

HUMAN RESOURCES EDUCATION QUALITY IN FIRMS

¹**Tran Thi Minh Phuong**

¹University of Labour and Social Affairs, Hanoi, Vietnam

^{2*}**Nguyen Thi My Le**

^{2*}Corresponding author, PhD candidates, Hanoi University of Business and Technology, Hanoi, Vietnam

Abstracts

Human resource training, especially in firms, is one of the solutions to improving high-quality human resources to serve firms. However, in recent times, the training links of firms have not really been closely linked with educational institutions. Therefore, the qualifications of workers are still limited, both in theory and practice. When accessing modern equipment, new technology, and new materials, workers are still confused and have to learn from scratch. Enterprises are also not interested in and responsible for educational institutions in the process of human resource training and have not contributed much to educational institutions to make training content closer to practical requirements. This article has initially evaluated human resource education quality in firms in Ho Chi Minh City. To achieve the research objectives, a systematic research design is employed, utilizing survey methods as the primary data collection tool. A sample of 185 employees from firms in Ho Chi Minh City was selected for participation. The survey encompasses questions designed to gather information about the education quality of firms. This quantitative approach allows for the collection of structured data that can be statistically analyzed to uncover trends. The study's results indicate that the education quality of firms is highly appreciated by workers. Based on the research results, we propose solutions to improve human resource education quality in firms. These include solutions to further strengthen the relationship between schools and firms.

Keywords: Human resource management, labor economics, employees, employment, education quality, and enterprise

JEL codes: M10, O15, E24, M12, J01, F66

1. INTRODUCTION

Training high-quality human resources for the labor market and for firms to meet innovation requirements is one of the tasks of firms. Under the influence of the world situation, new and higher requirements have been placed on the quality of human resource training at firms. High-quality human resources play an important role in determining the results of completing the firm's tasks.

To improve quality and labor skills, firms must be the most important subjects in investing in training development, must play a much larger role than is currently the case, and must be a subject

in the training process, not just an object standing outside, placing orders at the output of educational institutions.

Becker's (2009) theory of human capital suggests that individuals with better education and training will be more productive and thus more likely to achieve higher income levels. From an organizational perspective, investing in education and training will help them achieve higher work performance.

Training seeks to develop company-related knowledge and competencies that are different from those provided by formal education.

Knowledge from learning also influences the capacity of human resources to evaluate valuable business opportunities and develop an initial idea into a new product or service (Ravasi & Turati, 2005). Once a potential opportunity is discovered, the accumulated relevant knowledge enables firm owners to make better and more informed decisions when faced with ambiguity and uncertainty (Reuber & Fisher, 1994). The skills of human resources acquired through training are important in adapting to changes in general and especially in the adoption of new technologies (Bartel & Lichtenberg, 1987).

Workers with higher levels of education can exploit and apply technological advances through training. At the same time, higher education can bring benefits such as effective thinking (Sarasvathy, 2001). Higher levels of education will also increase the odds of success when operating in unstable environments, as education enhances the ability to accumulate new knowledge and skills (Unger et al., 2011) and to learn from experience (Nielsen & Sar-Asvathy, 2011), both of which are important for adapting to a changing environment.

How is the quality of employee training at firms? This study contributes to the knowledge gap by providing quantitative evidence on human resource education quality in firms.

2. THEORETICAL BASIS AND LITERATURE REVIEW

Human resource training

Employee training refers to enhancing the knowledge and skills of employees to equip them with the skills, attitudes, and behaviors to effectively complete assigned tasks and thereby contribute to improving organizational performance (Cagri & Osman, 2010).

On-the-job training helps firms improve labor quality, support the ability to perceive and implement a variety of strategies to respond to changes in the business environment, and contribute to the development and launch of new products (Johannesson & Palona, 2010).

Human resource training is an organized learning activity that takes place over defined periods of time aimed at helping employees better understand their expertise and skills in their current job, supplementing their missing skills and knowledge to perform work better in the future.

In firms, types of human resource training include (i) new training, (ii) retraining, (iii) additional training, and (iv) advanced training.

