


Perception of entrepreneurship among students of a Business School in an IES in Querétaro, México

Percepción del emprendimiento entre estudiantes de una Facultad de Negocios en una IES en Querétaro, México


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Abstract

Introduction: Encouraging entrepreneurship in business students enhances innovation, creativity and preparedness for business and social challenges; **Objective:** To analyze the perception of entrepreneurship among students of a Business School in a Higher Education Institution (HEI) in Querétaro, Mexico; **Methodology:** The study is quantitative with a descriptive cross-sectional approach, four research variables were established: business context, interest and capacity for entrepreneurship, in addition to perception of frustration. The study involved 1,128 participants. And descriptive statistics were applied for analysis; **Results:** The perception of entrepreneurship among students of the Faculty of Business was obtained. This research showed that there is great interest in creating ventures that generate value and propitiate an ecosystem of entrepreneurial creation, formalization and consolidation; **Conclusions:** The research achieved its objective by revealing the perception of young people against the factors that influence the decision to undertake in the business world taking into account their commercial vision. Entrepreneurship among students reveals an encouraging picture, demonstrating a significant willingness to acquire knowledge, skills, abilities and competencies necessary for the business world of the present and future.

Keywords: Education; Employment; Entrepreneurship; Young people; Opportunities.

Resumen

Introducción: El fomento del emprendimiento en estudiantes de negocios potencia la innovación, creatividad y la preparación para desafíos empresariales y sociales; **Objetivo:** Analizar la percepción sobre el emprendimiento entre los estudiantes de una Facultad de Negocios en una Institución de Educación Superior (IES) en Querétaro, México; **Metodología:** El estudio es de tipo cuantitativo con un enfoque descriptivo de corte transversal, se establecieron cuatro variables de investigación: contexto empresarial, interés y capacidad de emprendimiento, además de percepción de la frustración. El estudio involucró a 1,128 participantes. Y se aplicaron estadísticas descriptivas para su análisis; **Resultados:** Se obtuvo la percepción sobre el emprendimiento entre los estudiantes de la Facultad de Negocios. Esta investigación demostró que existe gran interés en crear emprendimientos que generen valor y propicien un ecosistema de creación, formalización y consolidación empresarial; **Conclusiones:** La investigación logró su objetivo al revelar la percepción de los jóvenes frente a los factores que influyen en la decisión de emprender en el mundo de los negocios teniendo en cuenta su visión comercial. La capacidad emprendedora entre los estudiantes revela un panorama alentador, demostrando una disposición significativa para adquirir conocimientos, habilidades, capacidades y competencias necesarias para el mundo empresarial del presente y futuro.

Keywords: Educación; Empleo; Empresa; Jóvenes; Oportunidades²

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Introduction

Entrepreneurship has been adopted as a key strategy in the business context, both at the organizational, local and regional levels, to drive development and innovation. This allows for a better understanding of the enterprises under construction and their impact on society. The business context offers opportunities, challenges and limitations, defining the production niche and the market to which the venture can respond (Zárate-Rueda et al., 2022). According to Maca-Urbano and Rentería-Pérez (2020) the impact of entrepreneurship on society is mediated by the entrepreneur's capabilities, i.e., the virtues, skills and qualities that he/she develops as part of his/her process of self-organization, employability and generation of new income. Thus, for Vargas-Valdiviezo and Uttermann-Gallardo (2020), these characteristics define the type of business to be carried out and are key to understanding the interests of entrepreneurship in different contexts.

According to Ramos-Enríquez et al. (2021), all of the above is linked to entrepreneurial interests, which are based on the search for opportunities offered by the business environment and the ecosystem in which they operate. Entrepreneurs are motivated by the possibility of finding solutions through their projects and satisfying market needs. However, there is a determining factor, the perception of frustration, which, according to Huancapaza-Cora (2021) plays a fundamental role. Failure becomes an opportunity to consolidate the business strategy and achieve success. According to López-Carrión et al. (2021) during this process, the entrepreneur develops soft skills and competencies to make critical decisions, adapting to challenges and learning from negative experiences.

According to the above information, entrepreneurship plays a key role in Mexico's development, which impacts various business and social sectors. Decades ago, the objective of undertaking a business idea was to produce and/or market; nowadays it is necessary to be competitive, offer products and/or services that meet the needs of the market, position oneself in the digital world, define marketing channels and structure the organization in the face of economic changes. Now, in addition to this, the national, state and municipal entrepreneurial ecosystem must be considered, which can benefit or harm the entrepreneurial process.

