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CONDITIONINGS FACTORS OF ENTREPRENEURIAL INTENTIONS IN STUDENTS OF THE UNIVERSITY OF GUADALAJARA: THE CASE OF CUVALLES

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ABSTRACT:

Aim of the study: The study of entrepreneurial intentions in students has been approached by several authors. The objective of this article is to validate a theoretical model of the factors that are decisive for influencing university students to undertake, under the model of Liñán (2008) in which the constructs of social norms, perceived control and desirability are determined in a confirmatory way.

Methodology: The research was of an exploratory type with a non-experimental design. 274 surveys were conducted to students of the University Center of the Valleys (CUVALLES) of the University of Guadalajara during the months of September to November 2018.

Main results: From the results, some conclusions and future lines of research are derived. Given that 73.722% of the students that make up the study sample have an entrepreneurial intention in the future.

Theoretical / methodological contributions: this work contributes by presenting a exploratory research and it was applied during the months of September to November 2018 to the undergraduate students of the University Center of the Valleys (CUVALLES) of the University of Guadalajara. It is transversal because the data is taken in a single moment and of qualitative and quantitative design, by the applied methodology and analysis of the information.

Relevance / originality: The study of self-employment in university students will contribute to the specialization of research in this field, little considered in the scientific literature of these countries, as well as to the development of innovation and new entrepreneurship projects in young people who have chosen in their choice of race for self-employment.

Keywords: Entrepreneurial Intention; University Students; Entrepreneurial Ecosystem.

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FACTORES CONDICIONANTES DE LAS INTENCIONES EMPRENDEDORAS EN ESTUDIANTES UNIVERSITARIOS DE LA UNIVERSIDAD DE GUADALAJARA: EL CASO DE CUVALLES

RESUMO

Objetivo: analizar la relación entre la intención emprendedora y un conjunto de variables explicativas (deseabilidad, control interno, normas sociales) según el modelo propuesto por Liñán (2009).

Método: Estudio exploratorio y transversal, con dos fases: 1) fase orientada a la validación de los instrumentos a partir de la revisión teórica de la literatura, 2) análisis confirmatorio del modelo teórico a partir de los supuestos teóricos estadísticos (el análisis de validez discriminante, el análisis de normalidad multivariante, la homocedasticidad y los índices de bondad de ajustes del modelo) usados para evaluar la hipótesis del modelo.

Originalidad / Relevancia: Si bien el análisis de las intenciones emprendedoras ha sido ampliamente estudiado en la literatura, este estudio permite confirmar la validez de los constructos del modelo en un contexto de economías emergentes. Por ello, la relevancia de sus resultados está vinculada a las implicaciones que esto pudiera tener en los cursos de formación en emprendimiento que se imparten en el colectivo analizado.

Resultados: El principal constructo explicado fue la intención emprendedora. Fue estudiado a través de tres variables: deseabilidad, control percibido y normas sociales. El análisis arrojó que los ítems de cada una de las variables se agrupan conforme a la teoría. Así mismo, los resultados permitieron validar positivamente las hipótesis formuladas sobre el papel de la deseabilidad (H1) y el control percibido (H2) en la predicción de la intención emprendedora.

Contribuciones teóricas / metodológicas: La principal contribución metodológica fue la validación del instrumento “Evaluación y Desarrollo del Potencial Emprendedor” (PEUL) fundamentado teóricamente en el modelo de Liñán (2009) utilizando el modelo de ecuaciones estructurales.

Palabras clave: Intención Emprendedora; Potencial Emprendedor; Control Percibido; Predicción de la Intención Emprendedora.

1 INTRODUCTION

The present article tries to generate the first approximations and results of the research project titled “Evaluation and Development of the University Entrepreneurial Potential: CUVALLES case”, in which information about the stages of construction of the methodological matrix is developed , the instrument for obtaining information and the first preliminary results of descriptive statistics from the application of the instrument, is also a detailed report of the work done in the SPSS and AMOS software with results of the Exploratory and Confirmatory Factor Analysis. The data were obtained through an instrument applied to 274 students of the University Center of the Valleys of the University of Guadalajara.

