

# Analysis of the relationship between the entrepreneurial profile and the impact of the university for students in the economic-administrative area

## Análisis de la relación del perfil emprendedor y el impacto de la universidad para estudiantes del área económico-administrativa

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### Abstract

The objective of this research is to analyze university students' perceptions of their entrepreneurial profiles, as well as the influence of the university's entrepreneurship programs and the impact of teaching activities. The study is conducted within a quantitative explanatory framework. A questionnaire was administered electronically via Microsoft Forms to university students enrolled in economic-administrative degree programs at the Universidad de Sonora Nogales Campus. The sample consists of a statistically significant group representing 53% of active bachelor's program students. The results reveal that most students perceive themselves as average entrepreneurs (52.30%). Additionally, a significant majority believe that the information on institutional entrepreneurship programs is sufficient (71.55%). However, these programs are not significantly related to their self-perception as entrepreneurs. It was also found that the influence of teachers in shaping the entrepreneurial profile is substantial (46.86%) and positively correlates with the students' perception of their entrepreneurial profiles. In conclusion, an area of opportunity was identified at the institutional level to further promote entrepreneurship among university students.

**Keywords:** entrepreneurship, students, university

**JEL Codes:** L26, M13, N86

### Resumen

El objetivo de la investigación es analizar la percepción de los estudiantes universitarios sobre su perfil emprendedor, así como la influencia de los programas de emprendimiento de la universidad y el impacto de la actividad docente. La investigación se desarrolla bajo un paradigma cuantitativo de tipo explicativo. Se aplicó un cuestionario en formato electrónico a través de Microsoft Forms a estudiantes universitarios de programas de licenciatura de corte económico-administrativo de la Universidad de Sonora, en el campus Nogales. La muestra se compone de un conjunto estadísticamente significativo del 53% de alumnos activos en los programas de licenciatura. Los resultados revelan que la mayor proporción de estudiantes se perciben como emprendedores promedio (52.30%). Además, la gran mayoría considera que la información sobre programas institucionales relacionados con el emprendimiento es suficiente (71.55%), sin embargo,



estos programas no se relacionan significativamente con su percepción como emprendedor. También se determinó que la influencia del docente en la formación del perfil emprendedor es alta (46.86%) y se relaciona positivamente con la percepción del perfil emprendedor del estudiantado. En conclusión, se identificó un área de oportunidad a nivel institucional para fomentar el emprendimiento de los estudiantes universitarios.

**Palabras clave:** emprendimiento, estudiantes, universidad

**Códigos JEL:** L26, M13, N86

## 1. Introduction

Over the years, the concept of entrepreneurship has been studied by various authors who have sought to explain its triggers. As a result, a wide range of research supports the formation of the entrepreneurial profile. In the university context, various factors may stimulate or discourage student entrepreneurship, such as the entrepreneurial climate, the program's learning structure, or the curricular framework offered by the institution. As a means of promoting entrepreneurship, these elements can play a crucial role in the development of entrepreneurs (Amorós Espinosa, Silveyra León, Ruiz Castro & Carlos Mancilla, 2022; Arango-Botero, Valencia-Arias, Palacios-Moya & Garcés, 2022; Valenzuela-Keller, Gálvez-Gamboa, Sierra Salgado & Podestá-Velarde, 2022; Antezana, 2020; Mayer Granados, Charles Coll & De la Garza Ramos, 2019).

In Mexico, one of the key factors influencing students' entrepreneurial intentions is their university environment, as highlighted by the Global University Entrepreneurial Spirit Student's Survey [GUESSS] (Amorós Espinosa et al., 2022). The same report, based on 2021 data, states that while students tend to seek organizational jobs immediately after graduation, many plan to start their own business within five years of completing their degrees (Sieger, Raemy, Zellweger, Fueglistaller & Hatak, 2021). Furthermore, Amorós Espinosa et al. (2022) concludes that entrepreneurial intention is significantly higher in emerging economies compared to more developed ones.

Currently, the study of entrepreneurship is distinguished by the growing interest and diversity of scientific publications. Research on the role of universities and university students in entrepreneurship has also emerged as a highly relevant topic. These studies focus on the attributes of entrepreneurs, the characteristics of ventures, and the factors influencing entrepreneurial intention (Mendieta-Andrade, 2023).

