

# Factors influencing the Entrepreneurial Intention of University Business Students: Evidence from Lima-Peru

Franklin Cordova-Buiza<sup>1,2</sup>, Geraldine Toribio-Tamayo<sup>3</sup>, Marco Antonio Jesus Garcia-Portuguez<sup>3</sup>, Diana Carolina Martinez-Torres<sup>4</sup>.

<sup>1</sup> Research, Innovation and Social Responsibility Department, Universidad Privada del Norte, Lima, Peru

<sup>2</sup> Faculty of Business Sciences, Universidad Continental, Huancayo, Peru

<sup>3</sup> Business Faculty, Universidad Privada del Norte, Lima, Peru

<sup>4</sup> Business Administration Program, Fundación Universitaria Colombo Internacional- Unicolombo, Cartagena, Colombia

[franklin.cordova@upn.edu.pe](mailto:franklin.cordova@upn.edu.pe)

[N00151289@upn.pe](mailto:N00151289@upn.pe)

[N00201421@upn.pe](mailto:N00201421@upn.pe)

[dcmartinez@unicolombo.edu.co](mailto:dcmartinez@unicolombo.edu.co)

**Abstract:** Entrepreneurial intention has become a question, and in order to investigate its study, this research was based on the Theory of Planned Behaviour, which takes as dimensions the entrepreneurial attitude, the subjective norm and self-efficacy. The purpose of this research is to identify the factors that influence the entrepreneurial will of university business students in Peru. For this purpose, the study method used is mixed, cross-sectional and non-experimental; it comprises a quantitative analysis with a sample of 400 university students, to whom a virtual questionnaire was applied; and it is complemented with a qualitative analysis through videoconference interviews with 11 experts in entrepreneurship in the Peruvian and international context, made up of business career coordinators, university business incubator coordinators and student entrepreneurs. The results highlight as factors in entrepreneurial intention the desire to be independent (65%), the challenge in practice of creativity and innovation (62%), the enjoyment of knowledge about business genesis strategies (55%), also the development of soft skills such as leadership and resilience, as the merit of attributing technological tools within the business, notions highlighted by the qualitative analysis. It is concluded that universities should take these factors into account in the design of competencies in their student curricula, creating programs that generate an entrepreneurial ecosystem, and with it, the formation of companies, new jobs and socioeconomic improvement.

**Key words:** Subjective Norm, Self-Efficacy, Entrepreneurial Attitude, Companies, Latin America, Employment, Entrepreneurial Spirit.

---

## 1. Introduction

The Covid-19 pandemic has set a precedent for Peru and the world in both employment and education, indirectly impacting entrepreneurship, which is considered part of the productive strength of developing economies (Figallo et al., 2020; Torres-Coronas and Vidal-Blasco, 2019). Some 38,000 SMEs were established in Peru in the first quarter of 2020 due to high unemployment. Of these, 20,000 are led by women, 53.7% of the total and 46.3% by men (Instituto Nacional de Estadística e Informática [INEI], 2020).

The city of Lima, the capital of Peru, is divided into 4 distinct areas, one of them is the northern area of Lima also known as Lima Norte, this place has had a significant economic growth in the last 15 years due to the desire for entrepreneurship of its inhabitants, which has led to the installation of major universities.

This research is important because it has not been done before in a Peruvian university and is rare in Latin America. In practice, the characterization of the entrepreneurial intentions of students in North Lima should inform the relevant business departments or structural units of the university to make informed and effective decisions, promote the improvement of entrepreneurial skills and attitudes to form a company. The results obtained methodologically can be used for the implementation of trainings, seminars and forums to better understand students' motivation to start a business.

### 1.1 Objective

The general objective is "identify the factors that influence the entrepreneurial intentions of university business students". The hypothesis of the study holds that the factors that influence the entrepreneurial intention of university business students are: Entrepreneurial attitude, subjective norm and entrepreneurial self-efficacy.

## 2. Literature review

Since the late 1980s, the literature has been concerned with the concept of entrepreneurial intention, this leads to the act of an entrepreneur and the formation of the intention to start a business being considered the entrepreneurial process (Diez and Guevara, 2020). Entrepreneurial intent has a great impact on all organizations. In this sense, understanding the motivations of entrepreneurship has become a very important aspect of understanding the culture of an organization. Entrepreneurial intent has a great impact on all organizations. In this sense, understanding the motivations of entrepreneurship has become a very important aspect of understanding the culture of an organization (Bird, 1988).

