



Research Article

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Business Education and Entrepreneurial Competence Drivers of Entrepreneurial Intention in University Students

S. Arcadio Salas T.¹

Joel Cruz-Tarrillo²

J.E. Vásquez-Vásquez³

Elías Torres Armas⁴

Yamira Iraisá Herrera García⁴

Edison Effer Apaza Tarqui⁵

¹UPG Business Sciences,
Graduate School Universidad Peruana Unión,
Lima 15102, Peru

²Professional School of Marketing and International Business,
Universidad Peruana Unión,
Tarapoto, Peru

³Universidad Peruana Unión,
Carretera Central Km 19.5 Ñaña,
Chosica, Peru

⁴Instituto de Investigación de Estudios Estadísticos y Control de Calidad,
Universidad Nacional Toribio Rodríguez de Mendoza,
Chachapoyas, Perú

⁵Universidad Ricardo Palma,
Lima, Perú

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Abstract

Through business creation, technological progress, and innovation led by entrepreneurs, the country's wealth production and the well-being of citizens can be improved. The study analyzes business education and entrepreneurial competence as predictors of entrepreneurial intention in university students. This research is framed from a quantitative, causal correlational methodological perspective through a structural equation model, the sample of which is comprised of 377 university students. The results show that the model's fit was adequate, with a Chi-square value of 1149.09, 521 degrees of freedom ($p=0.000<0.001$), and a Chi-square/df ratio of 2.21. The goodness-of-fit indicators, incremental fit, and parsimony measures obtained values within the acceptable range. In conclusion, there is a significant influence ($\beta=0.77$) between business education and entrepreneurial competence ($p=0.000<0.001$) and between entrepreneurial competence and the intention to start a business ($\beta = 0.87$). However, the influence ($p=0.135<0.05$) between business education and entrepreneurial intention was insignificant. The university curriculum must have practical entrepreneurship courses with experienced teachers to transfer entrepreneurship knowledge and incubators, allowing students to inspire and strengthen their entrepreneurship abilities.

Keywords: business education, entrepreneurial competence, university students, structural equations

1. Introduction

Globalization has converted into a challenge to the competitiveness of the economic world. The European Union, with the desire to reach a high level of economic and social development compared to other countries, from the Advice of Europe of Lisbon in the year 2000, has driven policies in this sense. During these twenty years, he has directed the work towards the development and establishment of a culture business by the provision of the Union European, taking different laws that, due to their age, are considered as "Book Green" about Entrepreneurship (Bernal-Guerrero & Cárdenas-Gutiérrez, 2021).

In the literature business, the society assumes a paper undeniable in the stimulus of the activity to undertake and their effects in the development economic local and the significant political of the growth this included in the Diary 2030 of the UN (Peña et al., 2023). In Latin America, the increase in students at universities interested in pursuing careers in higher education is notable, evidenced by the difference in enrollment numbers: in 2013, 19.9 million and, in 2019, 23.3 million learners (UNESCO, 2020). It is about a favorable fact for job placement and graduates' development of business initiatives.

Support for businesses is horizontal and includes several ministries. Likewise, relevant policies include promoting finance, business education, innovation, information and communications technology, research and development, trade, and market access. Some countries have developed different strategies to support entrepreneurship, microenterprises, and small and medium-sized enterprises (SMEs) (United Nations Organization [UN], 2022.)

The unemployment of professionals in Latin America is linked to the low number of jobs. In this sense, university training students must promote the motivation to undertake entrepreneurship through strategies and, in turn, provide tools to generate their income through small businesses. Furthermore, given the challenges of globalization and the increase in unemployment, the need to generate self-employment is evident to achieve the intention and entrepreneurial spirit with a view to the growth and sustainability of a country (Mamun et al., 2017).

Entrepreneurial intention is a state of mind that directs the individual to start a business (Rubio & Lisbona, 2022). This is influenced incidentally by the family and even more than by universities. Therefore, there is a need to identify ways to expand and modernize entrepreneurial education beyond the classroom to contribute to the initiation of entrepreneurial independence in students (Herman & Stefanescu, 2017).

For example, 87% of Mexicans will not start a business for fear of failure, both financially and legally. Even if they start a business, 75% will fail, and about 10% will survive more than 10 years into the future. One of the reasons why this happens is the lack of business-oriented educational programs (Osuna et al., 2021).