The content of human resource training may include (i) identifying training needs, (ii) identifying training objectives, (iii) selecting training subjects, (iv) determining training costs, (v) developing training programs and choosing training methods, (vi) selecting and training teachers, (vii) employing workers after training, and (viii) evaluating training results.

Human resource education quality

Building an education quality scale to evaluate education quality is one of the more difficult tasks. A scale suitable for one country is not necessarily suitable for another country because it depends on the different cultures and levels of economic development of each country (Nguyen et al., 2008). There may be factors that strongly influence education quality in this country but do not necessarily affect education quality in other countries. Besides, different disciplines may have different teaching and learning methods.

Kirpatrick (1994) believes that it is possible to measure education quality by assessing student satisfaction and their feelings about the amount of knowledge and skills students acquire during their studies at the university. Researchers have built a set of scales to evaluate education quality through students' perceptions, typically Ginns et al. (2007) and Gerritsen et al. (2018). Phan et al. (2013), based on the original scale of Cheng and Tam (1997), Kwek et al. (2010), built a scale to evaluate the training quality of some educational institutions in Ho Chi Minh City.

The interviewed experts said that human resource education quality is a rather abstract concept that can be viewed from many different angles. Therefore, to accurately reflect the current status of human resource education quality for workers at enterprises, it is necessary to evaluate it in a multidimensional way. Subjects participating in the assessment include state management agencies in charge of human resource training, training establishments, teachers, employees, and employers (enterprises). Employees evaluate human resource education quality through the following criteria: income level, ability to adapt to work, career advancement opportunities, and ability to create jobs for themselves. The higher the level of employee satisfaction with the above criteria, the higher the human resource education quality, and vice versa.

Based on the results of the above studies and through expert interviews, we built a set of scales to evaluate the education quality of firms (see table 1).

Table 1: Human resource education quality in firms

| Code | Description |
|------|---|
| EQ1 | Your confidence in the work you are doing increases because to the knowledge and abilities you have gained from the training. |
| EQ2 | You get better at evaluating and synthesizing information for work with this course. |
| EQ3 | Your communication abilities will improve as a result of the course. |
| EQ4 | The course gives you the confidence you need to tackle new challenges. |
| EQ5 | The course aids in the development of your job planning skills. |
| EQ6 | Firms give you collaborative skills. |
| EQ7 | The firm equips you with self-research and creative thinking skills. |
| EQ8 | You are satisfied with the knowledge you have acquired during your studies at the firm. |
| EQ9 | Education quality that the firm has provided meets your expectations when participating in the course. |

3. METHODOLOGY

3.1. Population of the study

The population of this study is made up of trained employees at firms in Ho Chi Minh City (see table 2). Employees made up the sample population for the study.

Table 2. Respondents by genders, marital statuses

| | Frequency | Percent | Cumulative Percent |
|-------------------------|-----------|---------|--------------------|
| Gender | | | |
| Male | 65 | 35.1 | 35.1 |
| Female | 120 | 64,9 | 100,0 |
| Marital statuses | | | |
| Married | 140 | 75.7 | 75.7 |
| Single | 45 | 24.3 | 100.0 |
| Total | 185 | 100 | 100 |

Information on the data collected is shown in Table 2. It shows that among the respondents, 35.1% of the participants were male, and 64.9% of the participants were female. Among the respondents, 75.7% of the participants were married, and 24.3% of the participants were single.

3.2. Research instrument

We conducted interviews with three experts who are lecturers at leading universities in Vietnam; they are knowledgeable about the research topic. In addition, five human resource managers of firms in Ho Chi Minh City were also interviewed, which are firms that deploy employee training. Experts commented on a set of scales to measure the quality of education in firms and recommendations to improve the quality of education at firms.

The research uses a structured instrument. Section A gathered demographic data, whereas Section B asked study-related questions.

3.3. Method of data analysis

The analysis was based on the obtained results. To analyze the data, descriptive statistics, analyzing the reliability of the scale set of training quality at enterprises (Crobach's alpha coefficient), and EFA analysis were used.

