Hinduism, are the main sources of constraints to education and finance for women entrepreneurs in Asia. Family ties play a key role in the leadership style of women entrepreneurs in Asia.

In the same category of ideas, the research by Abrar *et al.* (2021) suggests that there should be a relentless effort to move, stimulate and coordinate with women entrepreneurs while developing policies to promote women in business. In the meantime, women themselves should try and update themselves within the changes in occasions by methods to adjust the benefits of pristine time. Women should be taught persistently to gather the abilities and information in most of the viable districts of business administration. This will encourage women to surpass expectations in the decision making process and expand a decent business.

In Latin America, entrepreneurial education in university students is adapted to new contexts of the fourth revolution, to encourage women's entrepreneurial intentions, in this order of ideas Krauss *et al.*, (2020) analyzed the challenge presented by universities to encourage entrepreneurship in women and can have a positive impact and have the ease of entrepreneurship as a career choice, or the creation of new businesses, through an analysis based on equations, which help to measure the impact on the intention to undertake.

Regarding digital entrepreneurship, McAdam *et al.*, (2020) analyze women's participation in digital entrepreneurship in emerging economies with restrictive social and cultural practices. Having as a basis the analytical frameworks provided by entrepreneurship as emancipation and cyberfeminism. Concluding that women in Saudi Arabia use digital entrepreneurship to transform their embodied selves and lived realities rather than escape gendered embodiment as the online environment offers.

Similarly, Dobrilović *et al.*, (2021) in the Republic of Serbia as in nearby countries, propose the study of female digital entrepreneurship through the integration of the two well-established concepts, digital entrepreneurship skills and female entrepreneurial ecosystem, with the aim of creating a framework for a female digital entrepreneurial ecosystem that will consist of the four

components: women entrepreneurs, digital entrepreneurship, digital entrepreneurship skills and support for women's empowerment.

At the same time, (Kharabsheh *et al.*, 2021) investigated women entrepreneurs, and their network relationships has evolved a lot in the last twenty years. However, little research on female entrepreneurship in Bahrain in general and less have explicitly focused on women entrepreneurs in their social networks. Where examined, the motives for Bahraini women to engage in social entrepreneurship and the main factors influencing the development of networks within social entrepreneurship. Analysis of the data revealed that religion is the main motive for Bahraini women to participate in social entrepreneurship, while other sub-themes revolve around religious beliefs such as reciprocity. This shows that religious and social values inspire women to participate in these types of initiatives.

From another approach and based on the SERVQUAL model, (Yi Lin, 2020) shows that under the condition of adopting traditional e-commerce entrepreneurship courses, the quality of educational services generally gives students a low sense of identity, and there is not much room for improvement, which shows that traditional e-commerce teachers have little effect on the quality of entrepreneurship education. Among all dimensions, the highest satisfaction is the specialization in teaching practice and diversification of inverted classroom teaching with Internet multimedia courses, which shows that the simultaneous existence of inverted classroom practice teaching will help maximize quality satisfaction.

Structural barriers are those that derive from culture and social and economic structures that perpetuate gender inequality. According to Elizalde *et al.* (2022), these barriers can manifest themselves in different ways in the context of university entrepreneurship. First, university women tend to have less access to economic and financial resources than men, which limits their ability to invest in their project and to obtain external financing. Secondly, the lack of female role models in the business world and the low representation of women in management positions in companies can generate mistrust and lack of support for women entrepreneurs. Thirdly, women may be constrained by gender roles and stereotypes that assign them domestic and care-giving tasks, which hinders their ability to devote time and resources to their business project.

In addition to structural barriers, there are also individual barriers that may affect university women entrepreneurs, such as lack of confidence in their entrepreneurial skills and abilities, lack of business knowledge and experience, and lack of business networks. It is important to note that these barriers can be influenced by cultural and educational factors that reinforce gender stereotypes and unequal opportunities between men and women.

Female university entrepreneurship is not only a competitive factor that enhances the university's professional profile, but it is also of vital importance for society and the market in general. The benefits of promoting female entrepreneurship are remarkable, as they contribute to reduce gender gaps and create a more equal society in terms of opportunities and business. Therefore, the contribution of women entrepreneurs is indispensable for the economic development of a country. However, women face barriers such as stereotypes, lack of role models and limited access to financing that hinder their ability to become entrepreneurs. It is crucial to continue working on promoting equity and diversity in university entrepreneurship, to ensure that all people have equal opportunities to undertake and develop their entrepreneurial potential.