Signs of business education emerge in Colombia, Ecuador, Peru, and Venezuela in the late 1990s. Columbia universities have centers to develop an innovative business culture from a socially responsible perspective, working in areas related to business such as culture, entrepreneurship, training of business managers, business education, family business management, and SME management (Sánchez-García & Suárez-Ortega, 2017). Additionally, they have plans to strengthen the business climate in specific regions of the country.

Universities must respond to the needs of current labor markets, be proactive, and anticipate new needs in existing jobs and new sources of employment (Pagés & Ripani, 2017). Furthermore, this scenario is required in the present future of Revolution 4.0.

About the above, in the Faculty of Business Sciences of the Universidad Peruana Unión, from 2002 to 2014, a department called "Business Incubator" (INCUBEM-UPeU) operated. It was a program that, by the management decision of the center, was transferred to the General Directorate of Research department and disappeared that same year. This unfavorable fact has undermined the entrepreneurial development of that population.

Currently, in the institution's Administration degree curriculum, there are creativity and

entrepreneurship courses, which are taught at three levels as part of the development of the subject. It is important to highlight that, during 2015 and 2016, the “Global Entrepreneurship Week” was held to promote the entrepreneurial spirit in students, an initiative that students and teachers positively accepted. However, as its development does not continue, there is no evidence of other activities with this purpose (Sánchez-García & Suárez-Ortega, 2017b).

Acuña (2015) pointed out that one of the big problems that affect the entrepreneurial ecosystem at the University, at the Tarapoto branch office, is the academic content of the entrepreneurship courses, which is only theoretical and not practical. Although it is necessary to develop skills for competent performance according to the demands of the labor market, it must be considered in business education plugins like a competency-based approach.

It is appropriate to mention Chapter VI. Investigation, in Article 52, of the University Law (Congress of the Republic, 2014) where he points out the business incubator as one of the ways to obtain a degree and title. To this, he adds that, as part of educational activities, the University promotes student initiatives in creating student-owned small and micro businesses that provide consulting or facilitate the use of school equipment and facilities. These companies receive technical or business advice on using facilities and equipment from professors. Each University has developed its own rules.

According to the Higher Education Observatory of the Consortium of Universities (2022), there is a relationship between education and the labor market. Despite this, the high unemployment rate of graduating students does not guarantee a secure job. Education is the science that provides the individual with the necessary skills to perform effectively and under the current demands of profiles in the market. Mungaray et al. (2021) mentioned that, due to the successful relationship between education and economic growth, it is considered significant to reinforce investment and expansion of education, significantly higher education, and, if estimated, the demand for new profiles and productive sectors of the economy.

Research on business education and entrepreneurship focuses on the purpose of entrepreneurship and on the person's real behavior (Lechuga et al., 2022). This action has positive and negative effects on the start of a company (Othman & Othman, 2021). The entrepreneur has new ideas, ready to execute them and contribute to the country's economic development. Knowing this, it is challenging to help students act as undertaking since they need to develop skills and abilities following future challenges. Higher education is the main source of entrepreneurship education (Zulfiqar et al., 2019).

Interdisciplinary work based on an activity to generate profits contributes to improving the design of methods and techniques to strengthen the action of the undertaking. The most surprising finding is the negligible relationship between naturalistic intelligence and undertaking sustainable and robust projects (López-Leyva et al., 2022).

A high level of education does not guarantee a job in companies (SUNEDU, 2020). There is urgency in helping students develop entrepreneurial skills with business education and entrepreneurial intention (Perez, 2014) to meet the needs of companies (Crissien, 2006). Considering the competencies in each area, it is estimated that this determines the knowledge of current competencies (Sobrado & Fernández, 2010).

Due to the above, the following question was posed to elucidate the objectives: how does the structural equation model of business education and entrepreneurial competence affect the entrepreneurial intention of university students at the Universidad Peruana Unión in 2021? With that we sought to determine the influence of business education and entrepreneurial competence on university students' intention to start a business, using structural equation models (SEM) based on Ajzen's theory of planned behavior. The purpose was to design a structural equation model to determine the influence of entrepreneurial education and competence on the intention to start a business.

2. Literature Review

2.1 Business Education

Kuratko (2005) invited us to reflect on whether business education is relevant when universities have offered studies in this field for over 70 years. Following Bell et al. (2004), Entrepreneurship was not recognized as a discipline in the United States until 40 years later, in the decades of the 70s and 80s, when important entrepreneurship programs were established in universities in the country. It was not until the early 2000s that the discipline occupied more than 500 programs in this field.