4. RESULTS

Descriptive Statistics

Table 3 indicates that the respondents agree with the dependent variables (human resources education quality in firms), where nine attributes were quite high. All nine attributes were rated at an average of 3.85 or higher.

Table 3. Descriptive analysis of attributes

| Code | N | Mini | Max | Mean | Std. Deviation | Skewness | | Kurtosis | |
|------|---|------|-----|------|----------------|-----------|------------|-----------|------------|
| | | | | | | Statistic | Std. Error | Statistic | Std. Error |
| | | | | | | | | | |

| Human resources education quality in firms (EQ) | | | | | | | | | |
|---|-----|---|---|-------------|-------|--------|-------|--------|-------|
| EQ1 | 185 | 1 | 5 | 4.20 | 0.736 | -1.079 | 0.179 | 2.726 | 0.355 |
| EQ2 | 185 | 2 | 5 | 4.30 | 0.734 | -0.794 | 0.179 | 0.150 | 0.355 |
| EQ3 | 185 | 2 | 5 | 4.25 | 0.732 | -0.678 | 0.179 | 0.020 | 0.355 |
| EQ4 | 185 | 2 | 5 | 4.23 | 0.734 | -0.645 | 0.179 | -0.034 | 0.355 |
| EQ5 | 185 | 2 | 5 | 4.24 | 0.690 | -0.652 | 0.179 | 0.442 | 0.355 |
| EQ6 | 185 | 2 | 5 | 3.85 | 0.786 | -0.268 | 0.179 | -0.348 | 0.355 |
| EQ7 | 185 | 1 | 5 | 3.95 | 0.761 | -0.816 | 0.179 | 1.316 | 0.355 |
| EQ8 | 185 | 1 | 5 | 3.89 | 0.807 | -0.490 | 0.179 | 0.250 | 0.355 |
| EQ9 | 185 | 1 | 5 | 3.92 | 0.811 | -0.603 | 0.179 | 0.435 | 0.355 |
| Valid N (listwise) | 185 | | | 4.09 | | | | | |

Source: Prepared by the authors (2024) and SPSS software.

Cronbach alpha

To evaluate the internal reliability of the scales, we rely on the Cronbach alpha coefficient. The statistical results in Table 3 show that Cronbach alpha values in the range of 0.845 to 0.853 are higher than the significance level of 0.7 (Nunnally & Bernstein, 1994), confirming the reliability of the scale used in the study. All observed variables on the scales have an item-total correlation greater than 0.3. Therefore, the scales all meet the requirements, thus qualifying for exploratory factor analysis (Hoang & Chu, 2008; Hair et al., 2009; Hair et al., 2014).

Table 4. Results of Cronbach’s alpha testing of attributes and item-total statistics

| EQ | | | | |
|------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| Cronbach’s Alpha | N of Items | | | |
| .863 | 9 | | | |
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach’s Alpha if Item Deleted |
| EQ1 | 32.64 | 17.841 | 0.585 | 0.849 |
| EQ2 | 32.54 | 17.761 | 0.601 | 0.847 |
| EQ3 | 32.59 | 17.841 | 0.589 | 0.848 |
| EQ4 | 32.61 | 17.936 | 0.570 | 0.850 |
| EQ5 | 32.60 | 18.046 | 0.597 | 0.848 |
| EQ6 | 32.99 | 17.326 | 0.622 | 0.845 |
| EQ7 | 32.89 | 17.558 | 0.608 | 0.846 |
| EQ8 | 32.95 | 17.671 | 0.545 | 0.853 |
| EQ9 | 32.91 | 17.275 | 0.606 | 0.847 |

Source: Prepared by the authors (2024) and SPSS software.

EFA analysis

Next, tables 5, 6, and 7 show that exploratory factor analysis (EFA) was conducted through component analysis and variance.

The results of Bartlett's test examining the hypothesis of correlation between observed variables show that the KMO index is 0.847, greater than 0.5 (>0.5); the extracted variance is 69.135% (>50%), which means that these 9 observed variables explain 69.135% of the variation in the data. Bartlett's test is statistically significant (Sig.<0.05). Therefore, it can be concluded that the indicators in the study meet EFA analysis standards (Hoang & Chu, 2008; Hair et al., 2009; Hair et al., 2014).