3. Materials and Methods

This study adopted a quantitative approach. The questionnaire was aimed at analyzing female university entrepreneurship as a competitive factor to enhance the university professional profile. A Likert scale based on 5 points (1: completely disagree, 2: disagree, 3: neither agree nor disagree (indistinct), 4: agree, 5: completely agree) was used to determine the degree of agreement with the statements about their experience in entrepreneurship. The questionnaire consists of six questions on sociodemographics and 30 questions divided into 9 dimensions (Family Environment, Sociocultural Environment, Intrinsic Motivation, Extrinsic Motivation, Attitude, Innovation, Self-Efficacy, Entrepreneurial Intention, Barriers

to female entrepreneurship). It is understood that the responses to these statements represented the perceptions and opinions of the female university students regarding their desire or experience of entrepreneurship. It is important to point out that the instrument was submitted to the validation of an expert panel made up of five experts in the same line of research. The concordance levels of the judges were measured using Aiken's V, obtaining a coefficient of 0.87 (very high level of concordance). The instrument was then subjected to a pilot test of 50 female university students, obtaining a Cronbach's alpha of 0.84 and an Omega coefficient of 0.81.

The questionnaire was designed in Google Forms (<https://forms.gle/FAhKSFqjf8ibpFC6>) and was distributed using non-probabilistic sampling by convenience using the closest contacts, which provided us with the main actors of the universities (authorities, coordinators, professors and other students). The responses determined the level of entrepreneurship from the perspective of each of the 9 dimensions of female university entrepreneurship in order to subsequently determine how sociodemographic factors can influence the desire for entrepreneurship and whether there is a significant difference among university women entrepreneurs according to sociodemographic factors. Informed consent was also obtained virtually. This occurred at the same time the form was filled out (at the beginning).

With the results of the survey, we proceeded to consolidate the sociodemographic data, to perform a descriptive analysis of minimum and maximum scores per dimension, a comparison analysis of means among the sociodemographic factors (U Mann Whitney and Kruskal Wallis tests), and finally a regression to determine whether the sociodemographic factors are predictors of entrepreneurial intention or not.

4. Results

The most relevant results of the present study are detailed below

Table 1. Demographic data of the entrepreneurial university women

Variable	Frequency	Percentage
Age range		
17 - 20 years	314	42.8%
21 - 25 years	295	40.2%
26 - 35 years	99	13.5%
36 - 45 years	20	2.7%
Over 45 years old	6	0.8%
Type of university		
Private	608	82.8%
Public	126	17.2%
Housing		
Rented	132	18.0%
Parents' / Other relative's	452	61.6%
Own house	150	20.4%
Work		
No	211	28.7%
Occasionally	140	19.1%
Yes	383	52.2%
Faculty		
Law	56	7.6%
Education	51	6.9%
Business	399	54.4%
Engineering	67	9.1%
Health	161	21.9%

Variable	Frequency	Percentage
Study cycle		
IX	71	9.7%
VIII	102	13.9%
X	123	16.8%
VI	208	28.3%
V	230	31.3%
Total	734	100.0%

According to the table, the sample analyzed was made up of students between 17 and 25 years of age in the highest proportion (83%), from private universities (82.8%), lived with their parents or another person in their family (61.6%). Most of them worked (52.2%) and belonged to the Faculty of Business (54.4%) and Health (21.9%) and belonged to the V (31.3%) and VI (28.3%) cycle of studies. Krauss *et al.* (2020) in their study of 275 women: 54% belonged to university students, 67% were students in the Faculty of Business, 94% were undergraduate students and 48% are currently working. Based on this, it can be seen that, in both studies, most of the women worked and belonged to the business career.