Based on these arguments, two primary factors help explain the emergence and importance of business education: small and medium-sized enterprises (SMEs), which play a significant role in the economy. The status of entrepreneurs in society continues to rise. That is, budding entrepreneurs need the tools to build and develop a business (Giacomin et al., 2011).

According to estimates in the Chilean Global Entrepreneurship Monitor (GEM) cycle, in 2012, 25% of entrepreneurs in the start-up stage were professionals with university training (many have postgraduate degrees). However, according to the GEM, business education is not well evaluated. Therefore, only 59% of experts believe that management education, guidance, and business leadership provide training with quality standards to create new businesses and grow existing ones, while the rest of the percentage disfavors it (Amorós & Poblete, 2012). It must be noted that this education expands the entrepreneurial spirit in people. Therefore, it favors the creation of new businesses and the socio-economic development of a country by reducing unemployment.

Business education programs are intended to instill business aspirations through a career of this profile (Hernández et al., 2017). Likewise, viability is achieved through the acquisition of knowledge and skills necessary to establish and manage a company by having an entrepreneurial spirit. Entrepreneurial activities include creating, identifying business opportunities, and launching, managing, or maintaining these (Sánchez et al., 2012). These programs encourage behaviors and instill attitudes, skills, and instruments to obtain successful results. What is described is related to the model of entrepreneurial intention determined by the desire and feasibility of implementing a business plan (Shapero & Sokol, 1982).

2.2 Intention to undertake

Entrepreneurs are characterized by having a mentality that exalts situations more than threats and recognizing opportunities are conscious, so intention can be considered the first step in creating a new business. Therefore, it becomes fundamental in understanding entrepreneurship development (Krueger et al., 2000).

It should be noted that it is generally negative to think that all individuals who want to start a business will do so eventually, which is the difference between intention and entrepreneurial attitude. People interested in starting a business will not do so due to the negative perception of entrepreneurship in the social environment (Giacomin et al., 2017).

Therefore, if there is a strong desire to start a business, doing so without the necessary foundations is risky since starting a business takes time and involves considerable planning. For its part, Krueger and Brazeal (1994) mentioned that entrepreneurs are not born but made. According to Ajzen (1991), intention seems to be the best predictor of the intended course of action. Likewise, entrepreneurial behavior is considered planned, for which intention models are efficient because they provide a way to declare and forecast better (Krueger et al., 2000).

Among the models commonly used to analyze entrepreneurial intention are the entrepreneurial event model (Shapero & Sokol, 1982) and the theory of planned behavior Ajzen (1991). Both have many similarities. In this regard, entrepreneurial intentions are believed to depend substantially on attitudes toward entrepreneurship (Krueger et al., 2000).

2.3 Entrepreneurial competence

According to Laguía et al. (2019), entrepreneurship stimulates the establishment of jobs and contributes positively to economic development, supporting and demonstrating the essentiality of promoting entrepreneurial activity; universities are representative. Furthermore, social psychological perspectives have made significant contributions to studying the antecedents that drive a person to act, and the theory of planned action (TAP) is the most frequent theoretical construct used to predict entrepreneurial intentions.

Within the framework of the international project GUESSS (Global University Entrepreneurial Spirit Students' Survey) in Spain, the influence of the university environment, the entrepreneurial environment, and the perception of the risk of entrepreneurship on entrepreneurial intention is analyzed; both directly and mediated through the three components of the TAP (attitude towards entrepreneurship, subjective norm, and entrepreneurial self-efficacy) with 9753 students. In that sense, it determines that the university environment is the prerequisite that has the greatest impact on entrepreneurial intention, and it is recommended to promote entrepreneurship with educational events and programs in the university context (Laguía et al., 2019).

Through teamwork, communication, self-confidence, and innovation capacity, university students' business entrepreneurship skills show a medium or regular level in teamwork and communication skills, while self-confidence and innovativeness were adequate. In summary, the students demonstrated a positive attitude towards business entrepreneurship (Casimiro et al., 2019).

2.4 Hypothesis

The hypothesis is raised (H_1) business education is significantly related to entrepreneurial competence. Training can transform business concepts, promote the entrepreneurial spirit, and resist the mediation of powerful groups (Şerban-Oprescu & Curea, 2015). Also, the following hypotheses are proposed:

H_2 Entrepreneurial competence is significantly related to entrepreneurial intention. Entrepreneurial intention is a good predictor of entrepreneurial capacity and is determined by the entrepreneur's commitment to said behavior (Biraglia & Kadile, 2017; Stenholm & Nielsen, 2019).