In terms of students' entrepreneurial intention, an important factor is hands-on work-based learning or simulated learning (Thobekani, 2021). Soria-Barreto et al. (2016) factor out that an individual's entrepreneurial purpose is diagnosed whilst he/she determines the concept of making an enterprise and plans to hold it out within the future. On the other hand, De Jorge (2013) found that sociodemographic variables, including age, gender and own circle of family businesses, are crucial for entrepreneurial intentions. According to Ajzen (1991), the theory of planned behaviour was developed to predict and explain human behaviour. Analysing personal beliefs through self-efficacy, subjective norm and entrepreneurial attitude; as causes of intention, which also influence the person's behaviour. On the other hand, the theory of planned behaviour also seeks to know the influence of the environment on people's behaviour that determines the intention to undertake (Montoya et al., 2016; Millán et al., 2017). This theory takes into account situations where an individual may have the intention to perform a behaviour but no access to opportunities or resources (such as lack of money or knowledge); hence, this theory argues that if a person has the opportunities, resources and intention to perform a behaviour he or she should succeed (Galleguillos-Cortés et al., 2019; Krauss et al., 2018).

Bandura (1997) defines self-efficacy as personal judgment in a given situation, so people with high self-efficacy are more self-confident and more likely to pursue goals and objectives, about what people think of their abilities. Similarly, Gorostiaga et al. (2018) Self-efficacy refers to the likelihood of carrying out behaviours predetermined by an individual and affecting activity and persistence in the face of a challenge. In addition, research by Valencia-Arias and Marulanda-Valencia (2019) confirms that self-efficacy is one of the key factors when undertaking a new business. This is because people recognize factors such as performance needs, innovation, creativity and leadership. From another perspective, Salazar-Carvajal (2014) analyses entrepreneurial self-efficacy and sees socioeconomic status as a driver of entrepreneurship.

In Tarapuez et al. (2018) subjective norm related to private or public education and includes entrepreneurial friends. Gálvez et al. (2020) applied the theory of planning behaviour to analyse entrepreneurial intentions and found that the main family factor motivating students to participate is security and the main motivating factor is lack of budget. On this dimension, Guzmán et al. (2014) subjective norm is the inference people make about the behaviour they are performing under social pressure, which are based on two factors: the approval of a significant other and a person's ability to meet people's expectations. Lazo and Vela (2020) and Olavarria-Benavides et al. (2021) point out that entrepreneurship is the ability to start a business, business plan or other livelihood that requires confidence, perseverance and initiative. Oliver et al. (2016) they also say that entrepreneurship is related to six recognized attitudes such as positivity, professionalism, empathy, innovation, autonomy and risk-taking.

Tarapuez-Chamorro et al. (2019) and López-Guzmán et al. (2019) confirmed entrepreneurial attitudes as another determinant of entrepreneurial intentions, reflected in social norms, attitudes, behavioural management and socioeconomic aspects. For Sánchez-Oramas et al. (2020) this attitude is related to business experience, socio-economic and cultural measures, not to character. In the research of Sampedro et al. (2014) stated that entrepreneurial intentions grow positively when associated with entrepreneurial attitudes, highlighting the need for entrepreneurial vision, self-control and resource management.

In this regard, numerous studies have been carried out around the world on this subject, but there is no diagnosis of entrepreneurial intentions in the Peruvian context, especially in the field of business administration, this fact hinders the measurement of intention and complicates the prediction of entrepreneurship (Salazar-Rebaza et al., 2022; Córdova-Buiza et al., 2022a; Gorostiaga et al., 2018). Therefore, the absence reflects little public interest in entrepreneurial projects. In addition to this, it is important to analyse the frameworks developed by early stage companies in order to develop strategies and educational programs that encourage entrepreneurship (Goyanes, 2015; Cordova-Buiza et al., 2022b; Valencia et al., 2016). From this perspective, Vélez et al. (2020) and Friedland & Jain (2022) confirmed that entrepreneurship education is related to the development and empowerment of skills, attitudes and values related to entrepreneurship. Hernandez and

Sanchez (2017) identified motivational factors for entrepreneurship and concluded that entrepreneurial education and entrepreneurship are related. A study by Torres-Coronas and Vidal-Blasco (2019) refers to the ability to start and manage a new business and related to entrepreneurial intention factors such as self-efficacy, which university students understand as innovativeness and creativity, focuses on behavioural performance. As a necessary element to address entrepreneurship. In addition, Soni and Misra (2021) consider students' self-efficacy as an important factor in identifying business opportunities.

### 3. Methodology

A mixed research methodology was used, composed of a main quantitative part and a secondary qualitative part. Descriptive, cross-sectional, and non-experimental design, in which variables are not deliberately manipulated. (Hernández et al., 2014). As for the quantitative research, the sample consisted of 400 students belonging to four Peruvian universities with campuses in northern Lima, considered to be private universities with trajectory in this area of the country. The information corresponds to a universe of 50168 students enrolled in 2021, a probabilistic approach was applied, based on the formula  $(Sample\ size = Z^2 * (p) * (1-p) / c^2)$  for which a sample of 400 students is taken.

