



Entrepreneurship and entrepreneurial intention in Administration students of Public Universities of the Macro region of Southern Peru

Emprendimiento empresarial y la intención emprendedora en estudiantes de las Universidades Públicas de la Macro región Sur del Perú

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DOI: <https://doi.org/10.35622/j.rie.2020.01.011>

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Received 18/12/2019/ Accepted 27/01/2020

ORIGINAL ARTICLE

KEYWORDS

Entrepreneurship,
entrepreneurial
intention,
entrepreneurial
universities.

Objective: To determine the level of entrepreneurial activities and entrepreneurial intention of Administration students of Public Universities of the Southern Macro region of Peru. **Method:** It uses the integral model of entrepreneurial intention of Schalaegel and Koenig, quantitative approach, non-experimental design, descriptive and correlational level; survey and documentary techniques; population 2508 and shows 295 students. **Results:** The promotion of entrepreneurship activities is high in business ideas, entrepreneurship fairs; and low participation in competitions of prototypes and inventions. According to the Chi-square calculated for each indicator both are significant; however, the perceived desirability has a Cramer V of 0.886 higher than that calculated for the perceived viability; This allows to deduce the perceived desirability is more strongly related to the intention of entrepreneurship.

PALABRAS CLAVE

Emprendimiento,
intención
emprendedora,
universidades
emprendedoras.

Objetivo: Determinar el nivel de actividades en emprendimiento e intención emprendedora de estudiantes de Administración de Universidades Públicas de la Macroregión Sur del Perú, para el mejoramiento de capacidades emprendedoras. **Método:** Utiliza el modelo integral de intención emprendedora de Schalaegel y Koenig, enfoque cuantitativo, diseño no experimental, nivel descriptivo y correlacional; técnicas de encuesta y documental; población 2508 y muestra 295 estudiantes. **Resultados:** El fomento de actividades de emprendimiento resulta alto en ideas de negocios, ferias de emprendimiento y baja participación en concursos de prototipos e invenciones. Según la Chi cuadrado calculado para cada indicador ambas resultan significativas; sin embargo, la deseabilidad percibida presenta una V de Cramer de 0.886 superior a la calculada para la Viabilidad percibida; ello permite deducir la deseabilidad percibida está más fuertemente relacionada con la intención de emprendimiento.



1. INTRODUCTION

The entrepreneurial term is of French origin to ask and it is Schumpeter who relates it to inventions and innovations (Herrera, 2012). The entrepreneurial University was popularized by Clark (Tarapuez, Osorio & Parra, 2012).

Universities play an important role in promoting entrepreneurship-oriented activities, Montellano (2016) establishes a typology: Non-curricular entrepreneurial training, with conferences, seminars, courses, entrepreneurship days and in curricular entrepreneurial training, imparting business creation subjects, multidisciplinary tools, capacities and skills; training centers, advice and incubation of ideas, technology-based entrepreneurship, investment forums etc.; On the other hand, Gutierrez and Rafael (2012) consider the university business incubation strategy; This complements Guerra, Hernández & Triviño (2015), an option is the creation of business incubators in universities, this strengthens the educational teaching process, research activities and encourages business competitiveness; Innovation prototypes Ramírez (2017) develop innovative low-cost prototypes in universities, however there is little linkage of these prototypes; On the other hand, Pere and Jaume (2003) recognize the role of innovation in improving business competitiveness; about Salguero, García, Chiluisa and Castro fairs (2017) motivate innovative entrepreneurship initiatives, organize entrepreneurial fairs, promote productive projects, with disciplined, organized, ethical work.

In Peruvian universities on entrepreneurship activities: Alvarez, Pedraza and Lavín (2017) points out. The formation of entrepreneurial human capital can be promoted in the university context, and becomes a key driving force of regional development; Add to this Pérez (2012) recognizes the importance of promoting entrepreneurship from the higher education system, it is true that most students have technical knowledge about a business project, but are not motivated to ensure their inclination for entrepreneurship, called the attention that actions carried out to promote entrepreneurship do not translate into the creation of new companies, however, curricular and extracurricular activities must be carried out as long as the venture is of free will. Regarding university entrepreneurial attitude Choquehuayta (2016) points out 43.4% agree that curricula of their professional school have subjects that form to be entrepreneurs, 47.8% do not want to be trained to develop entrepreneurial skills, 43.9% they think that at the end they will not be able to work as entrepreneurs, 42.5% think that there is economic risk, 42.5% think that capital is not an excuse to start entrepreneurships and 39.9% are not afraid of failure.