H_3 Business education is significantly related to entrepreneurial intention. Reinforced training and solid instruction in the activity you aspire to undertake are essential factors in predicting its success or failure (Franco & Piceti, 2018; RL Nabi et al., 2018). Consequently, it is conceivable that training precedes entrepreneurial intention (Nabi et al., 2017; Soria-Barreto et al., 2017).

On this theoretical basis, a model of entrepreneurial intentions is proposed (see Figure 1), in which constructs such as entrepreneurship training and entrepreneurial competence are added, directly and indirectly influencing entrepreneurial intention (Nabi et al., 2018). It is worth noting that the indirect effects between these constructs have not been widely investigated (Ynzunza & Izar, 2020). Hence, a structural equation model is proposed to validate theoretically.

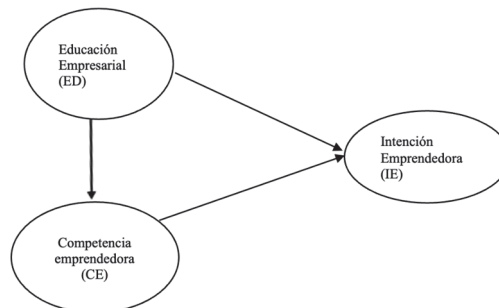


Figure 1. Theoretical model of research

3. Material and Methods

This research is framed from a quantitative, causal, correlational methodological perspective using a structural equation model (SEM) (Ato et al., 2013; Sampieri, 2018). To do this, the relationship between business education and entrepreneurial competence was analyzed, each as a predictor of entrepreneurial intention as an initial model.

From a population of 1034 university students, 377 university students were surveyed. It constituted 95% confidence, with a maximum estimation error of ($E=0.3$), corresponding to 36.5% (Hair et al., 2010). The respondents were over 18 years old from the third to the fifth year of studies, with regular enrollment in the 2021-II period, Faculty of Business Sciences of the Universidad Peruana Unión on the Lima, Juliaca, and Tarapoto branches. Non-probabilistic convenience sampling was used, and participation was voluntary through informed consent (Otzen & Manterola, 2017).

3.1 Instruments

Three validated instruments in Spanish were used to measure the variables, which were designed with a Likert-type scale where 1 is totally disagree and 5 is totally agree. For business education, the instrument of Sánchez et al. (2017), with a Cronbach's alpha of 0.927, has two dimensions: (a) influence of the school to undertake with seven items and (b) influence of the school to undertake with seven items. Furthermore, for entrepreneurial competence, the CGCE instrument of Sánchez-García & Suárez-Ortega (2017), with a reliability $\alpha=0.905$, structured in two dimensions: (a) decision-making competence with six items, and (b) professional life project management with six items.

For entrepreneurial intention, the instrument of Galleguillos-Cortés et al. (2019) has a Cronbach's alpha of 0.80 in the four dimensions. These are the following: (a) entrepreneurial intention, (b) personal aptitudes, (c) subjective norms, and perceived behavioral control. Each had three items.

3.2 Data collection

Through email, permission was requested from the institution's ethics committee to apply the corresponding survey. After receiving a favorable response, we spoke with the Dean of the University's faculty. Thus, the academic authority agreed to apply the questionnaire. Subsequently, it is carried out after coordination with the school directors and branch coordinators (Lima, Tarapoto, and Juliaca). Next, according to the cycle, the researcher was authorized to include the researcher in the WhatsApp groups of the students who made up the study sample. Then, it was coordinated with the teachers to facilitate their (virtual) class schedule so that, voluntarily, the students answered the questions in 10 to 15 minutes. Ultimately, the survey was administered through Google Forms during the 2021-2 class period (December of the same year).

3.3 Data analysis

Data from Google Forms was downloaded into Excel. The organization of the initial database and the first descriptive results were obtained with the software *IBM SPSS Statistics v.26*, while the modeling of the structural equations was through the *software* R studio in version 4.2.2, using the "lavaan" library (Rosseel 2012), in which each variable and the relationship between them were analyzed with the structural equation model (SEM) indicators (Flores-Ruiz et al., 2017). Also, the response to each of the questions of the applied instrument was verified, which allowed the calculation of the indices: GFI (Goodness-of-fit), PGFI (Parsimony goodness-of-fit), AGFI (Adjusted goodness-of-fit), RMR (Root mean square) and SRMR (Standardized root mean square) (Hair et al., 2010).