According to an analysis of entrepreneurship in the State of Querétaro by Alonso-Galicia et al. (2019), the context for entrepreneurship in this State of Mexico is particularly different from the national average, due to its commercial and legal infrastructure, the high degree of education for entrepreneurship at higher levels and the physical infrastructure such as access to roads, communications and basic public services, as well as the openness of the market, entrepreneurial capacity and economic context. This translates into greater ease of starting or developing a business than the national and Latin American average.

Despite the great commercial and business opportunities that exist in Mexico, there are many limitations for youth entrepreneurship. The main causes that lead to demotivation come from several internal and external perspectives. It may be due to the lack of investment capacity, fewer governmental support programs for young people, and a lack of resources.

entrepreneurs, motivation for migration to large national and international cities. Although already analyzing directly the causes of the study phenomenon with respect to the entrepreneurial ecosystem in a Higher Education Institution with undergraduate students, there are other causes such as outdated curricula for the generation of projects, lack of methodologies for creation and innovation, educational system with interest in specializing in other basic topics of knowledge. In addition, there are few or no internal financing programs for the development of projects, lack of business incubators that promote the creation of university-based companies. There is also a fear among students of taking risks in the conception of a business idea, financial limitations, interest in collaborative work, and other relevant factors.

The contemporary business context presents both challenges and opportunities for young people, who are driven to acquire entrepreneurial skills that contribute to local economic development (Londoño-Montoya & Álvarez Giraldo, 2021). Currently, in the state of Querétaro, young people represent the main economic engine of society, assuming the responsibility of entrepreneurship as a measure to generate employment and contribute strategically to social progress (Ynzunza-Cortés et al., 2021).

This is why this study is so important, as it will identify opportunities for improvement in educational planning processes, as well as being a starting point to contribute to the creation of key academic programs, teaching strategies and relevant actions to facilitate the creation of ventures that generate value and foster an ecosystem of entrepreneurial creation, formalization and consolidation, promoting sustainable economic growth. For this reason, the objective of the research was to analyze the perception of entrepreneurship among students of a Business School in a Higher Education Institution (HEI) in Querétaro, Mexico.

METHODOLOGY

Type of study: This is a quantitative research, following the methodology proposed by Grasso (2006), who states that surveys are used, in the first place, for exploratory and descriptive studies. Likewise, the stages considered for planning and conducting a survey were followed, beginning with the definition of the study problem and the statement of the objectives up to the drafting and discussion of the results and conclusions. The type of study is cross-sectional, which allows the analysis of variables at a single point in time (Cvetković-Vega et al., 2021). This research was carried out in 2022, as part of an institutional project aimed at determining the variables that influence entrepreneurship among students of a Business School, with the interest of the creation of an Entrepreneurship program that favors an ecosystem of creation, formalization and business consolidation.

The study group: The HEI where this study was carried out is a university in Querétaro-Mexico, with 13 faculties and one baccalaureate school, which plays an important role in the development of the university.

important for society and represents an educational space of recognized national and international prestige. The research was carried out with students from the School of Business. This was selected according to the different attributes that it provides to the students' graduate profile, among which is to train entrepreneurial leaders through the development of knowledge, skills, abilities and attitudes that generate business projects that take advantage of the opportunities of the national and international market, taking into account sustainable development, respect for the environment and the improvement of the quality of life of the communities.

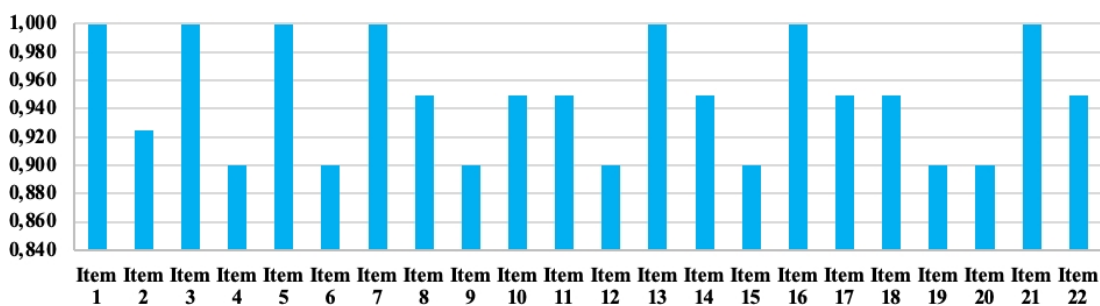
Focus groups: In order to carry out this research, focus groups were conducted and a survey was developed. First, a call was issued weeks before the survey was conducted. During one week, each academic program designated trained personnel from the HEI to form respondent groups. On average, 22 groups with an average of 50 students were formed for the application of the research instrument.