The entrepreneurial intention is studied by the Theory of reasoned action (TAR), where it explains the perceived behavioral intention and incorporates individual attitudes as a key factor,

explanatory variables, the attitude towards the subjective behavior and norm of the individual, and also includes beliefs; Consider the intention of behavior as the best predictor of behavior (Ajzen & Fishbein, 1975, 1980). According to the Entrepreneurial Event (MEE) model, the propensity to act is adapted based on exogenous influences including perceived desirability and viability, and also considers a precipitating event mediator over the business event (Shapiro & Sokol, 1982). On the other hand, the Theory of Planned Behavior (TCP) adds to the entrepreneurial intention the real control over the behavior, the background and attitudes are formed from beliefs towards behavior, normative and control; and give rise to attitudes towards behavior, subjective norms and perceived control over behavior generating intention and entrepreneurial behavior (Ajzen, 1991). In the model: Attraction, social norms and perceived self-efficacy towards business behavior: attraction is the degree of desirability of the individual towards entrepreneurial behavior, social norms, influences of opinion exercised by people close to the environment, and self-efficacy measures the confidence of ability to carry out entrepreneurial behavior (Krueger & Carsrud, 1993). For its part, Lemes refers to the integral model of entrepreneurial intention of Schalaegel & Koenig, considers that part of the background analysis considered in the MEE model and the theory of planned TCP behavior, there is a greater predictive scope of business intention than the models mentioned, its motivational components are the perceived desirability and perceived viability that integrate the entrepreneurial intention. (Lemes, 2015; cites Schalaegel & Koenig, 2014).

In the entrepreneurial intention, the perceived desirability dimension is measured by the interest shown by its measurement elements: Attitude towards behavior, for Soria, Zúñiga and Ruiz (2016) is based on recognition of the success of an enterprise, requires special personal characteristics for the entrepreneur what has relevant implications; The subjective norm, according to Languía, Moriano, Molero and Gámez (2017) consists on the one hand of the opinion that other referents (family, friends and colleagues or colleagues) would show if the participant undertakes and the assessment of the importance of the opinion of These people, which reflects the motivation to accommodate the guidelines of the referents; The perceived control over behavior for Mussons, Marc and Tarrats (2018), the perception is more or less attractive for the person to start a business and possible results attributable to the action; Now the perceived viability dimension is measured by the self-confidence shown by its measurement elements: Entrepreneurship self-efficacy, for Torres and Vidal (2018), is an important variable in cognitive entrepreneurship because of its predictive power over the intention to create a new company, to Navarro (2016) is related to technology, change and create new business opportunities; Perceived control over behavior for Blackaman (2014), the entrepreneur will increase the chances of success if he presents greater

internal control and responsibility over events that can be controlled by him and is not subject to the surrounding environment.

From the perspective of models of entrepreneurial intention in universities: Martínez de Luco y Campo (2014) maintains the entrepreneurial intention in students of the University of Deusto, taking into account the planned action theory of Ajzen (1991), he points out that attitudes towards entrepreneurship, strengthen subjective norms and perceived control over entrepreneurship; Despite the development of an attitude favorable to entrepreneurship, it does not depend exclusively on the educational system and only strengthens it. And according to Rodríguez and Prieto (2009) the sensitivity to entrepreneurship in Colombian and French university students, a better attitude to entrepreneurship in Colombian students is perceived, although there are doubts about the possibilities offered by their own company; In Colombia, under the business behavior model of Krueger and Carsrud, cognitive and cultural processes are better understood, identifying entrepreneurship with the values of professional life and under Ajzen's planned behavior model, identifies in the perception the subjective norm that imposes a moral obligation to contribute something useful to the community.

Lately, the spin-off university business creation process model stands out, as a result of a business process based on the exploitation of a technology, it has complex and dynamic characteristics in its intended phases that are relevant in the early stages of creation (Rasmussen, 2011). Also in relation to academic spin-offs, it is pointed out that the greater the number of opportunities identified by the researcher, the more attractive and desirable is the idea of being an academic entrepreneur, and more perceptible approval from your environment and more qualified you feel to carry out the creation of an academic spin-off (Lemes, 2015).

2. METHOD AND MATERIALS

The field of study of entrepreneurial intention includes the public universities: National University of San Agustín de Arequipa (UNSA), Nacional del Altiplano University de Puno (UNAP) and National University of Moquegua (UNAM) located in the Macro region of Southern Peru.