The selection criteria for this study was a private university geographically located in North Lima. Participants are students studying business administration, banking and financial management, marketing, international business, economics, accounting, resource management, human resources, business administration and management. a student of the school. same. For the review of the information, various databases such as Scopus and Scielo were used, as well as statistical studies of the INEI (National Institute of Statistical Information) and university transparency portals. The research instrument is the Entrepreneurial Intentions Evaluation (VIE) questionnaire proposed and validated by Laguía, Moriano, Molero and Gámez (2017), It assesses three factors of entrepreneurial intention: entrepreneurial self-efficacy, subjective norms and entrepreneurial attitudes. The tool consists of 20 open and closed questions ranging from 1 to 7 on a Likert scale.

### 4. Data collection

Data collection was done through a pre-approved survey, distributed through Google Forms and disseminated through student email, WhatsApp and Facebook and the university's fan page. Professors from the four universities assisted in conducting a survey among their students. Data analysis using pivot tables in Microsoft Excel, a semi-structured interview was used for the qualitative component. the interview sample was confirmed by 5 people by peer review method; this tool consists of 8 open questions for 11 professionals of university entrepreneurship in Peruvian and international contexts, including university leaders of startups and business career coordinators (8), university coordinators of business incubators (2) and one student entrepreneur. The aforementioned tools, which will be operational from September to December 2021, are expected to determine whether students in Lima-Norte have entrepreneurial intentions.

In this study, from an ethical point of view, the intellectual property of the different authors in relation to the theories and research results, their exact citations and references to directory sources are mainly protected. Secondly, regarding the confidentiality of the information, the advice and support of the Universidad Privada del Norte (UPN) was taken into account. In the end, the identities of the 400 students interviewed were kept secret, with the exception of the experts who allowed their identities to be identified due to their importance.

### 5. Results and Discussion

#### 5.1 Results

##### 5.1.1 Quantitative Research

As a result of the quantitative study, profiles determined by the university student population from grades 1 to 10 were used. The age range goes from 17 to 35 years old, in which the female sex predominates, representing 66% of the respondents. The 400 students participating in this survey belong mainly to the middle socioeconomic level (57%). Of the survey sample, most of the respondents are not related to the labour market (55%). The mean score is 22.19 with a median of 21 and a mode of 20. See Table 1.

**Table 1: Demographic data of the surveyed profile**

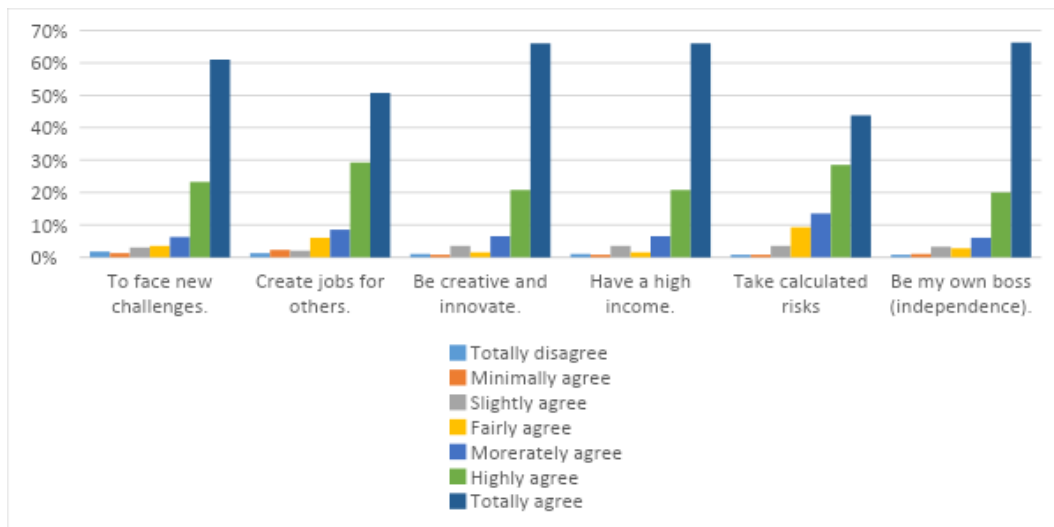
	Amount	%
<b>Age range</b>		
17-23	284	71%
24-29	80	20%
30-35	36	9%
<b>Type of gender</b>		
Women	264	66%
Men	136	34%
<b>Socio Economic level (SEL):</b>		
Middle	228	57%
Middle – high	59	14.7%
Low	3	3.3%
Low – middle	100	25%
<b>Labor Situation:</b>		
Employed person	110	27.5%
Self-employed person:	70	17.5%
Does not work:	220	55%

The factors influencing students' motivation for entrepreneurship were presented in three categories: entrepreneurial attitude, subjective norms, and self-efficacy. The survey sample also indicated that they had not attended any courses or training courses in the field of entrepreneurship (53%), so the rate of lack of knowledge on the subject was very high.

*5.1.2 Entrepreneurial Attitude*

A survey of students' business intentions shows that their interest is comprehensive. 62% plan to start their own business, 35% plan to pursue a career in the private sector, students plan to work in government, 25% plan to work in a non-profit organization (NGO), 22% and 22%. % Working together. 44% plan to start their own business to address social and/or environmental problems.