The training of university students as entrepreneurs can be fostered through the development of attributes such as passion, self-confidence, risk management, among others (López et al., 2013; Bóveda et al., 2015; Bacigulapo et al., 2016). However, within the university context, certain environments can either positively or negatively impact the development of these attributes (Amorós Espinosa et al., 2022; Miranda et al., 2017; Durán, Rosado & Quintero, 2019).

### 1.1 Entrepreneurship and the Entrepreneurial Profile

Defining the term "entrepreneur" is complex due to the various theoretical perspectives that shape its meaning based on different interests. The Global Entrepreneurship Monitor (2023) defines entrepreneurship as "any attempt at creating new businesses or new companies, such as self-employment, a new business organization, or the expansion of an existing business, by an individual, a team of individuals, or an established business" (para. 2). A key quality of an entrepreneur is the ability to turn ideas into realities that generate financial, cultural, or social value (Bacigulapo, Yves Punie & Van den Brande, 2016).

The entrepreneur is defined by a set of attributes and qualities that develop over time. Various authors have identified key characteristics that define entrepreneurs, such as passion, the ability to manage risks, self-confidence, and the ability to build connections (López et al., 2013; Bóveda et al., 2015; Bacigulapo et al., 2016). Table 1 below summarizes and compares these characteristics from diverse perspectives.

**Table 1.** Characteristics of the Entrepreneur

López et al. (2013)	Bóveda et al. (2015)	Bacigulapo et al. (2016)
Passion	Visualize	Discover, Explore
Strategic Perspective	Analyze, Identify	Critical Thinking, Ideas in Action
Ability to Manage Risk	-	Facing Challenges, Confronting Obstacles
Perseverance	To act	-
Ability to Build Connections	Decide, Design	Improve Skills Collaborative work
Self-Confidence	-	-

Note: Own elaboration based on López et al. (2013); Bóveda et al. (2015), and Bacigulapo et al. (2016).

These traits help define the degree of an individual's entrepreneurial profile, as they are present to varying extents in most people. According to López et al. (2013), a fundamental characteristic is passion, reflected in the enthusiasm to transform oneself to achieve personal goals. Entrepreneurs dedicate a significant portion of their day to activities that help them reach their objectives. Bóveda et al. (2015) further define this trait as the ability to visualize, meaning the capacity to recognize and establish various individual goals and their interconnections.

A strategic perspective involves observing the environment and focusing on development goals. It is not just about identifying key elements but also recognizing small details that stimulate demand for a product or service (López et al., 2013). Additionally, it is crucial for entrepreneurs to engage in analysis, which is, conducting a study that allows them to establish a relationship between the individual, the project, and its context. This is complemented by skills such as self-confidence, which helps shape a more integrative analytical profile (Bóveda et al., 2015).

The ability to identify new opportunities and a commitment to quality are also crucial. Seeking relevant information allows entrepreneurs to detect opportunities more effectively, leading to a broader perspective (Bóveda et al., 2015). Furthermore, critical thinking and experimentation play key roles in creating value through business experiences and taking responsibility for the outcomes (Bacigulapo et al., 2016).

Another essential attribute is the ability to manage risk, which determines how entrepreneurs respond to unexpected situations and make decisions that may not always lead to positive results. Developing

an instinct to recognize and seize opportunities, even without full preparation, is crucial (López et al., 2013). This competency is necessary for navigating complex, rapidly environments with high uncertainty (Bacigulapo et al., 2016).

Entrepreneurs must also be prepared to face emerging challenges through new knowledge, research, and innovation to achieve excellence and transform existing practices (Bacigulapo et al., 2016). Finally, perseverance is a defining trait, as entrepreneurs often persist despite obstacles, choosing to move forward against the odds, no matter how long it takes (López et al., 2013).

For these aspects to materialize, action is essential, enabling entrepreneurs to transform strategies into effective outcomes. Achieving this requires developing skills such as perseverance, building support networks, and honoring commitments (Bóveda et al., 2015).