Universe: The undergraduate student population of the School of Business for the year 2022 consisted of a total of 4,237 individuals distributed among 11 academic programs (9 face-to-face and 2 virtual).

Sample: A simple random sampling was carried out with a confidence level of 95% and a margin of error of 5%, which would require a sample of 352 participants. However, due to the large participation achieved in response to the call, the research involved a total of 1,128 participants. These students voluntarily agreed to take part in the study, which considerably increased the reliability of the data and the representativeness of the sample in relation to the student universe.

Validation and reliability: The instrument was validated by five external experts (Figure 1). To guarantee the validity of the research process, it was ensured that the researchers did not know each other. Sanchez's (2021) content validation was used. Pertinent adjustments were made according to the suggestions of the experts, ensuring that each item reached a validity of 90%, according to the scale proposed by the author "an excellent level". Subsequently, the instrument was piloted in another HEI that had students with characteristics similar to those of the study group.

Figure 1.
Validation of the instrument by experts.



Note: Prepared by the authors based on the results obtained from the validation instrument.

Research variables: They are derived from the previously mentioned academic discussions (Table 1).

Table 1.
Research variables

Variable 1 (contexto empresarial)	Analiza la perspectiva de emprendimiento de los estudiantes de la Facultad de Negocios
Variable 2 (interés por el emprendimiento)	Explora las decisiones tomadas por la población estudiantil para la creación de empresas.
Variable 3 (capacidad de emprendimiento)	Indaga las habilidades, competencias y disposiciones de la población universitaria para iniciar, formalizar y consolidar un negocio.
Variable 4 (percepción de la frustración)	Examina la percepción de los estudiantes a la frustración, y cómo perciben el éxito y el fracaso en el contexto empresarial

Note: Own elaboration

Analysis: To carry out the analysis of the research, the information was captured in a database using Excel. Then, descriptive statistics were applied, analyzing the variables independently. This approach allowed for a complete statistical analysis, considering the cross-sectional nature of the study.

RESULTS

The research focused on exploring the perception of entrepreneurship among students of the Business School at an IES in Querétaro, Mexico.

Business context

Table 2 shows that the female gender led participation with 62.6%, surpassing the male gender, which represented 37.4%. These data indicate that women are playing predominant roles in decision-making in the face of the need for local development, especially in the area of entrepreneurship. In this research, the role of women was predominant compared to that of men. This finding suggests that women participated actively in the research. The above can be explained from Valenzuela-Keller et al. (2021) with several perspectives from their studies conducted in Chile. First, women have an entrepreneurial attitude according to their attitudinal component related to self-esteem, control of situations and decision making, taking risks. This contrasts with that proposed by Sigüenza-Orellana et al. (2022), who in an Ecuadorian university, found a high entrepreneurial intention in women, different from that of men; however, statistically, it was not significant in either gender. This finding was also observed in this research, since, being a descriptive-observational study, it cannot be affirmed that entrepreneurship is an attitude typical of women. It is important to note that, within the study, the participation of women was significant.

Table 2.

Sociodemographic aspects of the population under study.

Genero	Masculino	37.4%
	Femenino	62.6%
	Prefiere no responder	0%
Edades	Menor a 20	44.9%
	21 a 25	46.2%
	26 a 30	4.5%
	31 a 35	2.0%
	36 a 40	0.9%
	41 a 45	0.7%
	46 o más	0.7%