Being an entrepreneur for students entails a variety of tasks that must be completed in order to achieve this goal. 61% believe they have the ability to take on new challenges and 51% believe they will create new jobs for others. Taking calculated risks, 66% believe they will become more self-sufficient and their own boss during this time (See Figure 1).



**Figure 1: Aspects to consider when becoming an entrepreneur**

On the other hand, respondents answered that the main reasons why they decided to become entrepreneurs, 66% responded that the main factor was to take advantage of a business opportunity and 30% responded that there was a lack of better opportunities.

### 5.1.3 Subjective Norm

In another aspect of the research it was found that the level of support when making the decision to start a business, the students surveyed affirm that they will receive a high level of support from their family, colleagues and closest friends; 66% of the group affirms that they will have the support of their family, 36% strongly agree that they will have the support of their closest friends, and 29% strongly agree that they will have the support of their colleagues (See Figure 2).

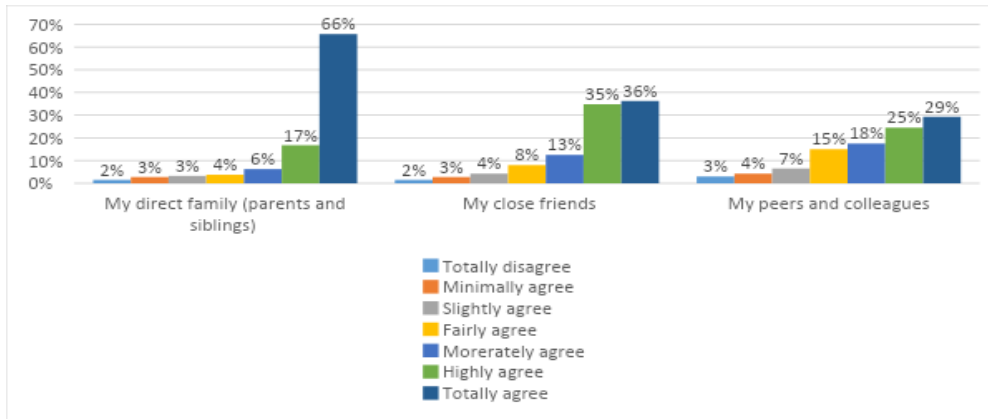


Figure 2: Acceptance of a business by family, friends, and colleagues

In this regard, respondents highly value the approval of those close to them. It is stated that 49% consider the opinion and approval of family to be fundamental, 26% that of a close friend and 20% that of colleagues and friends.

### 5.1.4 Entrepreneurial Self-Efficacy

In terms of their ability to carry out successful business development activities and manage a successful business, 55% of students agree that this includes defining their business idea and start-up strategy. This includes leading the creative process, 49% manage and maintain relationships with potential investors and banks, 52% discover market opportunities for new products and services, and 56% raise capital, including contacting key people, 55% create and initiate projects. new business.

When it comes to their willingness to be entrepreneurial, most students want to be independent (65%), solve new problems (59%), create jobs for others (46%) and be creative and innovative. be objective, earn high rewards (56%) and take calculated risks (43%). On the other hand, when it comes to determining how much a student intends to become an entrepreneur, there is a lot of concern. 85% strongly agree that they are likely to start a business in the future. 84% agree or strongly agree that they are willing to make the effort to become an entrepreneur. 77% agree or strongly agree that their career goal is to be an entrepreneur (See Figure 3).



Figure 3: Students' level of intent regarding the decision to start a business

### 5.1.5 Qualitative Research

Due to restrictions due to the covid 19 pandemic, interviews were conducted by videoconference and telephone. In addition, to comply with the confidentiality obligations set out in the participation agreement, the data of the 11 participants were coded as follows (see Table 2).

**Table 2: key informants' data.**

Key experts' group	Key informant counts
National Entrepreneurship Experts (Heads of the entrepreneurship area of universities, coordinators of business careers)	8
International Entrepreneurship Experts (Coordinators of business incubators in universities)	2
Student entrepreneur	1

In terms of entrepreneurial attitudes, all respondents agree (100%) that there are several factors that motivate young people to become entrepreneurs, including the desire to generate income and be self-sufficient. The idea that innovative products can solve consumer problems and, finally, the internal competition faced by students. On the other hand, the most common characteristics of entrepreneurs are perseverance, sustainability, productivity, creativity, and innovation.

As for the subjective norm, the respondents agree that family has a great influence when it comes to entrepreneurship, as the experience of running a family business becomes a precedent for their own creativity. With that in mind, they can start their own business with more confidence. In this regard, respondents pointed to innovation, creativity, quick access to information and entrepreneurial foresight as the main advantages of business school students. Their weaknesses include fear of failure, inflexibility, informality, lack of support and immaturity.