Another fundamental characteristic is the ability to establish connections. Knowing whom to approach and for what purpose is highly valuable, as a strong network of contacts accelerates goal achievement and provides support in challenging times (López, Gómez, González, Malpica, Lucatero, Smith, & Huezco, 2013). Entrepreneurs seek to enhance their skills to turn ideas into reality, embrace collaborative work, leverage their knowledge to generate value, and tackle increasingly complex challenges (Bacigulapo et al., 2016).

The ability to establish connections also requires sound decision-making, involving cost-benefit analysis to assess available options (Bóveda et al., 2015). Lastly, self-confidence is crucial for entrepreneurs, as it reflects their conviction that they possess the necessary tools and their decisions and actions are well-founded (López et al., 2013).

## 1.2 Universities and Entrepreneurs

University career choices among young people are a critical factor for governments, especially given the scarcity of jobs in many economies. Graduates represent the future and hope of proper economic growth, yet poor management of this resource can lead to brain drain. Since students are still in the early stages of their professional development, their knowledge is crucial for fostering innovation and market expansion (Olugbola, 2017).



Despite the presence of university students with the skills, knowledge, and experience to start businesses, entrepreneurial intention may remain low due to insufficient entrepreneurship education. This underscores the need to foster creativity, independence, and initiative through university programs (Nadrjanski, Grzanic, & Kinga Kowalczyk, 2019).

University graduates enter a competitive job market where academic knowledge alone may not be enough. Developing entrepreneurial skills provides opportunities to enter the workforce market creatively and innovatively. As a result, student preparation should move beyond textbooks to engage with real-world challenges. University entrepreneurship programs should be tailored to practical experiences and aligned with the dynamics of their environments (Olugbola, 2017).

Several authors emphasize the importance of promoting an entrepreneurial mindset within academic programs (Miranda et al., 2017), the development of business plans and entrepreneurial projects (Mayer et al., 2019), and activities focused on contemporary phenomena (Olugbola, 2017). The goal is to ensure that what students learn within the university endures in their professional lives, rather than remaining merely an academic requirement (Moran-Montalvo & Sánchez-Riofrío, 2018).

Considering this, we observe that the influence of academic programs offered by educational institutions presents a divided perception regarding their impact on students' entrepreneurial intentions. This provides an opportunity to assess various areas within the institution to determine the extent to which entrepreneurship and innovation activities are incorporated into its environment. Eight key areas are evaluated, which every higher education institution should consider equipping students with the necessary tools to face the new challenges of the market (European Commission & OECD, 2011).

Beyond offering attractive educational programs for entrepreneurs, it is crucial to establish effective administration that enhances faculty members' entrepreneurial competencies. The influence of institutional management on improving these competencies has gained recognition as one of the key drivers of economic growth, particularly following the COVID-19 health crisis (Zhu, Liu, Zhao, Huang, & Yu, 2023). The organizational capacity of a higher education institution also drives its ability to fulfill its strategic objectives. If committed to

developing entrepreneurial activities in line with its goals, institutions can leverage key sources—such as financing and investments, personnel, expertise, knowledge, and incentive systems— to sustain and enhance entrepreneurial capacity (European Commission & OECD, 2011).

An alternative to promoting new teaching techniques is blended learning programs, which offer diverse teaching models utilizing technology. A study indicates that academic reflexivity, social interaction, and agency, when dynamically combined, are crucial for understanding how academics navigate blended learning as a pedagogical characteristic (Truss & Anderson, 2023). This encourages the exploration of innovative teaching methods to stimulate entrepreneurial mindsets. It is not just about acquiring theory and literature on entrepreneurship; students must also be exposed to entrepreneurial experiences, acquiring the necessary skills and competencies to develop an entrepreneurial mindset (European Commission & OECD, 2011).

Promoting an entrepreneurial culture among students enhances innovation, creativity, problem-solving ability, and the ability to use available resources. For this reason, it is important to have faculty who are well-trained and equipped to develop students' entrepreneurial competencies, enabling them to think, act, and make decisions effectively both inside and outside the classroom (Durán, Rosado & Quintero, 2019). Establishing strong leadership and governance are essential to fostering an entrepreneurial and innovative culture. Many higher education institutions include terms such as “enterprise” or “entrepreneurship” in their missions, however, achieving this goes beyond simple references (European Commission & OECD, 2011).