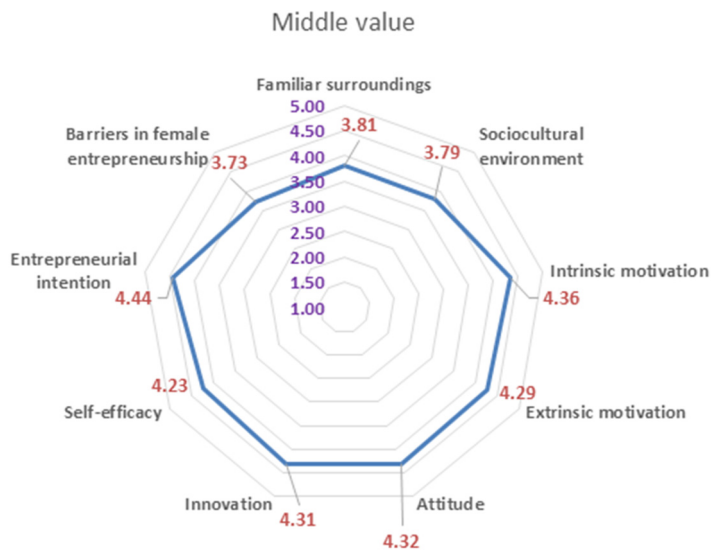


Figure 1. Analysis of the dimensions and their average values

In the analysis of the dimensions and their average values, it was possible to establish the predominance of entrepreneurial intention (4.44), intrinsic motivation (4.36), attitude (4.32), innovation (4.31), self-efficacy (4.23) and extrinsic motivation (4.20). These findings indicate that the students show the desire to start their own business driven by personal motivations, to get ahead for personal development satisfaction and this leads them to have a positive attitude towards the possibility of entrepreneurship. Likewise, they are constantly looking for new products or services to offer so that they can achieve success in whatever they decide to undertake, even with scarce resources. On the other hand, the motivation of personal recognition is also linked. Being so, the research of Abrar *et al.*, (2021) suggests that there should be a relentless effort to move, stimulate and coordinate with women entrepreneurs while developing policies to promote women in business, meanwhile, women themselves should try and update themselves within the changes in occasions by methods to adjust the benefits of pristine time.

Table 2. Measures of Model Fit

	Sum of Squares	gl	Root Mean Square	F	p
Type of university	2.65	1	2.65	0.0221	0.882
Work	739.07	2	369.53	30,785	0.027
Housing	539.89	2	269.94	22,489	0.036
Faculty	413.50	4	103.37	0.8612	0.487
Study cycle	851.10	4	212.77	17,726	0.132
Residues	86425.47	720	120.04		

Note. Sum of squares type 3

The adjustment model showed that the analysis variables explain 35.2% of the female entrepreneurial behavior of the students who were part of the study sample.

Regarding the analysis of the variables that showed a predictive effect on the entrepreneurial behavior of the students, it could be established that the fact that they are currently working ($p=0.027$) and the type of housing they live in ($p=0.036$), which is mostly owned by parents or relatives, were the ones that gave evidence of significantly influencing the entrepreneurial attitude of the students.

According to Lechuga-Nevárez, *et al.*, (2022), they performed an ANOVA test in which they could evidence that between different subdimensions such as work, housing and study cycle, showed that there is not much statistical difference, within which work was $F = 1.125$ and a Pvalue < 0.05 and for the study cycle an $F = 1.121$ and a PValue < 0.05 .

Table 3. Significant differences in dimensions of female entrepreneurship

Variable	Dimension	P value	Decision
Age	Intrinsic motivation	0.0004	Rejection H ₁
	Attitude	0.013	
	Innovation	0.013	
	Entrepreneurial intention	0.039	
Type of university	Barriers to entrepreneurship	0.024	Rejection H ₁
Housing	Intrinsic motivation	0.011	Rejection H ₁
	Attitude	0.040	
Work	Family environment	0.047	Rejection H ₁
	Intrinsic motivation	0.000	
	Attitude	0.000	
	Innovation	0.000	
	Self-efficacy	0.002	
	Entrepreneurial intention	0.004	
	Barriers to entrepreneurship	0.048	

Significant *differences* in some dimensions of female entrepreneurship were established with respect to age. Students aged 22 to 27 years showed greater intrinsic motivation, a better attitude towards entrepreneurship, considered innovation important and had a higher entrepreneurial intention. In terms of housing, those who live in a rented place also showed greater intrinsic motivation and a positive attitude towards the possibility of starting a business. It was also determined that students from private universities tend to perceive greater limitations to starting their own business compared to those from public institutions. Finally, those who are currently working tend to have a family environment with which they share their business ideas, in addition to having greater motivation to undertake, a positive and innovative attitude towards entrepreneurship, therefore, a greater entrepreneurial intention and have a lower perception of limitations to entrepreneurship.

Barros *et al.* (2022) showed that the demographic and socioeconomic profile of female

entrepreneurs is that they are approximately 21 to 25 years old, most of them live with only their mother and most of them are single women, their parents' level of education is high school, and few of them are heads of household. On the other hand, all of them have access to the Internet, but not all of them have enough income to start their business.

5. Conclusions

Female university entrepreneurship has particular characteristics in terms of motivation, financing and business focus. Entrepreneurial university women tend to be business majors, hardworking and thrifty, but they face difficulties in obtaining financing and tend to focus on personal care-related ventures. In addition, due to their family situation, they may be more wary of risks that may affect their loved ones, which may influence their entrepreneurial decision.