About entrepreneurial self-efficacy the experts emphasized the university role in encouraging student entrepreneurship through seminars, competitions, fairs, and courses; they also argued that the university should create a business environment, since students spend most of their day at the university. The majority of experts said that the most useful courses for entrepreneurship would be marketing, accounting, leadership courses, graphic design, ideation, elevator pitch for searching of investors, and entrepreneurship methodology. Finally, the experts emphasized the significance of technological resources in the development of a business. Experts cited mobile phones, laptops, social networks, and software management as extremely useful tools.

## 5.2 Discussion

The primary goal of this research is to identify the factors that influence students' entrepreneurial intentions. A sample of students from four universities in northern Lima, Peru, as well as another source of business professional, were used for this purpose. Research on entrepreneurial intention of university economics students based on Eisen's (1991) model has revealed there is a high level of agreement on the theory of planned behaviour, which allows us to analyse essential characteristics to see it in the future in its use for business purposes in its application (Orozco et al., 2018; Duran-Aponte and Arias-Gomez, 2016). In the research records, it found a statistical sample with a mean score of 22.19, a median score of 21, and a trend of twenty years in the records we studied to see if these findings are reliable if it affects the intention entrepreneurial. We acknowledge the approach of García-García (2015), who emphasizes that young individuals have strong entrepreneurial intentions. As a result, new generations bring new knowledge that, when combined with information from previous generations, is extremely useful for entrepreneurial endeavours (Arzubiaga, 2018). The findings were classified into three dimensions: entrepreneur attitude, subjective norm, and entrepreneur self-efficacy. Based on the data gathered, it is possible to confirm that young people have an entrepreneurial spirit. This study is very interesting, with a total of 62% saying they intend to start their own company and only 35% said becoming employees of a private company, and 25% for the state. This data compares the most significant aspects associated with seeking greater autonomy, creativity and innovation, family recognition and support, and strengthening communication skills related to entrepreneurship development.

The subjective standard proved to be a factor in fostering entrepreneurship among the students, as they found it profitable and attractive to run their businesses. Moreover, they appreciated that such a decision was

approved by their family members, friends and peers. This is consistent with the study by Mwiya et al. (2017), who assesses this factor in the Zambian context in Africa, as a result, the influence of family in establishing a new business will be determined by the results obtained, and this serves as an indicator of what is likely to occur. This is consistent with Velez et al. (2020), who describe how experiences in family businesses can influence entrepreneurial intentions.

For organizations that support entrepreneurship in Peru, the main institution is a university (Ministry of Education [MINEDU], 2014), which supports the training of entrepreneurs. Therefore, the study speaks of the approval of its work with students, as it promotes seminars, competitions, fairs and courses. Thus, creative ideas are promoted and implemented. For Dal-Soto et al. (2021) Universities in strategic management have a direct impact on business intentions, as they connect academia to promote social action and community involvement in the long term. The outcomes differ from the Galleguillos-Cortés et al. (2019) study when no inputs from entrepreneurship education programs are validated. The entrepreneurial mindset stands out as a key component for launching a new business. Students are drawn to the prospect of earning money and becoming self-sufficient, but they are less inclined to take chances. Similarly, Mora (2011) argues that risk aversion in entrepreneurs is permanent. To comprehend someone's behaviour toward something, perception, belief, and attachment must all be considered (Robbins & Judge, 2011), as a consequence, entrepreneurial profiles are linked to sociocultural factors (Yurrebaso et al., 2020), which biases the score for the business factor. For university students studying business, it would be taking advantage of commercial opportunities. The results of the study are consistent with the results of Gálvez-Albarracín et al. (2020) where the components of entrepreneurial intent are: financial reward, residence and personal security; additionally, to the study of Torres-Coronas and Vidal-Blasco (2019) Listing business opportunities as a means of furthering one's career. In the meantime, the studies varied from those of Wang et al. (2018) who regard family business learning experiences as the most important factor influencing entrepreneurial intention.

However, according to a group of experts consulted, entrepreneurship is an outstanding characteristic of students. Perseverance, productivity and innovation are the engines that drive entrepreneurship. Therefore, we analysed the factors that affect the development of soft skills and the desire to be independent, along with the quantitative results that independence (having your own business) is a driving force. As for subjective criteria, experts point to family work experience as a factor that incentivizes young entrepreneurs. Therefore, we found a strong relationship in the quantitative results that students highly rated family acceptance and support to complete the project. The results differed in terms of self-efficacy, as experts argued that the elements of entrepreneurship are founded on creativity, innovation, instant information availability, and entrepreneurial development in starting a business. In this sense, it is similar to the work of Abedelrahim (2020), who found that self-efficacy in business is not easily trained, as it requires a developmental program in management.