While universities can play an important role in developing young entrepreneurs, they do not necessarily represent a definitive factor in developing an entrepreneurial profile. Within the university setting, students engage in a range of disciplines taught by faculty members who can influence the development of future entrepreneurs. In this regard, a study conducted by Arango-Botero et al. (2022) identified three student profiles: “1) those who do not wish to become entrepreneurs; 2) those who plan to pursue entrepreneurship either immediately after graduation or within five years; and 3) potential entrepreneurs” (p. 55). The results showed no significant differences regarding variables such as



the university's entrepreneurial climate, program learning, and subjective norms, suggesting that these variables have little statistical impact on strategies to promote entrepreneurship. Similarly, Antezana (2020) found that universities have a neutral influence on students' entrepreneurial intentions and play an important role in fostering an entrepreneurial culture among students, with many of students considering themselves entrepreneurial individuals.

On the other hand, entrepreneurial students are also exposed to external environments, such as family backgrounds, prior work experience, and their entrepreneurial activity (Moran-Montalvo & Sánchez-Riofrío, 2018). Additionally, the individual's own entrepreneurial mindset and intentions (Valenzuela-Keller, Gálvez-Gamboa, Sierra Salgado & Podestá-Velarde, 2022), affect their development, though these aspects are excluded from this study due to the established delimitations.

The entrepreneurial intentions of university students create an opportunity for universities to develop programs that encourage entrepreneurship (Nadrljanski, Grzinic & Kinga Kowalczyk, 2019; Olugbola, 2017). This article aims to contribute to an essential area of study for developing countries, impacting the understanding of entrepreneurship at the local level. The research will analyze the perceptions of university students enrolled in economic-administrative programs regarding entrepreneurship, with a focus on the influence of university entrepreneurship programs and the role of faculty members.

Based on the context and objectives, three research hypotheses are proposed. The literature review shows that entrepreneurs possess specific attributes, such as passion, risk management skills, and the ability to face challenges (López et al., 2013; Bóveda et al., 2015). In the context of university entrepreneurs, Hypothesis 1 is proposed: the student perceives themselves as an outstanding entrepreneur. The more developed the entrepreneurial characteristics in a student, the more likely they are to perceive themselves as an outstanding entrepreneur.

Entrepreneurship promotion programs play a fundamental role in the development of entrepreneurial skills. The influence of university entrepreneurship programs on the formation of the entrepreneurial profile has been documented by authors such as Olugbola (2017) and Amorós Espinosa et al. (2022). From this, Hypothesis 2 is

presented: the way the student perceives themselves as an entrepreneur varies based on their knowledge of university programs related to entrepreneurship. It is suggested that the greater the knowledge of these programs, the higher the student's perception of themselves as an entrepreneur.

Faculty members play a crucial role in fostering the characteristics that make up the entrepreneurial profile (Miranda et al., 2017; Durán, Rosado & Quintero, 2019). From this, Hypothesis 3 is derived: the way the student perceives themselves as an entrepreneur is impacted by the role of university faculty. Entrepreneurial-oriented teaching by faculty could significantly impact students' perception of their entrepreneurial profile.

## 2. Methodology

### 2.1 Participants

The research is conducted within a quantitative explanatory framework due to its capacity to analyze casual relationships objectively. Data collection was employed to test the hypotheses through numerical measurement and statistical analysis. The explanatory design was adopted to assess the influence of university programs and faculty roles on students' entrepreneurial perceptions.

The study population comprises university students enrolled in economic-administrative degree programs at the University of Sonora (UNISON), Nogales campus, with a total of 454 students during the study period. The sample was selected to be statistically significant, representing 53% of the active student body. The sample size was calculated using a 95% confidence level from a finite population (Hernández-Sampieri & Mendoza, 2018).

**Table 2.** Sample calculation

	Data	Conversion
N	454	Population
p	50%	0.5
q	50%	0.5
δ	95%	1.96
e	3.50%	0.04
n	209	Sample

Source: Own elaboration.



The participants in the research consisted of 239 active students during the second semester of 2022. With their full consent, they completed an electronic questionnaire. To prevent duplicate responses, students were required to log in using their institutional email. However, no personal data is included in the results presented in this article. The sample comprised both male and female students from the undergraduate programs in Administration, Business, and International Commerce (see Table 3).