The research is developed in the quantitative approach, non-experimental design, deductive hypothetical method, transactional and correlational descriptive type. In the techniques considers the survey. And the analysis through descriptive statistics, the statistical test Chi Square and Cramer V.

The Population of investigation, is constituted by 2508 students of the races of Administration and Public Management and social development of the Public Universities and

the sample of investigation were 295 students. The simple and stratified random sampling method has been used due to differences in the number of student population.

3. RESULTS

A. University entrepreneurship activities

In the contest of scientific, technological and innovation research projects, an average rating with 100% of 9 activities is evidenced 6. The UNSA stands out in individual and group activities in the competition of inventors and creators, registration of invention patents and models of utility for the benefit of the Arequipa region. UNAP presents calls for scientific research projects in which students and teachers can participate.

Table 1. *Contest of scientific, technological and innovation research projects*

Level	UNSA		UNAP		UNAM		Total	
	N°	%	N°	%	N°	%	N°	%
Low	0	0%	0	0%	0	0%	0	0%
Average	3	50%	3	50%	0	0%	6	100%
High	0	0%	0	0%	0	0%	0	0%

In business ideas for incubation and consolidation, a high participation rating with 82% and 11 activities are evident 9. UNSA stands out with entrepreneurship ideas in Wiñay, in national Startup Peru 7G contests; entrepreneurial training workshops and DesignThinking, Jaku incubator alliance with the Ministry of production; advice to entrepreneurs and companies in the early stage of growth, assess mentoring benefits, network of contacts and co-working space. The UNAP Business ideas incubator contest for incubation and consolidation, business idea incubation program - Pridin, mentoring program for entrepreneurs and entrepreneurs. UNAM incubates your business project at UNAM.

Table 2. *Business ideas for incubation and consolidation*

Level	UNSA		UNAP		UNAM		Total	
	N°	%	N°	%	N°	%	N°	%
Low	0	0%	0	0%	0	0%	0	0%
Average	0	50%	0	0%	2	0%	2	18%
High	4	0%	5	0%	0	0%	9	82%

In the prototype of inventions contest, a low participation grade with 100% of 3 activities is evident. 2. The students of the UNSA and UNAP universities are scarcely noteworthy, they present internal robotics competitions and CONCYTEC.

Table 3. *Inventory prototype contest*

Level	UNSA		UNAP		UNAM		Total	
	N°	%	N°	%	N°	%	N°	%
Low	1	0%	1	0%	0	0%	2	100%
Average	0	0%	0	0%	0	0%	0	0%
High	0	0%	0	0%	0	0%	0	0%

In entrepreneurial fairs and innovative initiatives, a high participation rating with 80% of 12 activities is evidenced 10. UNSA stands out with UNSA 360° university fair and food entrepreneurship fairs. The UNAP with entrepreneurship fair "My business model in Canvas", food and nutrition fairs. UNAM with low participation.

Table 4. *Entrepreneurship fairs and innovative initiatives*

Level	UNSA		UNAP		UNAM		Total	
	N°	%	N°	%	N°	%	N°	%
Low	0	0%	0	0%	2	0%	2	20%
Average	0	0%	0	0%	0	0%	0	0%
High	6	0%	4	0%	0	0%	10	80%

B. Perceived desirability and perceived viability

In perceived desirability, the attitude towards business behavior in entrepreneurial intention, highlights a positive attitude of moderate interest of students with 37.7%. In UNAP and UNAM they show moderate interest, in UNSA they show total interest. Academic learning, methodologies or models of entrepreneurship education are considered; Although these public universities are still isolated from a competitive model.

Table 5. *Perceived desirability - attitude towards behavior*

University	Attitude towards behavior			Total
		Moderate interest	Total interest	
UNAS	n°	18	145	163
	%	11,0%	89,0%	100,0%
UNAP	n°	54	22	76
	%	71,4%	28,6%	100,0%
UNAM	n°	39	17	56
	%	70,0%	30,0%	100,0%
Total	n°	111	184	295
	%	37,77%	62,23%	100,0%

In perceived desirability, the subjective norm towards the entrepreneurial intention highlights an attitude of moderate interest of the students with 73.5%. In the three universities UNSA, UNAP and UNAM show moderate interest. They are influenced by the family environment, the social pressure exerted by the media and the state through the new university law to start business incubators in the field of local development.