4. Results

Of those surveyed, 66.6% are women, while 33.4% are men. At the same time, it can be seen that they were university students from the ages of 17 to 42. Of the respondents, 16.7% reported being from the coast, 43.5% from the mountains and 39.5% from the jungle. On the other hand, 27.9% of the sample stated that they were from a business family, while 61.8% had already received payment for work at the time of the survey. Of them, 21% declared that they were working with a contribution of money, and the rest did not have a job. Interestingly, 38.2% have generated self-employment, and 38.7% have had contact with organizations that support entrepreneurship.

Regarding the education of both parents, university students state that their father achieved a primary education degree (2.4%), while 4.8% of mothers. Regarding primary education, the highest percentage is for mothers (25.7%); the same gender coincides with secondary education with 39.5%. Regarding the distribution of the technical career, fathers were the most prominent (15.4%), as was the university degree (21.5%).

Table 1. Sociodemographic profile of students

Variables	Categories	F	%	Variables	Categories	F	%	
Sex	Female	251	66.6	Mother's occupation	Home	151	40.1	
	Male	126	33.4		Unemployed	9	2.4	
Region	Coast	63	16.7		Private company	29	7.7	
	Mountain	164	43.5		Public company (State)	44	11.7	
	Jungle	149	39.5		Own business	144	38.2	
	Parents have a business	Yes	105		27.9	Business family	Yes	249
Worked with a payment	No	272	72.1		No	128	34.0	
	Yes	233	61.8		Ability to undertake	Very bad	4	1.1
Works with a payment	No	144	38.2			Bad	5	1.3
	Yes	79	21.0			Regular	109	28.9
Self-employed	No	298	79.0	Good		163	43.2	
	Yes	144	38.2	Very good		96	25.5	
Count on support from organizations to undertake	Yes	233	61.8	Branch	Juliaca	170	45.1	
	No	146	38.7		Lima	57	15.1	
Father's level of study	Preschool	231	61.3		Tarapoto	150	39.8	
	Elementary	9	2.4	Career	Administration	2	0.5	
	Secondary	82	21.8		Administration Business Management	41	10.9	
	Technical	147	39.0		Management and International Business	107	28.4	
	University	58	15.4		Accounting	14	3.7	
Mother's level of study	Preschool	81	21.5		Accounting and Tax Management	196	52.0	
	Elementary	18	4.8		Marketing and International Business	17	4.5	
	Secondary	97	25.7		Cycle of studies	V	54	14.3
	Technical	149	39.5			VI	128	34.0
	University	53	14.1			VII	45	11.9
Father's occupation	Home	60	15.9			VIII	106	28.1
	Unemployed	39	10.3	IX		27	7.2	
	Private company	39	10.3	X	17	4.5		
	Public company (State)	62	16.4					
	Own business	54	14.3					
	183	48.5						

Note. Average age = 22 years; minimum = 18 years, maximum = 42 years, mode = 20 years

Table 2 reports the instrument's reliability with the internal consistency analysis, average variance extracted, composite reliability, and Cronbach's alpha. Likewise, the correlations are detailed where values between 0.688 and 0.824 are displayed, and the descriptive results of the mean, standard deviation, and asymmetry. In addition, internal consistencies were found between the values of 0.948 and 0.968.

Table 2: Descriptive statistics, internal consistencies, and correlations for the study variables

Variables	M	DS	Skewness	α	CR	AVE	Business education	Entrepreneurial competence	Entrepreneurial intention
Business education	52.07	10.39	-1.27	0.949	0.64	0.95	1		
Entrepreneurial competence	51.03	9.30	-1.84	0.968	0.72	0.97	.729 **	1	
Entrepreneurial intention	50.45	9.30	-1.65	0.948	0.68	0.96	.688 **	.824 **	1

5. Confirmatory Research Model

The values found in the model proposed in this study are suitably adjusted. A significance of 0.000 (p value < 0.05) was found, which suggests that the constructs involved in the model are relevant to explaining entrepreneurial intention in university students. In addition, the chi-square value divided by the degrees of freedom ($\chi^2/df=2.21$) reinforces the fit of the model. On the other hand, the values of the RMSEA, GFI, SRMR, AGFI, NFI, TLI, CFI, PGI, PNFI and PCFI measures meet the minimum criteria established in the theory, indicating a satisfactory fit of the model in terms of overall fit. This suggests that entrepreneurial education and competence are predictors of entrepreneurial intention in university students, and the proposed model is accurate in terms of representation.