**Table 3.** Sample by Educational Program

Program	Frequency	Valid Percentage	Cumulative Percentage
Bachelor's degree in Business and International Commerce (BBIC)	196	82%	82%
Bachelor's degree in Administration (BA)	43	18%	100%
Total	239	100%	

Source: Own elaboration.

64.36% of the enrollment in the Department of Economic-Administrative Sciences corresponds to the Bachelor's degree in Business and International Commerce, with the remaining enrolled in the Bachelor's degree in Administration (UNISON, 2023). The participants in the study are aged between 16 and 29 years (see Table 4).

**Table 4.** Sample by Age and Educational Program

Ages	Total	BBIC	BA
(16 to 19 years)	116	100	16
	49%	51%	37%
(20 to 22 years)	116	89	27
	49%	45%	63%
(23 to 29 years)	7	7	0
	3%	4%	0%
Total	239	196	43
	100%	100%	100%

Source: Own elaboration.

### 2.2 Technique and Instrument

The instrument used in this study was adapted from Torres-Figueroa, Mendoza-Olea, Lara-Soto & Zazueta (2016), developed for a previous study at the same university on the entrepreneurship of final-

year students. It is validated through Cronbach's Alpha for the constructs (0.789, 0.82, and 0.879) (Torres-Figueroa et al., 2016, p. 1693).

The first section of the instrument includes 16 items that assess motivational factors, personal characteristics, intellectual traits, and general competencies to determine the entrepreneurial profile of university students. This section uses a four-category Likert scale: (0) never; (1) occasionally; (2) frequently; and (3) always. The 4-point scale is designed to eliminate the neutral option, encouraging obtaining more definitive positive or negative perceptions.

The second section consists of 5 items regarding the institution's impact on students' entrepreneurship and 13 items on the role of faculty in students' entrepreneurship, both measured using dichotomous variables.

### 2.3 Procedure

For the scoring, values were estimated, and a classification was made according to the established evaluation parameters. Once the maximum values were obtained, grading parameters were assigned to group the data according to predefined ranges.

To perform the scoring, values from 0 to 3 were applied to the Likert scale items, and from 0 to 1 for the dichotomous items. This approach enabled the estimation of values, and the corresponding classification based on the established evaluation parameters.

The data collection process was carried out in October and November of 2022. For data analysis, the Statistical Package for Social Sciences (SPSS), version 27 (IBM, 2020), was used.

## 3. Results

The results are presented through visual groupings into three categories. First, the entrepreneurial profile of the students is defined. Then, in a cross-analysis, the relationship between this profile and the university programs is examined. Finally, the correlation between the entrepreneurial profile and the impact of faculty activity is explored.

To determine the entrepreneurial profile of the students, the following parameters were used: non-entrepreneurial, average entrepreneur, and



outstanding entrepreneur. This classification was derived using Chebyshev’s theorem, which asserts that 75% of the population falls within two standard deviations (Mendenhall, Beaver & Beaver, 2010). The following formula was applied: (Mean ± (standard deviation \* 75%)), to obtain the grouping limits for the entrepreneurial profiles, as shown in Table 5.

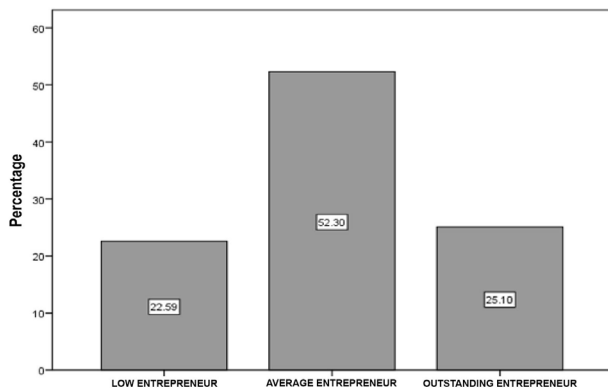
**Table 5.** Entrepreneurial Profile Grouping

Classification	Score
Low Entrepreneurial	0 – 27
Average Entrepreneur	28 – 37
Outstanding Entrepreneur	38 – 48

Source: Own elaboration.

In Figure 1, it can be observed that, among the total number of undergraduate students surveyed in the economic-administrative field, the majority (52.30%) identify themselves as “Average Entrepreneur,” while 22.59% and 25.10% classify themselves as “Low Entrepreneur” and “Outstanding Entrepreneur,” respectively.