Table 6. *Perceived desirability - subjective norm*

University		Subjective rule			Total
		Not interested	Moderate interest	Total interest	
UNAS	n°	0	104	59	163
	%	0,0	64,0%	36,0%	100,0%
UNAP	n°	0	70	6	76
	%	0,0	92,0%	8,0%	100,0%
UNAM	n°	0	43	13	56
	%	0,0	77,0%	23,0%	100,0%
Total	n°	0	217	78	295
	%	0,0	73,5%	26,5%	100,0%

In perceived desirability, the entrepreneurial self-efficiency of the entrepreneurial intention highlights an attitude of moderate interest of the students with 68.5%. In UNAP and UNAM they show moderate interest, and in UNSA they show total interest. Influenced by university-business agreements, budgetary resources and the few family businesses that link them.

Table 7. *Perceived desirability - business self-efficiency*

University		Business self-efficiency		Total
		Moderate interest	Total interest	
UNAS	n°	78	85	163
	%	48,0%	52,0%	100,0%
UNAP	n°	76	0	76
	%	100,0%	0,0%	100,0%
UNAM	n°	48	8	56
	%	85,0%	15,0%	100,0%
Total	n°	202	93	295
	%	68,5%	31,5%	100,0%

In perceived desirability, the perceived control over the behavior of the entrepreneurial intention highlights the attitude of total interest of the students with 70.2%. The three universities UNSA,

UNAP and UNAM show total interest. Prototypes or models of desirable companies are more instructive and academic.

Table 8. *Perceived desirability - perceived control over behavior*

University		Perceived control over behavior		Total
		Moderate interest	Total interest	
UNAS	n°	68	95	163
	%	48,0%	52,0%	100,0%
UNAP	n°	4	72	76
	%	5,0%	95,0%	100,0%
UNAM	n°	16	40	56
	%	28,0%	72,0%	100,0%
Total	n°	88	207	295
	%	29,8%	70,2%	100,0%

In perceived viability, the entrepreneurial self-efficacy of the entrepreneurial intention, highlights the students' moderate self-confidence to undertake ventures with 74.6%. In the three universities, UNAS, UNAP and UNAM show moderate self-confidence. In skills and abilities to undertake, presence of mainstreaming in entrepreneurship-oriented curricula based on skills and abilities and university entrepreneurship on a small local scale.

Table 9. *Perceived viability - business self-efficacy*

University		Business self-efficacy		Total
		Moderate interest	Total interest	
UNAS	n°	106	57	163
	%	65,0%	35,0%	100,0%
UNAP	n°	76	0	76
	%	100,0%	0,0%	100,0%
UNAM	n°	38	18	56
	%	67,0%	33,0%	100,0%
Total	n°	220	75	295
	%	74,6%	25,4%	100,0%

In perceived viability, of the internal control over the behavior of the entrepreneurial intention, the students' total self-confidence in undertaking ventures with 64.7% stands out. The three universities UNAS, UNAP and UNAM show total self-confidence. In capacities to face change and practices in companies.

Table 10. *Perceived viability - perceived control over behavior*

University		Perceived control over behavior		Total
		Moderate interest	Total interest	
UNAS	n°	73	90	163
	%	45,0%	55,0%	100,0%
UNAP	n°	4	72	76
	%	5,0%	95,0%	100,0%
UNAM	n°	27	29	56
	%	47,8%	52,2%	100,0%
Total	n°	104	191	295
	%	35,3%	64,7%	100,0%

In entrepreneurial intention in the measures of distribution of perceived desirability and perceived viability of entrepreneurial entrepreneurship of public universities in the macro region of southern Peru; according to the Chi-square calculated for each indicator both are significant. However, the perceived desirability has a Cramer V of 0.886 higher than that calculated for the perceived viability. The perceived desirability is concluded is more strongly related to the intention of entrepreneurship of public university students.

Table 11. *Measures of distribution of perceived desirability and perceived viability*

Variable	Chi square value	Cramer V value	Approximate significance
Perceived desirability	72452	,886	,000
Perceived viability	16426	,512	,000