Table 3: Model goodness-of-fit indices

Medidas de ajuste absolutas	Valores aceptables	Valores del modelo
Chi-squared	-	1149.09
df	-	520
P-value	< 0.05	0.000
Chi-square/df	≤ 5.00	2.21
RMSEA	< 0.08	0.057
GFI	≥ 0.80	0.802
SRMR	< 0.08	0.038
AGFI	≥ 0.80	0.814
NFI	> 0.90	0.901
TLI	> 0.90	0.930
CFI	> 0.90	0.927
PGI	> 0.50	0.670
PNFI	> 0.50	0.818
PCFI	> 0.50	0.930

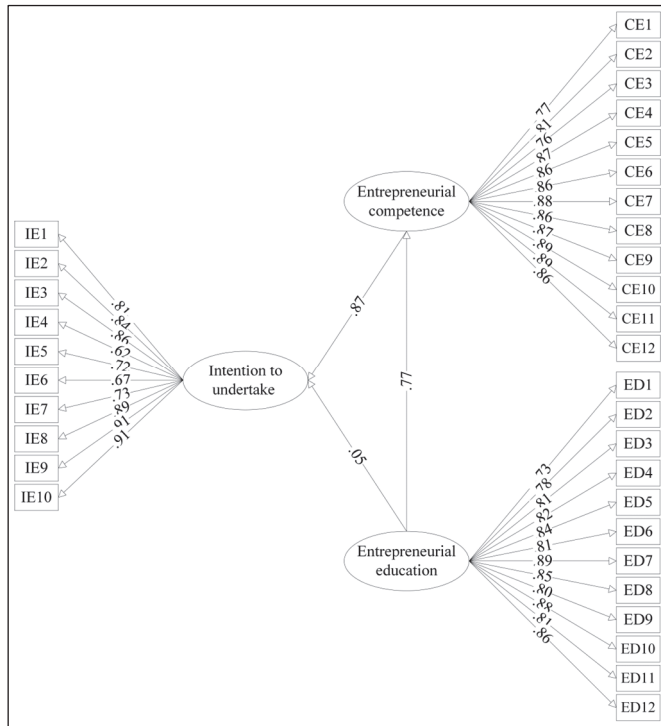


Figure 2. Final structural equation model

Notes: IE: Entrepreneurial intention, CE: Entrepreneurial competence, ED: Entrepreneurial education

5.1 Hypothesis testing

With the adjusted model, the relationships between constructs were analyzed. The statistician software also provided this information in indices after studying the relationships according to the variance-covariance of the collected numbers (Whittaker & Schumacker, 2022). Specifically, it was to look at the weight of the regression at its significance with $p\text{-value}=0.001$.

The adjusted model allows us to assert that the information collected presents sufficient evidence of a significant relationship (see Table 4) between the variables of the hypotheses (H_1) business education is related to entrepreneurial competence ($p=0.000<0.001$) and (H_2) relationships between EC and EI ($p=0.000<0.001$).

The findings of the causal relationship between business education and entrepreneurial intent reveal a lack of significance that needs to be addressed. The causal relationship between the constructs reveals that there is a relationship ($\beta=0.049$). However, the estimation coefficient was 0.258 ($p\text{ value}>0.05$), therefore, at a 95% confidence level this causal relationship is not significant. It should be noted that there is no statistical evidence to affirm that these two constructs are significantly related. These results may be due to other factors of greater complexity that could be influenced in a more effective way, such as personal experiences, and family environment. On the other hand, the quality and orientation of university education, previous work experience and access to financial resources, could be variables that are intervening to avoid significant among these constructs.

Table 4: Research hypotheses

Hypothesis	Relationship		Estimate	P	Decision	
H ₁	Entrepreneurial competence	<---	Entrepreneurial education	.775	***	Accepted
H ₂	Intention to undertake	<---	Entrepreneurial competence	.869	***	Accepted
H ₃	Intention to undertake	<---	Entrepreneurial education	.049	.258	Rejected

6. Discussion

From an updated perspective, the study demonstrates the significant relationship between business education and entrepreneurial competence as predictors of the intention to start a business in students at a private university through a structural equation model (SEM). It should be mentioned that antecedents found in this area show mixed results. On the other hand, a hypothetical research model based on theories of human behavior is proposed and empirically verified. The SEM analysis reveals the importance of each hypothetical relationship recorded in the modeling.