These statistics demonstrate that research data analysis for factor discovery is appropriate. Through the quality assurance of the scale and the test of the EFA model, we have identified nine components of human resources education quality in firms (Hoang & Chu, 2008; Hair et al., 2014). However, there are 2 groups of factors extracted with a criterion eigenvalue greater than 1 and a total cumulative variance of 69.135%. We want to select quality observation variables, so we will separate two groups of scales of the dependent variable (human resources education quality in firms). Group 1 includes EQ1, EQ2, EQ3, EQ4, and EA5; Group 2 includes EQ6, EQ7, EQ8, and EQ9. The results after ungrouping (see tables 8, 9, & 10) are statistically significant, and the observed variables are used for the next steps.

Table 5: KMO and Bartlett's Test

| KMO and Bartlett's Test | | |
|--|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .847 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 846.133 |
| | Df | 36 |
| | Sig. | .000 |

Source: Prepared by the authors (2024) and SPSS software.

Table 6: Total Variance Explained

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 4.303 | 47.815 | 47.815 | 4.303 | 47.815 | 47.815 |
| 2 | 1.919 | 21.321 | 69.135 | 1.919 | 21.321 | 69.135 |
| 3 | 0.615 | 6.839 | 75.974 | | | |
| 4 | 0.479 | 5.328 | 81.302 | | | |
| 5 | 0.464 | 5.153 | 86.455 | | | |
| 6 | 0.392 | 4.356 | 90.811 | | | |
| 7 | 0.308 | 3.427 | 94.238 | | | |
| 8 | 0.280 | 3.115 | 97.353 | | | |
| 9 | 0.238 | 2.647 | 100.000 | | | |

Extraction Method: Principal Component Analysis.

Source: Prepared by the authors (2024) and SPSS software.

Table 7: Component Matrix^a

| | Component | |
|-----|-----------|--------|
| | 1 | 2 |
| EQ2 | 0.709 | -0.311 |
| EQ5 | 0.708 | -0.403 |
| EQ3 | 0.702 | -0.427 |
| EQ6 | 0.702 | 0.522 |
| EQ1 | 0.700 | -0.433 |
| EQ9 | 0.691 | 0.491 |
| EQ7 | 0.687 | 0.554 |
| EQ4 | 0.687 | -0.448 |
| EQ8 | 0.635 | 0.519 |

Source: Prepared by the authors (2024) and SPSS software.

Table 8: KMO and Bartlett's Test

| Group 1 (EQ1, EQ2, EQ3, EQ4, & EQ5) | | KMO and Bartlett's Test | |
|--|--------------------|--------------------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .854 | |
| Bartlett's Test of Sphericity | Approx. Chi-Square | | 411.037 |
| | Df | | 10 |
| | Sig. | | .000 |
| Group 2 (EQ6, EQ7, EQ8, & EQ9) | | KMO and Bartlett's Test | |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .824 | |
| Bartlett's Test of Sphericity | Approx. Chi-Square | | 380.787 |
| | Df | | 6 |
| | Sig. | | .000 |

Source: Prepared by the authors (2024) and SPSS software.

Table 9: Total Variance Explained

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
|--|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| Group 1 (EQ1, EQ2, EQ3, EQ4, & EQ5) | | | | | | |
| 1 | 3.278 | 65.553 | 65.553 | 3.278 | 65.553 | 65.553 |
| 2 | 0.552 | 11.043 | 76.595 | | | |
| 3 | 0.468 | 9.361 | 85.957 | | | |
| 4 | 0.376 | 7.528 | 93.485 | | | |
| 5 | 0.326 | 6.515 | 100.000 | | | |
| Group 2 (EQ6, EQ7, EQ8, & EQ9) | | | | | | |
| 1 | 2.935 | 73.363 | 73.363 | 2.935 | 73.363 | 73.363 |

| | | | | | | |
|---|-------|--------|---------|--|--|--|
| 2 | 0.462 | 11.562 | 84.925 | | | |
| 3 | 0.313 | 7.836 | 92.761 | | | |
| 4 | 0.290 | 7.239 | 100.000 | | | |

Extraction Method: Principal Component Analysis.