## 6. Conclusion

The purpose of this study was to identify the entrepreneurial intentions of students in North Lima, Peru, and to explore the empirical evidence on entrepreneurship and entrepreneurial intentions. It turns out that students have an entrepreneurial intention, which is reflected in factors such as self-efficacy, personal level and entrepreneurial attitude. Expressions such as financial income that may influence entrepreneurial intentions among young students were also identified, and the research highlighted factors in the development of independence and personal competencies such as management, flexibility and productivity. However, public and private educational universities must implement strategies to safeguard students' new ventures and increase the visibility of their businesses. When it comes to business technology tools, online activism is becoming increasingly important, so students are demanding more technological advances from training schools and professional programs.

Therefore, access to technology and separation from the traditional experiences of others is expected to further increase, thus providing more opportunities to develop creativity and innovation, which are important determinants of self-efficacy in this study. Considering that family business experience influences entrepreneurial intentions, it is critical to emphasize sociocultural factors in Peru given its high penetration of micro and small businesses in the economy. It inspires many students to do business with a family business and further develop that business or start their own business. Therefore, it is a factor that affects business in our reality.

The research has identified factors that make it difficult to start a new business. Fear of failure, not recognizing how to deal with new challenges, and financial difficulties are some examples. In fact, Peru has national and

private innovation programs that should be more open in terms of funding sources for new projects, such as Startup Peru, 'Fondo de Investigación para el Desarrollo de la Competitividad' (FIDECOM) and Innovate Peru. It should be mentioned previous theories and studies have shown that perceived incentives have a positive impact on the entrepreneurial intentions of university students. For this reason, courses, training, seminars, exhibitions and forums related to entrepreneurship should be more accessible and promoted.

## References

- Abdelrahim, S. (2020). Academic entrepreneurship in Sudanese universities: explaining entrepreneurial intention using the Theory of Planned Behaviour (TPB). *Problems and Perspectives in Management*, 18(3), 315-327. [https://doi.org/10.21511/ppm.18\(3\).2020.26](https://doi.org/10.21511/ppm.18(3).2020.26)
- Ajzen, I. (1991). The theory of planned behaviour. *Organizational Behaviour and Human Decision Processes*, 50(2), 179-211.
- Arzubiaga, U. (2019). Gobernanza corporativa y orientación emprendedora de las pymes familiares: un análisis de la influencia de la implicación familiar a distintos niveles. *Cuadernos de Gestión*, 19(1), 119-146. <https://doi.org/10.5295/cdg.170757ua>
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioural change. *Psychological review*, 84(2), 191-215.
- Bird, B. (1988). Implementing entrepreneurial ideas: the case for intention. *Academy of Management Review*, 13(3), 442-445.
- Cordova-Buiza, F., Aguirre-Parra, P., Garcia-Jimenez, M. G., & Martinez-Torres, D. C. (2022a). Virtual leadership as a development opportunity in business context. *Problems and Perspectives in Management*, 20(2), 248-259. [https://doi.org/10.21511/ppm.20\(2\).2022.20](https://doi.org/10.21511/ppm.20(2).2022.20)
- Cordova-Buiza, F., Calderon-Sanchez, J., & Chuzon-Canicela, L. (2022b). Tourist satisfaction level: Evaluation in a peruvian adventure tour operator. *IBIMA Business Review*, 2022 <https://doi.org/10.5171/2022.773904>