The study shows results with various scopes and indicates some ideas for future studies. One of them is that EE directly relates to EI in a non-significant way. In this regard, Soria-Barreto et al. (2016) mention in a case study from a Chilean university that entrepreneurial intention was negatively affected by a course in a business sciences degree and state that, despite this, entrepreneurship education helps explain entrepreneurial intention.

However, Araya Pizarro (2021) revealed that in Chile, given the importance of teaching to promote entrepreneurship, the influence of entrepreneurial education on the entrepreneurial intention of university students results in a relationship with a significant and positive effect. At the same time, it recommends delving into the pedagogical factors that intervene in the student's attitude toward entrepreneurship.

López-Leyva et al. (2022) noticed that, in Mexico, the relationship between EE and EI ($\beta=0.333$; $p=0.000<0.05$) is positive and direct. Despite the results, in the present study, the researchers asserted that implementing entrepreneurship topics in university academic courses is effective. Since young people think about starting their businesses, it is essential to consider adapting them to the needs of society and being transformative in entrepreneurship. No similarity with the present study was found between the variables mentioned above ($p=0.135>0.001$), where a significant relationship is not evident ($\beta=0.05$). By contrast, in Ecuador, Velez et al. (2020) stated that ED by itself did not significantly influence EI. However, it can improve business skills, practical management skills, and understanding of business-related attitudes and values. Similar results occurred in the present investigation.

Furthermore, entrepreneurial capabilities have a strong influence on entrepreneurial intention. (Bravo et al., 2021). In Ethiopia, Thuo (2016) affirmed that university students recognize entrepreneurial skills as the way to mitigate unemployment. However, they warn that universities must provide students with relevant and appropriate for business creation. Likewise, according to the results obtained, the present study exhibits a significant relationship between EC and EI in this type of student.

The EI of university respondents is positively affected by factors related to business education. Taking this into account, it can be seen that, according to the adjustments of the structural model, the present study shows deductions from the final indicators lead to determining that there is a positive relationship between ED and CE, $\beta = 0.775$, and EI, $\beta = 0.049$, as well as the hypothesis about the relationship between CE and EI, $\beta = 0.869$.

Regarding EE and CE, the data showed a significant relationship. This indicates that students who received business education tend to have greater competence or skills related to entrepreneurship. With a value of $p=0.001$, the relationship between the students of the University under study resulted, which establishes that this relationship is not likely to occur by chance.

Therefore, a concept must be created that integrates the perspectives found in previous

literature and achieves a common language to define training programs to achieve the desired objectives, increasing entrepreneurial intentions and improving business skills (San-Martín et al., 2020).

Considering the above, the researchers agree with Valencia-Arias et al. (2022), who pointed out that EE and CE are key factors that can influence the EI of university students. When reviewing a Colombian publication, the majority of the 293 students from different undergraduate programs agree to have a high entrepreneurial intention and mention limiting factors such as scarce state support, limitations of adequate spaces to generate business ideas, and lack of knowledge of ideation methodologies, which incur in negative in entrepreneurial intention (Aguilera-Castro et al., 2021). A similar result was obtained in the Faculty of the University under study: 377 students from the same study program warn that the relationship of CE with IE is $p < 0.001$.

According to Sarmiento-Suárez et al. (2022), with a pooled sample of 1,005 undergraduate business school students at a university in Great Britain, students have less fear of failure and more accepted social entrepreneurship. In contrast, two universities in Spain lack an entrepreneurial spirit. Likewise, they consider entrepreneurship uncertain, which is why it is less accepted.

In light of what has been described, according to data obtained and the studies cited, the researchers argued that entrepreneurial competence can be an important predictor of entrepreneurial intention in university students. Therefore, it is suggested to develop educational programs that promote and strengthen the skills that allow acting on initiatives and ideas, which increase the probability that students will consider and pursue entrepreneurial opportunities in the future.

This is a fact based on the study's hypothesis, where an SEM is built, in which the relationships between the variables are represented and how they are interconnected is observed. The results reveal the influence of different entrepreneurial intentions. With this, it is determined that the data support the hypotheses in the study.