The study showed that female students between 22 and 27 years of age, who want to become entrepreneurs, have personal motivations and a positive attitude towards the possibility of entrepreneurship. Those living in rented accommodation also showed higher intrinsic motivation. On the other hand, it was found that students from private universities tend to perceive greater limitations to entrepreneurship compared to those from public universities. However, female students who are currently working share their business ideas with their family environment. These findings may be useful in encouraging female university entrepreneurship and developing support programs that address the constraints perceived by female students at private universities.

Female university entrepreneurship represents a significant opportunity for economic and social development in many countries. However, university women entrepreneurs face specific challenges, such as financial constraints, lack of support networks, and cultural and social obstacles. In addition, educational institutions and governments can play an important role in creating favorable environments for women's entrepreneurship through the development of training programs, mentoring, support networks and access to financing. Ultimately, fostering university-based female entrepreneurship can not only have a positive impact on the lives of women entrepreneurs, but also on the economy and society in general.

References

- Abrar ul Haq, M., Victor, S., & Akram, F. (2021). Exploring the motives and success factors behind female entrepreneurs in India. *Quality & Quantity*, 55(3), 1105-1132. <https://doi.org/10.1007/s1135-020-01046-x>
- Armuña, C., Ramos, S., Juan, J., Feijóo, C., & Arenal, A. (2020). From stand-up to start-up: Exploring entrepreneurship competences and STEM women's intention. *International Entrepreneurship and Management Journal*, 16(1), 69-92. <https://doi.org/10.1007/s1365-019-00627-z>
- Barros, A., Bravo, L., & Campuzano, J. (2022). Barreras al emprendimiento femenino universitario en estudiantes de la Universidad Técnica de Machala. *Sociedad & Tecnología*, 5(2), Article 2. <https://doi.org/10.51247/st.v5i2.208>
- Business Empresarial. (2022). Día de la Mujer Emprendedora: Las mujeres representan el 58% de los emprendedores en Perú. *Business Empresarial*. <https://www.busenempresarial.com.pe/dia-de-la-mujer-emprendedora-las-mujeres-representan-el-58-de-los-emprendedores-en-peru/>
- Cárdenas, L. (2023). Estrés en pequeños empresarios en el marco de la pandemia. *TECHNO REVIEW. International Technology, Science and Society Review /Revista Internacional de Tecnología, Ciencia y Sociedad*, 14(3), Article 3. <https://doi.org/10.37467/revtechno.v14.4833>
- Dobrilović, M., P., M. I., Hadžić, A., & Šević, N. P. (2021). Female Digital Entrepreneurship and the Development of Digital Entrepreneurial Competences in the Republic of Serbia. *2021 Zooming Innovation in Consumer Technologies Conference (ZINC)*, 117-122. <https://doi.org/10.1109/ZINC52049.2021.9499266>
- Elizalde, A. L. B., Bravo, L. Y. B., & Vásquez, J. A. C. (2022). Barreras al emprendimiento femenino universitario en estudiantes de la Universidad Técnica de Machala. *Sociedad & Tecnología*, 5(2), Article 2. <https://doi.org/10.51247/st.v5i2.208>
- Emprendedores. (2022). *Informe GEM España 2021-2022: Más emprendimiento y más femenino - Emprendedores*. <https://www.emprendedores.es/gestion/gem-emprendimiento/>