- Dal-Soto, F., de Souza, Y., and Benner, M. (2021). The Entrepreneurial Orientation in the Transformation of Universities. *Brazilian Business Review*, 18(3), 255-277. <https://doi.org/10.15728/bbr.2021.18.3.2>
- De Jorge, J. (2013). Análisis de los factores que influyen en la intención emprendedora de los estudiantes universitarios. *Caracciolos*, 1(1), 1-12.
- Diez Farhat, S. y Guevara, R. (2020). Incidencia de la actitud conductual en las intenciones emprendedoras en estudiantes universitarios. *Contaduría y administración*, 65(2). <https://doi.org/10.22201/fca.24488410e.2019.2074>
- Durán-Aponte, E. y Arias-Gómez, D. (2016). Actitud emprendedora y estilos emocionales. Contribuciones para el diseño de la formación de futuros emprendedores. *Gestión de la educación*, 83-102.
- Figallo, F., González, M. y Diestra, V. (2020). Perú: Educación superior en el contexto de la pandemia por el COVID-19. *Revista de Educación Superior en América Latina*, (8), 20-28. \_
- Friedland, J., & Jain, T. (2022). Reframing the purpose of business education: Crowding-in a culture of moral self-awareness. *Journal of Management Inquiry*, 31(1), 15-29. <https://doi.org/10.1177/1056492620940793>
- Gálvez-Albarracín, E. J., Guauña-Aguilar, R. A. y Ravina-Ripoll, R. (2020). Actitud e intención emprendedora en estudiantes de administración de empresas y de contaduría pública. *Universidad & Empresa*, 22(38), 79-105
- García-García, V. D. (2015). Emprendimiento Empresarial Juvenil: Una evaluación con jóvenes estudiantes de universidad. *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud*, 13 (2), 1221-1236.
- Galleguillos-Cortés, C., Escobar-Burgos, B. y Hurtado-Cailly, R. (2019). Predictores de la Intención Emprendedora en Alumnos de Pregrado: Un Modelo Basado en Ecuaciones Estructurales. *Formación universitaria*, 12(1), 83-94. <https://doi.org/10.4067/S0718-50062019000100083>
- Gorostiaga, A., Balluerka, N., Ulacia, I. and Aliri, J. (2018). Personal initiative assessment in the educational field and its relationship with entrepreneurial attitude and academic achievement. *Revista Iberoamericana de Diagnóstico y Evaluación Psicológica*, 3(48), 105-116. <https://doi.org/10.21865/RIDEP48.3.09>
- Goyanes, M. (2015). Structural support for entrepreneurial goals of audiovisual and journalism students in Spain. *Profesional de la Información*, 24(1), 55-61. <https://doi.org/10.3145/epi.2015.ene.07>
- Guzmán, F., García, B., Rodríguez, L. y Alonso, M. (2014). Actitud, norma subjetiva y control conductual como predictores del consumo de drogas en jóvenes de zona marginal del norte de México. *Frontera Norte*, 26(51), 53-74.
- Hernández, R., Fernández, C. y Baptista, P. (2014). Metodología de la investigación. McGraw-Hill Interamericana. Retrieved from <http://observatorio.epacartagena.gov.co/wpcontent/uploads/2017/08/metodologia-de-la-investigacion-sexta-edicion.compressed.pdf>
- Hernández, C. y Sánchez, S. (2017). La educación empresarial: Un acercamiento desde los estudiantes universitarios en dos instituciones de educación superior. *Innovación educativa* (México, DF), 17(75), 81-102.
- Instituto Nacional de Estadística e Informática. (2020). *Demografía Empresarial en el Perú - I trimestre 2020*. Retrieved from <http://m.inei.gob.pe/biblioteca-virtual/boletines/demografia-empresarial-8237/1/#lista>
- Krauss, C., Bonomo, A. y Volfovic, R. (2018). Modelo predictivo de la intención emprendedora universitaria en Latinoamérica. *Journal of technology management & innovation*, 13(4), 84-93. <https://doi.org/10.4067/S0718-27242018000400084>
- Laguía, A., Moriano, J., Molero, F. and Gámez, J. (2017). Validation of the Entrepreneurial Intention Questionnaire in a Sample of University Students from Colombia. *Universitas Psychologica*, 16(1), 60-73. <https://doi.org/10.11144/Javeriana.upsy16-1.vcie>