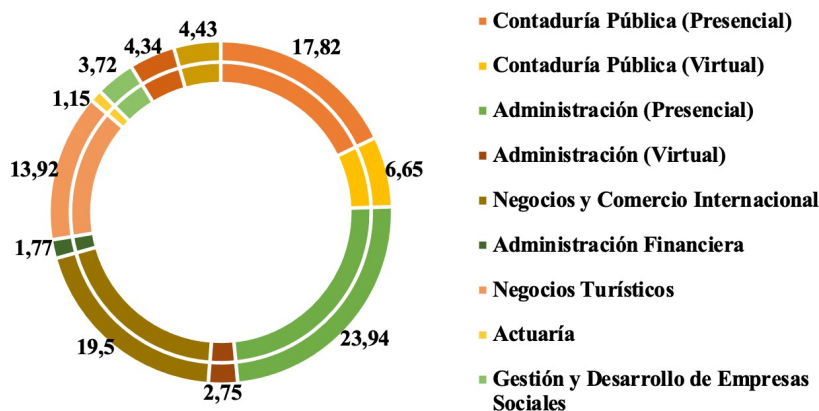
Note: Prepared by the authors based on the results obtained from the questionnaire.

In terms of age and age groups, the most predominant group was between 21 and 25 years of age, with 46.2%, followed by those under 20 years of age, who accounted for 44.9%. This result shows that the young population is familiar with entrepreneurship and understands the challenges involved in starting a business in a society in search of development. The emergence of youth entrepreneurship responds to social and organizational changes in the environment, where young entrepreneurs identify opportunities for improvement or gaps in the market and competition (Santander-Salmon et al., 2024). Consequently, entrepreneurship adapts to regional and social needs, allowing levels of associativity from two perspectives: innovation and sustainability (Adame-Rodríguez et al., 2024).

Figure 2 below details the participation of the students involved in the study.

Figure 2.

Which undergraduate academic program do you belong to at the School of Business?

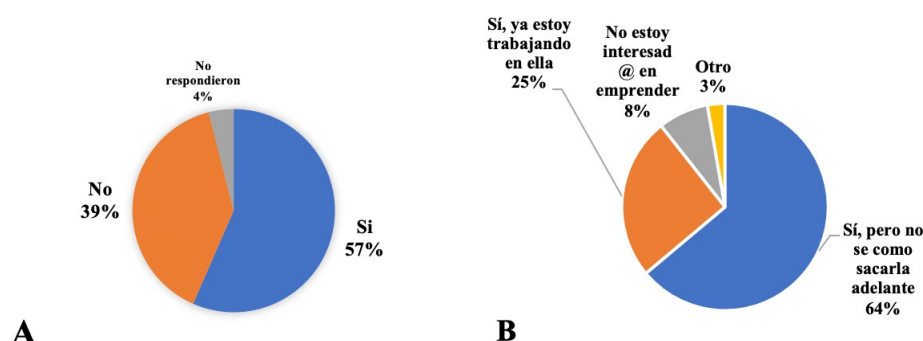


Note: Prepared by the authors based on the results obtained from the questionnaire.

The most significant participation of students was recorded in the Bachelor's degree program in face-to-face mode, with 23.94%. It is followed by the Bachelor's Degree in International Business and Commerce, with 19.5%. In third place is the Public Accounting program in face-to-face mode, with 17.82%. Next, the Tourism Business program reached 13.92%, followed by the Bachelor's Degree in Public Accounting in virtual mode with 6.65%. The other programs did not reach 5% participation.

Figure 3.

A) Do you consider that the academic program you are currently studying provides you with enough tools to develop your entrepreneurship? and B) Have you ever thought about a business idea?



Note: Prepared by the authors based on the results obtained from the questionnaire.

In Figure 3A, in relation to the perception of the students who participated in the research, the majority (57%) agreed with the program of studies aimed at fulfilling the graduate profile that frames entrepreneurship, senior management, business management, etc. In contrast, 39% disagreed, while 4% did not provide an answer. According to a study conducted by Murcia-García et al. (2015) in 128 students who participated in an exercise whose purpose was to know how they viewed the orientation of the transversal competence of entrepreneurship in the business administration program, the findings suggest that 59.38% of the respondents pointed out the lack of entrepreneurship subjects in the academic programs. This is related to the focus on incorporating entrepreneurship as an essential competency in the students' educational process. These findings differ from those found in this research since the respondents were of the opinion that the elements provided academically enable them to become entrepreneurs.