- Forero, L., & Durán, L. (2019). Aportes a la construcción del estado de arte del emprendimiento femenino en Colombia. *Revista EAN*, 86, 77-92. <https://doi.org/10.21158/01208160.n86.2019.2291>
- Franzke, S., Wu, J., Froese, F. J., & Chan, Z. X. (2022). Female entrepreneurship in Asia: A critical review and future directions. *Asian Business & Management*, 21(3), 343-372. <https://doi.org/10.1057/s41291-022-00186-2>
- García, J., Villaseca, D., & Gonzáles, S. (2019). Emprendimiento femenino y financiación social: Un estudio comparado. *REVESCO. Revista de Estudios Cooperativos*, 132, 97-121. <https://doi.org/10.5209/rev.65974>
- Garrido, M. J., & Navarro, J. L. (2021). Emprendimiento universitario: un análisis de la literatura científica. *REDU: Revista de Docencia Universitaria*, 19(1), 107-123. doi: 10.4995/redu.2021.13176
- Hatoum, H. (2021). Investigating The Effects of Societal Perceived Gender Differences On Female Entrepreneurship—Case of Bahrain. 2021 *International Conference on Innovation and Intelligence for Informatics, Computing, and Technologies (3ICT)*, 757-763. <https://doi.org/10.1109/3ICT53449.2021.9581907>
- Herrera, A. M., & Etcheverry, M. S. (2018). Emprendimiento universitario: Revisión conceptual y estado del arte. *Estudios Gerenciales*, 34(146), 72-83. doi: 10.18046/j.estger.2018.146.2651
- Kharabsheh, R. A., Ensour, W., Aldulaimi, S. H., & Alazzawi, A. (2021). Bahraini Female and Social Entrepreneurs Networking Behavior. 2021 *International Conference on Sustainable Islamic Business and Finance*, 24-32. <https://doi.org/10.1109/IEEECONF53626.2021.9686317>
- Krauss, C., Bonomo, A., & Volfovicz, R. (2020). Empoderar el Emprendimiento Femenino Universitario. *Journal of technology management & innovation*, 15(2), 71-80. <https://doi.org/10.4067/S0718-27242020000200071>
- Krauss Delorme, C., Bonomo Odizzio, A., Volfovicz León, R., Krauss Delorme, C., Bonomo Odizzio, A., & Volfovicz León, R. (2020). Empoderar el Emprendimiento Femenino Universitario. *Journal of technology management & innovation*, 15(2), 71-80. <https://doi.org/10.4067/S0718-27242020000200071>
- Kuschel, K., Ettl, K., Díaz-García, C., & Alsos, G. A. (2020). Stemming the gender gap in STEM entrepreneurship – insights into women’s entrepreneurship in science, technology, engineering and mathematics. *International Entrepreneurship and Management Journal*, 16(1), 1-15. <https://doi.org/10.1007/s11365-020-00642-5>
- Lechuga-Nevárez, M. del R., Vázquez-Rueda, L., Ovalles-Toledo, L. V., & Córdoba, V. H. M. (2022). Emprendimiento Universitario desde una perspectiva de género. *Revista Venezolana de Gerencia*, 27(100), Article 100. <https://doi.org/10.52080/rvgluz.27.100.24>
- Lechuga-Nevárez, M. del R., Vázquez-Rueda, L., Ovalles-Toledo, L. V., & Meriño, V. H. (2022). Emprendimiento Universitario desde una perspectiva de género. *Revista Venezolana de Gerencia (RVG)*, 27(100), 1685-1701.
- McAdam, M., Crowley, C., & Harrison, R. T. (2020). Digital girl: Cyberfeminism and the emancipatory potential of digital entrepreneurship in emerging economies. *Small Business Economics*, 55(2), 349-362. <https://doi.org/10.1007/s1187-019-00301-2>
- Muñoz, V., Castillo, M., & Duarte, D. (2022). Incertidumbre Institucional y Emprendimiento Femenino. *Observatorio Económico*, 171, Article 171. <https://doi.org/10.11565/oe.v17i1.479>
- Murphy, P. J., Ferreira, J. J., Fernandes, C. I., & do Paço, A. (2021). Blended value and female entrepreneurial performance: Social and economic aspects of education and technology transfer. *International Entrepreneurship and Management Journal*, 17(2), 759-777. <https://doi.org/10.1007/s11365-019-00620-6>
- Perú Retail. (2022). Seis de cada 10 emprendimientos peruanos son liderados por mujeres. *Perú Retail*. <https://www.peru-retail.com/seis-de-cada-10-emprendimientos-peruanos-son-liderados-por-mujeres/>
- Red Gem España. (2017). Mujeres emprendedoras: Una fuerza que crece en todo el mundo. *GEM España*. <https://www.gem-spain.com/mujeres-empendedoras-una-fuerza-que-crece-en-todo-el-mundo/>
- Román-García, M. del M., & González Calatayud, V. (2022). La competencia de emprendimiento digital en función del género: El proyecto EmDigital. *Hachetepepe. Revista científica en Educación y Comunicación*, (24),. <https://doi.org/10.25267/Hachetepepe.2022.i24.1205>
- Roos, A. (2019). Embeddedness in context: Understanding gender in a female entrepreneurship network. *Entrepreneurship & Regional Development*, 31(3-4), 279-292. <https://doi.org/10.1080/08985626.2018.1551793>
- Yi Lin, C. (2020). Research on the SERVQUAL Quality Model of E-commerce Entrepreneurship Education Quality Management. 2020 *International Conference on Information Science and Education (ICISE-IE)*, 17-24. <https://doi.org/10.1109/ICISE51755.2020.00012>