4. DISCUSSION

In promoting entrepreneurship, in public universities it is driven by the stimulation and motivation of student actions in entrepreneurship activities. In our study we found a high participation in business ideas for incubation and consolidation, entrepreneurial fairs and innovative initiatives, regular participation in scientific, technological and innovation research project competitions and

nothing significant in inventions prototype competitions. These activities driven in academia, are not effective or significant in the personal capacities that every entrepreneur requires, the impulse of university incubators brings closer to the business reality. This is highlighted and ratified by Guerra, Hernández and Triviño (2015) and Gutierrez and Rafael (2012) when they point out that there are few public universities that have business incubators, which does not encourage teachers and students the interest in entrepreneurship. Perez et al (2012) and Choquehuayta et al (2016) also join in pointing out despite knowing about business ideas, innovation, fairs and taking subjects in the curricula to be entrepreneurs; These are not reflected in the generation of new companies, show no inclination for entrepreneurship when they graduate and are not fit to enter as entrepreneurs. It provides more dynamic activities Montellano (2016) and Messina (2011) in the curricular tools to improve multidisciplinary skills and abilities, continuous training centers for companies, advice and incubation of ideas, technology-based ventures, investment forums, tutoring workshops business plans and a strategy of university incubation, in the non-curricular includes more dynamic entrepreneurship and action days. For Maluk et al (2018), entrepreneurial courses must strengthen capacities and skills that drive decision-making for entrepreneurship from its formation.

The perceived desirability of entrepreneurial intention in our study presents a moderate interest in the students of public universities in the southern region of Peru, highlighting the subjective norm and the perceived control over behavior. These are similar to the results of Olivera et al (2018) in subjective norm and perceived control over behavior. However, it is contrary to Acuña and Gamarra et al (2018) in relation to subjective norms, this is not related to the intention of entrepreneurship, broadly pointing out the subjective norms are not significant due to cultural differences in importance with social norms in the economic activity. For its part, Maluk et al (2018) talks about an exogenous precipitating event: age, having entrepreneurial relatives, which are related to the action of undertaking. This is favorable and advantageous for students of public universities in the southern region, where family businesses, kinship, and despite being considered as solidarity subsistence economies.

The perceived viability, of entrepreneurial intention, resulted from moderate self-confidence by the students of public universities in the southern region of Peru, highlighting business self-efficacy and control over behavior. With regard to self-confidence, on the contrary, we can determine that it is not related to the intention of entrepreneurship of the undergraduate students of the San Ignacio de Loyola University, these results do not reflect the reality that depends very much on the social context and the personality of the students. For Torres and Vidal (2018), self-efficacy is a variable considered in the study of cognitive entrepreneurship because of

its predictive power over entrepreneurial intention and Soria et al (2016) in self-efficacy and internal control estimates a structural equation model to verify the variables that could influence, their results actually give a relationship on the entrepreneurial intention, not directly but indirectly through the risk aversion of the student, other factors appear as additional measures to risk, such as entrepreneurial education focused on self-efficacy with risk.

Our study applying the integral model of entrepreneurial intention of Schalaegel and Koenig (2014), the perceived desirability and viability and are significant with the calculated chi-square. It contributes to find that the perceived desirability has a Cramer V of 0.886 higher than the calculated for the perceived viability, so that the perceived desirability is more strongly related to the intention of entrepreneurship in students of public universities. For Brito, Bolivar, and Lemes (2014), the entrepreneurial event model and the theory of behavior planned separately limits results in studies of entrepreneurial intention. However, integrating it as Schalaegel and Koenig puts it allows for greater predictive results.

5. CONCLUSIONS

The actions for the promotion of university entrepreneurship activities in the students of the public universities of the southern region of Peru, had high participation in business ideas for incubation and consolidation, entrepreneurship fairs and entrepreneurial initiatives, neglecting the competition activities of prototypes and inventions These have been strengthened with the impulse of the University Law that promotes university entrepreneurship.

The entrepreneurial intention in students in public universities, based on the perceived desirability dimension measured by self-interest, shows that they have moderate interest in: attitude towards behavior, subjective norm and entrepreneurial self-efficiency and totally interest in the perceived control over behavior; The perceived viability dimension measured by self-confidence shows that they have moderately self-confidence in: Business self-efficacy and totally self-confidence in the perceived control over behavior.

The integral model of business intention of Schalaegel and Koenig (2014), is the most adaptable for the study of entrepreneurial intention and it is obtained some predictive results greater than the models of entrepreneurial event and the theory of planned behavior.

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Conflicto de intereses / Competing interests:

Los autores declaran que no incurre en conflictos de intereses.

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Fuentes de financiamiento / Funding:

Los autores declaran que no recibió un fondo específico para esta investigación.

Aspectos éticos / legales; Ethics / legals:

Los autores declaran no haber incurrido en aspectos antiéticos, ni haber omitido aspectos legales en la realización de la investigación.