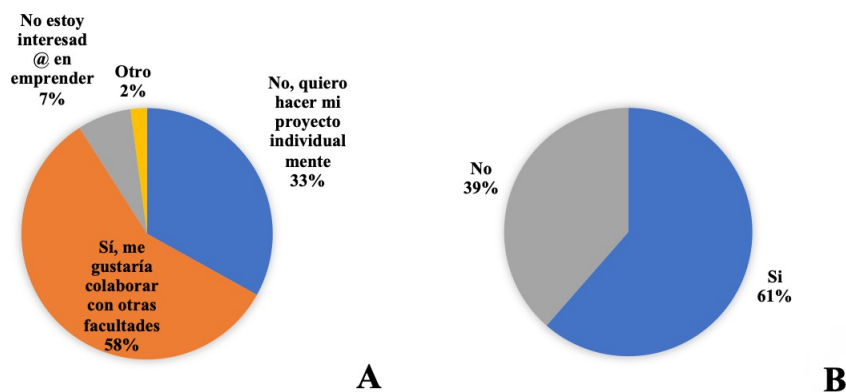
In turn, Valdivia-Velasco et al. (2019) initially point out that there are no publications documenting entrepreneurship in Mexican public universities. They conclude that, in order to encourage and strengthen entrepreneurship, an in-depth intervention will have to be carried out with the aim of encouraging students to engage in this activity, by reviewing the curricular design of educational programs, providing them with tools that benefit the entrepreneurial intention, as well as strengthening the link between companies and academia to relate theoretical and practical knowledge. In addition, entrepreneurs should be encouraged to access business incubators and accelerators, which can provide them with infrastructure, procedures, knowledge networks, among other things, to benefit their business idea.

In Figure 3B, with respect to whether they have considered starting any type of business, 64% responded affirmatively, some of them admitting that they lack the knowledge and tools necessary to carry out the venture. Also, 25% of the total surveyed said that they are already working on their business idea. On the other hand, 8% showed a lack of interest in entrepreneurship and the remaining 3% offered different answers. These findings are fundamental, as they offer a clear vision of the challenges faced by young people in terms of entrepreneurship, as well as the limitations they perceive in the tools available, which reflects the educational training received during their time in Higher Education Institutions.

However, the business development landscape is dynamic and given its importance in social responsibility, it poses challenges in terms of sustainability, requiring a review of business practices and greater consideration for the creation of sustainable products (Herrera-Acosta et al., 2020). Entrepreneurial development also fosters the generation of new ideas and competitive and innovative strategies, acting as a set of knowledge and techniques that guide planned changes; these changes, in turn, can lead to new organizational forms and ventures (Ortiz-Gutiérrez et al., 2021). Entrepreneurship also gives rise to new organizational trends (Arrieta-Valderrama et al., 2019) and to different approaches in knowledge management, being a process of developing ideas with the potential to generate significant changes (Fabregas, 2020).

Figure 4.

A) Have you thought about forming an entrepreneurial team with members of other faculties to start formulating your business idea? B) Do you know of success stories of entrepreneurs in your Business School?



Note: Prepared by the authors based on the results obtained from the questionnaire.

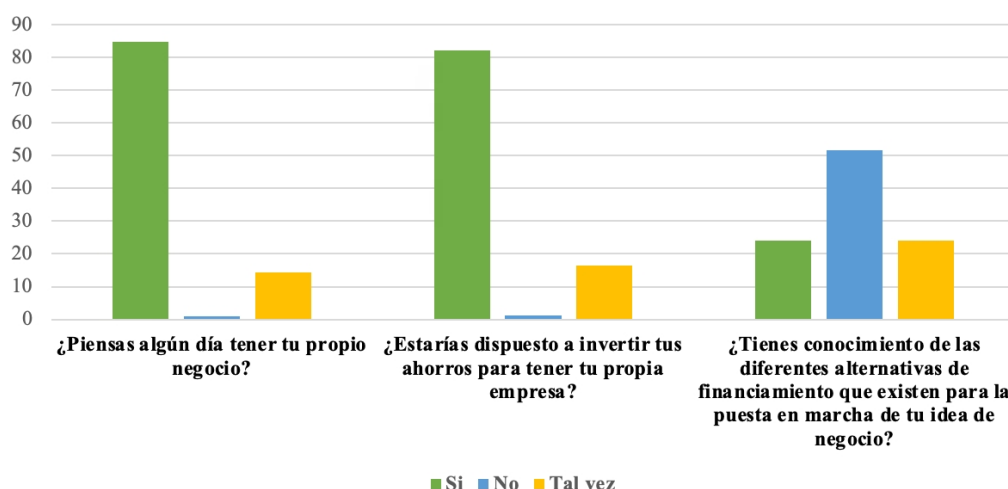
Figure 4A shows that 58% of the population considers the option of establishing interdisciplinary teams with other faculties in order to initiate business projects. On the other hand, 33% express interest in undertaking individual entrepreneurial projects. On the other hand, 7% show no interest in undertaking activities related to entrepreneurship, while 2% choose to explore other alternatives (Figure 4A).