**Figure 1.** Students’ Self-Perception as an Entrepreneur



Source: Own elaboration.

The results indicate that university students in the economic-administrative field perceive themselves as average entrepreneurs. This suggests that, although there is some inclination toward entrepreneurship, it is not considered a sufficiently viable option for professional development. Based on this, Hypothesis 1 is rejected.

To determine students’ perceptions regarding the programs and support offered by the educational institution, the concepts of “sufficient” and “insufficient”

were established, as shown in Table 6. To define the grouping limits for this classification, the following formula was used:

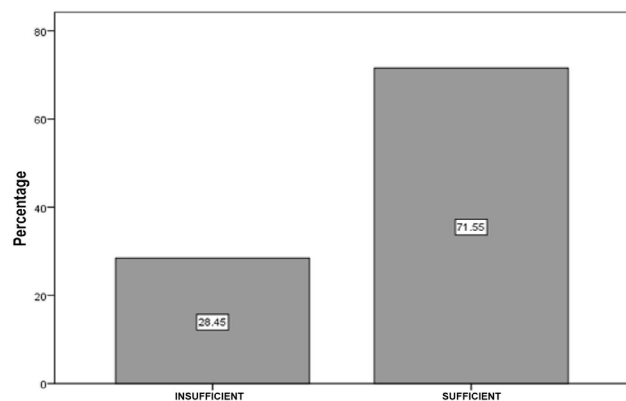
(Mean - Standard Deviation)

**Table 6.** Institutional Program Influence Grouping

Classification	Score
Insufficient	0 – 2
Sufficient	3 – 5

Source: Own elaboration.

**Figure 2.** Knowledge of institutional information related to Entrepreneurship



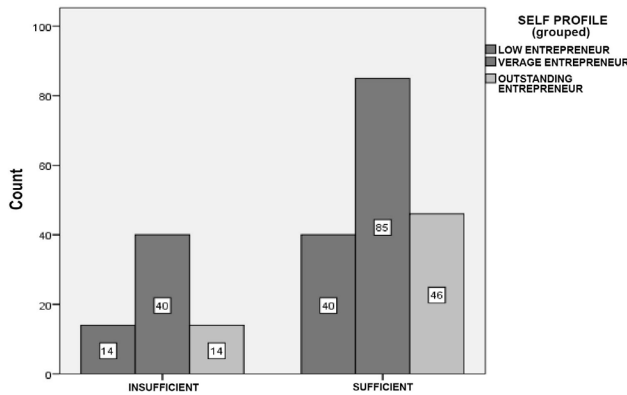
Source: Own elaboration.

Students’ perception of the institutional program, incentives, and support offered by the economic-administrative field related to entrepreneurship indicates that 71.55% of participants consider it “Sufficient”, while the remaining 28.45% perceive it as “Insufficient”.

It was found that, for each of the considered profiles (low entrepreneur, average entrepreneur, and outstanding entrepreneur), the majority believe that the information and programs provided by the institution are sufficient.

Nevertheless, through the analysis of cross-tabulations, it was determined that the perceived level of the entrepreneurial profile is not significantly related to institutional information, as indicated by the Chi-square analysis with a significance level of 1.714. Based on these findings, Hypothesis 2, which indicates that students’ perception of themselves as entrepreneurs is influenced by their knowledge of and exposure to institutional entrepreneurship programs, is rejected.

**Figure 3.** Correlation Between the Student’s Entrepreneurial Profile and Program Knowledge



Source: Own elaboration.

Additionally, the results highlight the necessity for the educational institution to take a more proactive role in promoting entrepreneurship. This involves fostering an environment conducive to the development of valuable ideas and ensuring access to the necessary resources for their realization.

Finally, limits were established to categorize the influence of faculty efforts in encouraging students’ entrepreneurial spirit. The results demonstrate the impact of faculty work on fostering entrepreneurship. To analyze and manage this variable, a classification system—low, moderate, and high— was created, based on statistical ranges determined using the standard deviation.