When analyzing the results using a statistical method to determine if entrepreneurial competence significantly predicts the intention to start a business in university students, a $p=0.000<0.001$ is obtained. Hence, the researchers deduce that the hypothesis "there is a significant relationship" between entrepreneurial competence and entrepreneurial intention in university students." Likewise, $p=0.000<0.001$ was obtained, which allowed us to accept the hypothesis "there is a significant relationship between business education and entrepreneurial competence". However, a $p=0.135>0.001$ was obtained, which allowed us to accept the hypothesis that "there is no significant relationship between business education and entrepreneurial intention in these students." Likewise, all the goodness-of-fit indices of the model fall within the allowable ranges. By addressing this result, it is considered that the model obtained has a good fit to estimate the relationships proposed in the hypotheses.

The study showed that it is 377 times (1034 enrolled), it is more likely that a Faculty of Business Sciences of the Universidad Peruana Unión graduate is not an intrapreneur. Therefore, they do not have an entrepreneurial spirit. This can be reversed with correct decision-making by considering the contribution of this research through training activities, courses in this teaching, or the postgraduate course. This foundation rejects *hypothesis 3*, stating that EE is significantly related to EI. Therefore, the researcher infers that self-efficacy and learning orientation are factors to consider since they intervene significantly when explaining the relationship between business education and the intention to form a company (Hoang et al., 2021).

The experience of a course at a university in Chile, with a negative impact on EI, showed that the students with the greatest change in entrepreneurial intentions showed two characteristics. On the one hand, they believed they had the knowledge, skills, and experience to start a business. On the other hand, they came from families with lower family incomes (Soria-Barreto et al., 2016).

The present study does not exclude limitations, so future research can be established in which, among others, observation with a design for a prolonged period that allows evaluation of the effect of education for entrepreneurship in the long term. In this way, it shows the changes in entrepreneurial intention; in turn, it analyzes, from that perspective, the intention to undertake entrepreneurship

and the manifestation of entrepreneurship by the students. This means that universities must maintain preparation through courses for students in complementary education. In addition, there is support through the country's public policies. Updated programs should be considered to this end and, in this way, facilitate the acquisition of business skills and improve entrepreneurship activity.

Likewise, it is important to include other variables to motivate interesting results from the figures of other actors within the educational process. Mukesh et al. (2020) showed that the methodological strategies used in the classroom influence entrepreneurial purposes during training and strongly highlight teaching tactics that promote active learning. Regarding EE and EI, a case study appears in the Islamic Boarding School of Assalam, where the authors highlight that EE successfully reflects the influence of entrepreneurial orientation and self-efficacy on the entrepreneurial interest of students (Fahmi et al., 2023).

7. Conclusions

Entrepreneurship is gaining more value over time and is considered important for economic growth, innovation, and employment in countries. The reason is that the business structure is essentially made up of small and medium-sized companies, which play a vital role in the economy, with activities to involve people with business talent and promote the economy in the world.

Such efforts are manifested in the need to provide future entrepreneurs with the necessary skills to start and/or develop their businesses. To this end, the educational system aims to provide the knowledge, skills, and abilities to develop the activity. Therefore, the University's main objective is to teach the convenience and viability of entrepreneurship. With this, it increases the entrepreneurial effort of students to create new businesses, thus contributing to greater economic and social development.

In the present study, a model based on structural equations was designed, which demonstrates the existence of a significant relationship ($\beta = 0.77$) of EE on CE in university students ($p = 0.000 < 0.001$). It coincides with similar investigations and affirms the effectiveness of the TAP and the proposed SEM in revealing business intentions, as well as a significant relationship ($\beta = 0.87$) of entrepreneurial competence on entrepreneurial intention in university students ($p = 0.000 < 0.001$). The interesting thing is that, in hypothesis 3 (Business education is significantly related to entrepreneurial intention), there is no significant relationship ($\beta = 0.05$) between business education and entrepreneurial intention in university students ($p = 0.135 > 0.001$).

In addition, the findings of this research reveal interesting implications for the development of curricular structure and teaching methods in university education. In this sense, it is essential that universities review the content of the syllabus and these must be aligned with the needs that the business world demands, with practical experiences, case studies and real business projects. On the other hand, study programs should be oriented toward the development of soft skills such as leadership, problem-solving, effective communication, decision-making, and project management. In addition, the focus on developing creativity and innovation skills, budget management, and social and sustainable entrepreneurship orientation are essential to succeed in today's business context.

EE has implications for business education programs' design and focus, which encourage strengthening students' entrepreneurial skills and abilities. It is important to highlight that the relationship between the variables allows a global understanding of the intention to start a business in university students. Furthermore, it highlights the need to use active methodologies for teaching entrepreneurship issues and reverse the results obtained based on the SEM proposed in the study, which is all based on Ajzen's theory of planned behavior.

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