In reviewing the figures obtained in the survey and presented in Figure 4B, 61% of the participants indicated that they know of success stories of entrepreneurs, while 39% reported that they did not. It is suggested that dissemination campaigns be initiated among the educational community to publicize the achievements obtained through the success stories of entrepreneurial graduates linked to the institution. It is also important to identify and promote the dissemination of successful cases of entrepreneurship through various activities at fairs, congresses, seminars and academic spaces that attract the attention of students of the School of Business at the IES of Querétaro, Mexico, and benefit the university entrepreneurship ecosystem.

Interest in entrepreneurship

This variable provides the research with a clear picture of the interests of the university student population and how they might make decisions regarding investments, business creation and resource management constraints for entrepreneurship (Figure 5).

Figure 5.
Relationship to create business, willingness to invest and knowledge of financing.



Note: Prepared by the authors based on the results obtained from the questionnaire.

Regarding Figure 5, for item A, 85% of the population consulted "yes" contemplates the possibility of entrepreneurship, while 14% intend to achieve labor independence, due to the current restrictions of the labor market. The remaining 1% answered "no". These results may be due to the profile of the academic programs of the School of Business at the IES in Querétaro, Mexico, which are focused on identifying opportunities and seeking to solve market needs through business ideas that lead to the creation of competitive organizations. Likewise, these results may correspond to the profile of the students, who seek to develop entrepreneurial activities exposing a spirit of professional improvement, based on the interest in the business area, accompanied by a vision of the national and international environment that is interested in economic, social and political problems, exercising business leadership.

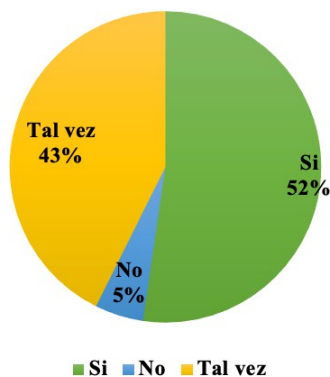
The results found in this research are not in line with the findings of Pérez-Paredes et al. (2022) who aimed to determine the characteristics of entrepreneurial intentions in young university students in Mexico, and found that there is a lack of entrepreneurial intention, at least in the short term, which suggests the need to implement extracurricular initiatives that foster, develop and strengthen the entrepreneurial knowledge and skills of young people, in order to promote business creation and employability.

For item B, there was evidence of confidence and conviction on the part of potential entrepreneurs, with 82% saying yes, in contrast to 17% who responded "maybe" and the remaining 1% who responded negatively. In view of this, the institutional challenge arises of materializing the initiatives of young people through financial education processes that allow them to develop a strategic investment plan. Another option could be to offer support and follow-up by specialized areas with personnel qualified in finance, marketing, human talent, legal, accounting, tax and fiscal matters, among others.

In relation to item C, there is a significant level of lack of knowledge (52%) among respondents about the financing alternatives available in the market. 24% stated that they were aware of them, while 24% responded "maybe". Twenty-four percent stated that they were aware, while 24% responded "maybe". This lack of knowledge highlights the importance of increasing dissemination and conducting information campaigns to educate respondents about the various options that the financial system offers in terms of financing. This lack of knowledge highlights the importance of increasing dissemination and conducting information campaigns to educate respondents about the various options that the financial system offers in terms of financing, as well as the various alternatives for promoting and supporting entrepreneurship initiatives offered by the federal, state and municipal governments in their respective development plans. Another option to be explored by entrepreneurs is the international cooperation offered by different countries through which they promote and encourage different sectors of the economy.

Figure 6.

Would you be willing to give up a percentage of your business in exchange for a strategic partner?



Note: Prepared by the authors based on the results obtained from the questionnaire.