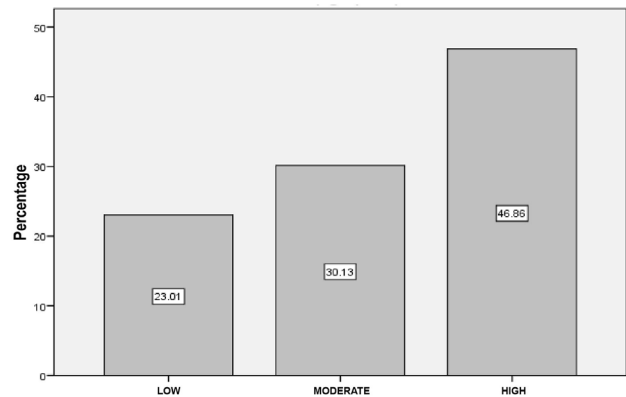
**Table 7.** Grouping of Teaching Effort Influence

Classification	Score
High	12 – 13
Moderate	11
Low	0 – 10

Source: Own elaboration.

The limits were established to categorize the influence of faculty efforts in encouraging students’ entrepreneurial spirit using the classifications of high, moderate, and low, as shown in Table 7. These classifications were determined using the formula:  $(\text{Mean} \pm (\text{Standard Deviation} * 50\%))$ . A 50% coefficient was applied because the graph curve was skewed to the left.

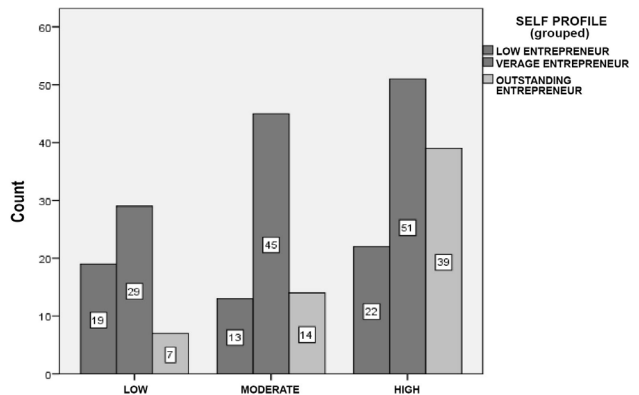
**Figure 4.** Influence of Faculty Work on Promoting Entrepreneurship



Source: Own elaboration.

The influence of faculty on shaping the entrepreneurial profile of students in undergraduate programs offered within the economic-administrative field can be determined through the results. A total of 46.86% consider this influence to be “High”, while 30.13% classify it as “Moderate”, and the remaining 23.01% perceive it as “Low”.

**Figure 5.** Correlation Between the Student’s Entrepreneurial Profile and Program Knowledge



Source: Own elaboration.

It was found that within the profiles of “Low Entrepreneur” (22 counts), “Average Entrepreneur” (51 counts), and “Outstanding Entrepreneur” (39 counts), the majority consider faculty efforts to motivate and promote entrepreneurship are “High”.

In this regard, the perceived level of the





entrepreneurial profile is related to faculty work, as the Chi-square analysis through cross-tabulations yielded a significance level of 15.467. After analyzing the data, Hypothesis 3, which states that students' perception of themselves as entrepreneurs is influenced by faculty efforts, is not rejected.

Based on this reasoning, it is important to acknowledge the significant role that faculty members play in fostering an entrepreneurial spirit among students, helping them develop curiosity and a desire to generate new ideas that lead to business proposals. At the same time, there is a need to emphasize continuous professional development among faculty to effectively address the demands of the modern world.

## 5. Discussion

In reference to the results obtained in this study, we can generally observe that: a) students in the Department of Economic and Administrative Sciences exhibit an "Average Entrepreneur" profile, b) the perceived level of the entrepreneurial profile is not statistically significant in relation to institutional information and offered programs, and c) the perceived level of the entrepreneurial profile is statistically significant in relation to faculty efforts.

University students in the economic-administrative field perceive themselves as average entrepreneurs, indicating that while there is an intention to engage in entrepreneurial activities, it is not sufficient motivation to consider it a top professional priority. Therefore, Hypothesis 1 is not accepted. To expand the analysis, it is important to consider additional factors such as family environment, work experience, and previously developed business activities to form a more comprehensive framework for assessing students' entrepreneurial profiles (Moran-Montalvo & Sánchez-Riofrío, 2018). Additionally, based on Valenzuela-Keller et al. (2022), it would be advisable to emphasize the importance of developing an entrepreneurial mindset and intention.