- Lazo, J., y Melo, X. (2020). Actitud emprendedora de médicos especialistas en un hospital de Huancavelica, Perú. *Horizonte Médico*, 20(3), e1249. <https://dx.doi.org/10.24265/horizmed.2020.v20n3.04>
- López-Guzmán, T., Pérez Gálvez, J. C., Cordova Buiza, F., & Medina-Viruel, M. J. (2019). Emotional perception and historical heritage: A segmentation of foreign tourists who visit the city of Lima. *International Journal of Tourism Cities*, 5(3), 451-464. <https://doi.org/10.1108/IJTC-06-2018-0046>
- Millán, F. J., Jaramillo, M. J. y Chávez, M. A. P. (2017). Factores que inciden en la intención emprendedora de estudiantes del Centro Universitario Temascaltepec. *Revista Venezolana de Gerencia*, 22(78), 210-231. <https://doi.org/10.37960/revista.v22i78.22875>
- Ministerio de Educación. (2014). *Ley Universitaria N.º 30220*. Retrieved from [http://www.minedu.gob.pe/reforma-universitaria/pdf/ley\\_universitaria.pdf](http://www.minedu.gob.pe/reforma-universitaria/pdf/ley_universitaria.pdf)
- Montoya, I., Valencia, A. y Montoya, A. (2016). Mapeo del campo de conocimiento en intenciones emprendedoras mediante el análisis de redes sociales de conocimiento. *Ingeniare. Revista chilena de ingeniería*, 24(2), 337-350. <https://doi.org/10.4067/S0718-33052016000200015>
- Mora, R. (2011). Estudio de actitudes emprendedoras con profesionales que crearon empresa. *Revista EAN*, (71), 70-83.
- Mwiya, B., Wang, Y., Shikaputo, C., Kaulungombe, B. and Kayekesi, M. (2017) Predicting the Entrepreneurial Intentions of University Students: Applying the Theory of Planned Behaviour in Zambia, Africa. *Open Journal of Business and Management*, 5, 592-610. <https://doi.org/10.4236/ojbm.2017.54051>.
- Olavarria-Benavides, H. L., Carassa, A. G. C., & Cordova-Buiza, F. (2021). Travel influencers as a factor in choosing a tourist destination post covid-19: Analysis of the national tourist. Paper presented at the Proceedings of the 2021 IEEE Sciences and Humanities International Research Conference, *SHIRCON 2021*, <https://doi.org/10.1109/SHIRCON53068.2021.9652385>
- Orozco Triana, J., Manjarrez, J.A. y Buitrago Alvarado, C. 2018. Intencionalidad emprendedora escolar en Bogotá: base para una educación para el emprendimiento. *Aglala*. 9(1), 128-153. <https://doi.org/10.22519/22157360.1184>
- Oliver, A., Galiana, L. y Gutiérrez-Benet, M. (2016). Diagnóstico y políticas de promoción del emprendimiento en estudiantes. *Anales de Psicología*, 32(1), 183-189. <https://doi.org/10.6018/analesps.32.1.186681>
- Robbins, S. y Judge, T. (2011) *Organizational behavior*. (14th) New Jersey: Pearson Prentice Hall.
- Salazar-Carvajal, P. F., Herrera-Sánchez, I. M., Rueda-Méndez, S. and León-Rubio, J. M. (2014). The effect of conservation of resources on the entrepreneurial intention in the context of economic crisis: The moderating role of the self-efficacy and creativity. *Anales de Psicología*, 30(2), 549-559. <https://doi.org/10.6018/analesps.30.2.159281>
- Salazar-Rebaza, C., Aguilar-Sotelo, F., Zegarra-Alva, M., & Cordova-Buiza, F. (2022). Financing in the alternative securities market: Economic and financial impact on SMEs. *Investment Management and Financial Innovations*, 19(2), 1-13. [https://doi.org/10.21511/imfi.19\(2\).2022.01](https://doi.org/10.21511/imfi.19(2).2022.01)
- Sánchez-Oramas, L., Barrera-Rodríguez, S., Fernández-Gámez, M. Á. and Sánchez-Serrano, J. R. (2020). Entrepreneurial intention in Cuba: An analysis of self-employed room lessors specialized in foreign tourism. *Cuadernos de Turismo*, 45, 411-426. <https://doi.org/10.6018/turismo.426191>
- Sampedro, I. R., Fernández-Laviada, A. and Herrero Crespo, A. (2014). Entrepreneurial intention: Perceived advantages and disadvantages. *Academia Revista Latinoamericana de Administración*, 27(2), 284-315.
- Soni, A y Misra, K (2021). Personality traits and entrepreneurial intention among Chartered Accountancy students. *Problems and Perspectives in Management*, 19(3), 136-147. doi:10.21511/ppm.19(3).2021.12
- Tarapuez, E., García, M. y Castellano, N. (2018). Aspectos socioeconómicos e intención emprendedora en estudiantes universitarios del Quindío (Colombia). *Innovar*, 28(67), 123-135. <https://doi.org/10.15446/innovar.v28n67.68618>
- Tarapuez-Chamorro, E., Flórez-Laiseca, A. y Giraldo-Correa, M. (2019). Intención emprendedora en Colombia: El caso de los estudiantes de Maestría en Administración. *Revista EAN*, (86), 93-113. <https://doi.org/10.21158/01208160.n86.2019.2292>
- Thobekani L. (2021). Perceptions on the role of practical and simulate learning in promoting successful entrepreneurship. *Knowledge and Performance Management*, 5(1), 29-37. doi:10.21511/kpm.05(1).2021.03
- Torres-Coronas, T. and Vidal-Blasco, M. (2019). The Importance of Perceived Behavioral Control as a Determining Element in Entrepreneurial Intention among Undergraduate Students. *Revista Universidad y Empresa*, 21(37), 108-135. <https://doi.org/10.12804/revistas.urosario.edu.co/empresa/a.6522>
- Valencia Arias, A., Montoya Restrepo, I. and Montoya Restrepo, A. (2016). University students' entrepreneurial intentions: A bibliometric study. *Intangible Capital*, 12(4), 881-922. <http://dx.doi.org/10.3926/ic.730>
- Valencia-Arias, J. and Marulanda-Valencia, F. (2019). Evolution and research trends in entrepreneurial self-efficacy: A bibliometric análisis. *Estudios Gerenciales*, 35(151), 219-232. <https://doi.org/10.18046/-j.estger.2019.151.3277>
- Vélez, C., Bustamante, M., Loor, B. y Afcha, S. (2020). La educación para el emprendimiento como predictor de una intención emprendedora de estudiantes universitarios. *Formación Universitaria*, 13(2), 63-72. <https://dx.doi.org/10.4067/S0718-50062020000200063>
- Wang, D., Wang, L. and Chen, L. (2018). Unlocking the influence of family business exposure on entrepreneurial intentions. *International Entrepreneurship and Management Journal*, 14, 951-974. <https://doi.org/10.1007/s11365-017-0475-2>
- Yurrebaso Macho, A., Rodríguez-Parets Carabaza, C., Jáñez González, A., Picado Valverde, E. M., Guzmán Ordaz, R. y Pérez Iglesias, J. L. (2020). Personalidad emprendedora y género. *Cuadernos de Relaciones Laborales*, 38(1), 85-103.