Source: Prepared by the authors (2024) and SPSS software.

Table 10: Component Matrix^a

| Group 1 (EQ1, EQ2, EQ3, EQ4, & EQ5) | Component |
|--|-----------|
| | |
| EQ1 | 0.821 |
| EQ3 | 0.821 |
| EQ4 | 0.815 |
| EQ5 | 0.815 |
| EQ2 | 0.775 |
| Group 2 (EQ6, EQ7, EQ8, & EQ9) | Component |
| | 1 |
| EQ7 | 0.883 |
| EQ6 | 0.876 |
| EQ9 | 0.849 |
| EQ8 | 0.817 |

Source: Prepared by the authors (2024) and SPSS software.

5. DISCUSSION AND IMPLICATIONS

Firms should promote cooperation between schools and firms. This is an organic relationship that is decisive for the sustainable development of both sides. Firms should accompany educational institutions in program design, opening new training majors, investing in facilities and laboratories, and sending experts to guide learners in practice to soon access technology. new technology right in the classroom, shortening the gap between training and practice, reducing time, and retraining costs so that graduates can integrate and adapt quickly to the modern, professional business environment. In addition, these programs will help students learn practical skills and have the opportunity to work directly with experts in many fields. Firms can also provide students with short-term training courses to help them update new skills and improve work performance.

Firms should deploy innovation activities to become the culture of the firm. In firms, more and more scientific and technological ideas and products are appearing that are applicable, useful, and practical to solve practical problems. This has created strong changes in innovative training programs and teaching methods, contributing to improving education quality.

In the era of Industrial Revolution 4.0, the use of new technologies in the process of training human resources is also very important. Firms can apply artificial intelligence (AI) and deep learning (DL) to analyze data and provide useful information to workers. Universities can also use software and applications to increase student engagement and learning experiences.

Human resource training at firms requires a change in the way managers think and act. Managers need to have appropriate vision and plans to develop training programs and promote cooperation between universities and firms, ensuring that workers are fully equipped with the necessary skills to participate in the digital economy and respond to the challenges of the new world.

Upgrading workers' skills depends on training, but the change in formal training programs at enterprises has not been timely compared to labor market needs. Therefore, short-term, direct training programs at enterprises are considered one of the optimal solutions to solve the problem of labor skills shortages.

State management agencies in Ho Chi Minh City, such as the Department of Education and Training, the Department of Science and Technology, and the Union of Science and Technology Associations, should work closely together to perfect the combined education method. between Science, Technology, Engineering, and Mathematics (STEM), enhancing training in foreign languages, information technology, and soft skills for learners so that they can soon access knowledge, technology, and active teaching and learning methods right from the high school level. There should be fuller coordination between businesses, the state, and educational institutions. Enterprises forecast and order human resource needs; the state forecasts and plans key investment projects; Educational institutions determine occupations, targets, and focus on training with addresses for using human resources, with roadmaps and phasing for each key project, associated with addresses with high demand for high-quality resources, key schemes, and projects that the city is promoting and implementing.

6. CONCLUSIONS

Education quality at firms in Ho Chi Minh City is rated at a fairly high level by employee respondents.

Many studies agree that investing in training is important to develop the knowledge, skills, and abilities of employees in firms. The process from initial intuition to the launch of a new product incorporates a learning process, in which training plays an important role.

Entrepreneurs and workers engage in continuous training, which will drive incremental process innovation to product innovation to new product introductions, adapt to changing environments, and reduce uncertainty and ambiguity during the pursuit of new opportunities.

The article has certain limitations. First of all, the survey data collected and used for analysis is 185 votes, showing that the proportion of firms in HoChiMinh city participating in the survey is not large. Therefore, future studies need to increase both the sample size and the proportion of enterprises participating in the survey to ensure reliable research results and better generalization to the population.

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