Figure 6 shows that 52% of the participants expressed their willingness to establish strategic alliances, while 43% responded "maybe" and 5% were reluctant to do so.

option. These results show how fundamental it must be to choose a strategic partner, taking into account several aspects such as: to contribute and complement skills/knowledge, vision and similar objectives, towards the achievement of business goals, as well as trust and transparency in mutual communication, and to establish responsibilities, roles, rights and financial agreements to have a strategic path that leads to the business consolidation of the business idea.

Entrepreneurship

The study focused on the skills, competencies and dispositions that university students possess to manage and achieve success in a business. This competence involves the combination of knowledge, skills and attitudes that allow them to identify opportunities and generate innovative actions. It also involves taking responsibility in investment processes, managing risks, mobilizing financial capital and facing the challenges of the market.

For an entrepreneur, this also means developing business skills, such as creative decision-making and the ability to adapt to the challenges of business management, as well as the ability to overcome frustration when businesses do not consolidate as expected. This capacity for entrepreneurship is a relevant aspect in the preparation of the university student who aspires to become an entrepreneur, since it can generate a significant change in the economic context in which he/she intends to work. Table 3 shows the responses provided.

Table 3.
Entrepreneurship skills. Part 1

Ítem	Afirmativo	Negativo	Tal vez
¿Te gusta tomar la iniciativa?	69.1	1.0	29.9
¿Tienes sensibilidad para analizar los problemas y creatividad para resolverlos?	62.4	2.6	35.0
¿Te consideras una persona creativa?	56.1	10.0	33.9
¿Te gusta trabajar en equipo?	64.8	4.8	30.4
¿Ordenas los objetivos para realizar una actividad?	70.7	3.4	25.9
¿Resuelves problemas rápidamente, en situaciones bajo presión?	53.2	5.8	41.0

Note: Prepared by the authors based on the results obtained from the questionnaire.

These responses show that the participants are aware of their abilities to take initiatives (69.1%), analyze problems (62.4%), be creative (56.1%), work in teams (64.8%), establish objectives (70.7%) and resolve situations under pressure (53.2%). However, according to the results obtained, they also point to the need to continue fostering these entrepreneurial skills among university students in order to consolidate the business idea and their entrepreneurial spirit.

According to Saavedra-García (2020), entrepreneurship is a crucial factor in exploring new business ideas, identifying opportunities and challenging oneself to change.

the context in favor. Likewise, Acosta-Tzin et al. (2023) highlight the relevance of innovation in the area of business, management and accounting for growth in companies. This approach encompasses business development, which includes aspects such as the generation of new commercial opportunities, the creation of alliances to obtain materials, the penetration of new markets and the creation of innovative products, with the aim of achieving greater business profitability. The university population possesses this potential, since it can develop competencies that transform the business landscape in a given environment. This approach relates to the development of entrepreneurial skills in this study.

Table 4 details the second part of the entrepreneurial capabilities.

Table 4.
Entrepreneurship skills. Part 2

Ítem	Afirmativo	Negativo	A veces
¿Te resulta fácil asignar tareas a los demás?	69.2	7.9	22.9
¿Tienes persistencia en el logro de objetivos?	75.1	2.4	22.5
¿Crees que las personas que se arriesgan tienen más probabilidades de salir adelante que las que no se arriesgan?	80.4	3.3	16.3
¿Crees firmemente que tendrás éxito en todo lo que te propones hacer?	75.4	3.6	21.0

Note: Prepared by the authors based on the results obtained from the questionnaire.

Table 4 shows that the participants understand the importance of assigning tasks (69.2%), for which they must define activities, optimize resources, promote collaboration and assume specific responsibilities that contribute to achieving achievements and productivity. As for persistence (75.1%), it can be deduced that the entrepreneurial path requires overcoming constant challenges and various obstacles, while maintaining the focus on achieving the objectives set for the enterprise. Likewise, there is a need to take risks (80.4%), which leads to overcoming obstacles, exploring new business ideas, boosting the growth of the venture and its competitiveness. Finally, believing in the success of the venture (75.4%) will generate an environment conducive to growth, formalization and consolidation. This will be essential to motivate, strengthen the resilience of entrepreneurs, as well as to focus specific strategies to identify opportunities and establish forceful strategies for their achievement.

Perception of frustration

The perception of frustration in entrepreneurs is a determining aspect that influences the development of the creation of a business. In the study conducted with university students, it is necessary to delve deeper into the issue of frustration in the face of the obstacles, setbacks and limitations that they may face. With regard to this variable, the perception of failure was analyzed in Figure 9.