Moreover, the entrepreneurial spirit is sometimes hindered by students' belief that access to sufficient resources and opportunities is essential for implementing their business ideas, which could indicate a lack of motivation (Amorós Espinosa et al., 2022). Consequently, we can conclude that a key

factor in developing entrepreneurs is promoting self-analysis, allowing students to identify their skills and qualities, and thereby strengthen their entrepreneurial profile. It was also revealed that while the information and programs offered by the institution are deemed sufficient, they are not statistically significant in shaping students' entrepreneurial profiles, indicating a disconnect between these two variables. As a result, Hypothesis 2 is not accepted. This finding contradicts previous research, which asserts that education has a positive impact on understanding the necessary actions for entrepreneurship (Amorós et al., 2022). When combined with the right entrepreneurial mindset, education fosters effective determination (Valenzuela et al., 2022). However, other researchers support the findings of this study, arguing that the entrepreneurial environment, programs, and institutional regulations have little influence (Arango et al., 2022) largely due to the lack of meaningful entrepreneurship education (Nadrljanski et al., 2019). This results in a neutral entrepreneurial intention among university students (Antezana, 2020).

Additionally, several authors highlight the importance of fostering an entrepreneurial attitude within academic programs (Miranda et al., 2017), promoting the development of business plans and entrepreneurial projects (Mayer Granados et al., 2019), and incorporating activities that address real-world challenges (Olugbola, 2017). The goal is to ensure that what is learned in the university setting endures beyond the classroom and contributes to students' professional development, rather than serving merely as an academic requirement (Moran-Montalvo & Sánchez-Riofrío, 2018). Based on these perspectives, we can conclude that perceptions of the effectiveness of educational programs in fostering entrepreneurship remain divided.

Finally, the role of faculty members in shaping students' entrepreneurial profiles demonstrates a positive impact, indicating that professors play an effective role in fostering and promoting entrepreneurship. This led to the acceptance of Hypothesis 3. The literature highlights the importance of having well-trained faculty with access to the necessary tools for effective classroom instruction (Durán, Rosado & Quintero, 2019), as well as an institutional administration that encourages continuous improvement of the business competencies required for teaching



entrepreneurship (Zhu et al., 2023). Therefore, we emphasize the need for ongoing faculty training to ensure that educators are equipped to meet current demands and provide students with the knowledge and skills necessary to consider entrepreneurship as a viable career path upon graduation.

## 6. Conclusions

The research and its results highlight a strong need to create an environment that fosters motivation and self-confidence, enabling university students to envision themselves as entrepreneurs. They must be equipped with the necessary skills, abilities, and curricular knowledge to develop viable business plan that can be successfully implemented within their communities. Additionally, the study underscores the importance of exploring external factors beyond the university environment to better understand their influence on students' determination to pursue entrepreneurship.

Given the evidence, we can also identify a significant opportunity for educational institutions to take a more active role in promoting entrepreneurship. By cultivating an environment conducive to idea development and ensuring access to the resources necessary for implementation, universities can better support students in their entrepreneurial journey. Furthermore, this research recognizes the dedicated efforts of faculty members in fostering an entrepreneurial mindset among students, encouraging curiosity and innovation that lead to meaningful business proposals. At the same time, it highlights the crucial need for continuous faculty training to effectively meet the demands of an ever-evolving world.

Finally, it is essential to view entrepreneurship beyond the traditional notion of simply starting a business. Instead, it should be recognized as a pathway for personal, familial, social, and professional growth, empowering individuals to set ambitious goals that drive self-fulfillment and long-term success.

Based on the findings of this research, a series of recommendations are presented. First, it is suggested that the curriculum be restructured to incorporate relevant knowledge that supports the development of locally impactful and sustainable entrepreneurial ventures. Also, practices should

be implemented that allow students to engage with and learn from successful entrepreneurial cases in their environment through incubators, entrepreneurship fairs, and mentorship programs. In addition, continuous training programs should be established to equip faculty with the necessary tools to effectively teach entrepreneurship. Lastly, extracurricular activities should be encouraged to help students conceptualize, develop, and finance their business ideas.

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