Figure 9.
Relationship of fear of failure, social stigma, learning from failure and previous failures.



Note: Prepared by the authors based on the results obtained from the questionnaire.

On the first question about whether fear of failure would affect their interest in starting a business, 46% said no, 36% said maybe, and 18% said yes. As to whether the social stigma related to failure could curb interest in entrepreneurship, 44% said no, 33% said maybe, and 23% said yes. Regarding whether they think it is possible to learn from failure, 98% said yes, 1.5% said maybe and 0.5% said no. As to whether they have experienced failures in launching a business project, 48% said yes, while 46% responded negatively, differing widely from the group that responded maybe, with 6%. These results showed that there is a representative population that considered failure as an opportunity for learning and growth. However, there are still doubts as to how to deal with business failures and with what strategies to do so. On the other hand, most of the participants do not perceive social stigma as a significant obstacle to entrepreneurship, although a considerable number do see it as a possible impediment. The general perception of failure is positive, with a majority seeing it as a possibility for improvement for future ventures.

On the other hand, studies conducted by Benítez-Aguilar & Riveros-Paredes (2022) with students of accounting, administrative and economic sciences at a university in Paraguay revealed several interesting aspects. In this study, it was found that failure is not perceived as a limitation to entrepreneurship. In fact, within this study, 47.5% of the students surveyed had already experienced failure at some point in their ventures, suggesting that failure is considered as a learning opportunity rather than a limitation for the university population.

In contrast, another study conducted in a public university in Colombia with students of the business administration program by Luna-Pereira et al. (2020) revealed the entrepreneurial profile of the students. This study observed that success in entrepreneurship implied facing difficulties and even failures. Within the research, this perspective poses a

scenario that requires actions and strategies related to entrepreneurial skills, overcoming fear of risk and the challenges associated with innovating and competing in the local and regional market. This showed that students have a deep knowledge of the context of entrepreneurship. This is reinforced by Lima-Vargas et al. (2022) who opine on the perception of the young population's decisions that affect investments and the development of entrepreneurial competencies.

CONCLUSIONS

The research achieved its objective by revealing the perception of young people regarding the factors that influence the decision to become an entrepreneur. A significant participation of both men and women in the age range of 20 to 30 years in the university environment was observed. However, important challenges were identified in terms of the academic training received, which still presents challenges in providing young people with the knowledge and criteria necessary to formulate, undertake and develop new businesses. In addition, a clear tendency was noted on the part of the participants to start new businesses, recognizing that they still do not know how to do so. Likewise, the need to start promoting entrepreneurship as an alternative to the difficulties that students may face in finding employment after graduation was highlighted. Therefore, it is crucial to foster an environment that encourages entrepreneurship among young university students.

With regard to the variable of interest in entrepreneurship, there is a marked propensity for entrepreneurship, which can be interpreted as a search for labor autonomy through the creation of their own companies. In addition, participants show a certain level of confidence in investment, as they believe that their ideas and capabilities can support this level of confidence. However, a notable reluctance to participate in partnerships has been identified, suggesting a need for education regarding these processes, including corporate and cooperative leadership. Likewise, there is a lack of dissemination of information about financing processes among the university population. This deprives them of the necessary knowledge to start their own businesses. Therefore, it is crucial to sensitize the student population to encourage entrepreneurship and promote cross-sectoral strategic alliances that support each process, project and business plan that students have in mind.

Entrepreneurship among students reveals an encouraging picture, demonstrating a significant willingness to acquire the knowledge, skills, abilities and competencies necessary for the business world of the present and future. This skill set, which includes creativity, teamwork, strategic management and the ability to be resilient in the face of work challenges, is critical to long-term success in entrepreneurship. Young people show a strong conviction to take risks, which is crucial in business creation. Therefore, this disposition must be cultivated and encouraged from the university classroom, with the aim of training not only professionals, but also entrepreneurs prepared to face the challenges of the business world.

The perception of young people towards frustration and failure in entrepreneurship reveals a resilient and proactive mentality. Throughout the study, it was shown that they consider failure as an opportunity for improvement and personal and professional growth, with 47% of affirmative responses. This suggests a promising potential for the development of new businesses and the formation of entrepreneurs capable of overcoming obstacles in the demanding business world.

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