This research is framed within the project "Evaluation and Development of University Entrepreneurship Potential (PEUL): Comparative Analysis Europe - Latin America", with this project it is intended to address the issue of self-employment, so vital for the development of Latin American Countries. The study of self-employment in university students will contribute to the specialization of research in this field, little considered in the scientific literature of these countries, as well as to the development of innovation and new entrepreneurship projects in young people who have chosen in their choice of race for self-employment.

Entrepreneurship, seen as an action under uncertainty, opportunity, initiative, and motivation, has always occurred in the history of man. Through this, discoveries, conquests, inventions, transformations, revolutions, structural changes, renovations and everything that has involved important movement in the life of an individual or a society have been achieved. Of this, entrepreneurship is an act of man that is accompanied by positive or negative results, advances, and setbacks, intentions or selfishness, success or failure, recognition or oblivion, rationality and analysis or improvisation; In any case, entrepreneurship constitutes an initiative that seeks an effect of change that is often necessary and

misunderstood by the generality, but that sets a pattern for the entrepreneur and a guide for his followers (Urrutia, 2007).

Currently, the market and the conditions of competition no longer only impact at local, regional, national and international levels, they also have important implications for society; on the one hand, the demand for specialized knowledge is encouraged, on the other hand, an insufficient labor supply emerges as a result of greater production technification, which is causing individuals with few specialized capacities to be segregated (Randolph-Sengh, Mitchell, Marin, & Lee, 2015). Given this panorama, entrepreneurship emerges in universities as a thematic axis to encourage students to undertake, to encourage self-employment, in addition to contributing to promoting productive creativity, knowledge development and innovation (Kritikos, 2014).

Hisrich, Petersand and hepherd (2016) emphasize that entrepreneurship originates from the initiative of a subject endowed with attitudes and skills to establish relationships with the environment, take risks, invest resources, take advantage of the opportunities offered by the market, introduce a new technology and create opportunities for innovation. There are different positions both for and against entrepreneurship, on the one hand, it is mentioned that the creation of companies helps economic growth and technological progress (Von Graevenitz et al. 2010), on the other hand, Shane (2009) mentions us that there are those who have a different position and do not favorably assume government policies that promote entrepreneurship as a way to achieve economic growth and development in countries, because not all entrepreneurs are value generators and economic growth becomes a myth.

In spite of the different opinions in the academy, entrepreneurship still has an important agenda at both academic, social and government levels, since in knowledge-based economies universities are considered as dynamic agents of innovation and technological change (Bramwell, & Wolfe, 2008). For the purposes

of our research we focus on knowing the entrepreneurial intention, subject analyzed and investigated by various authors (Ajzen, & Fishbein, 1973; Bird, & Jelinek, 1988; Bandura, 1997; Moriano, Gorgievski, Laguna, Stephan, & Zarafshani, 2012; Shinnar, Hsu, & Powell, 2014; Durán, & Arias, 2015 ; Liñan, & Chen , 2009) . The entrepreneurial intention is defined in the following ways (see Figure 1):

Author	**Definition**
Shapero (1982)	*Entrepreneurial Event Model (EEM)*, which is an event that can be explained by the interaction of several factors, such as entrepreneurial experiences that have been had (with a positive character), capabilities, autonomy, and risk. According to this model, the personal choice to start a company depends on three elements: the perception of desirability, the perception of viability and the propensity to act.
Thompson (2009)	Self-recognized conviction of a person that she intends to create new business and consciously plans to do so sometime in the future.
Soria-Barreto, Zuniga-Jara, & Ruiz-Campo, (2016)	The entrepreneurial intention could be defined as the self-recognition of the conviction of creating a business and conscious planning for its realization in a future time. The value system of the individual, culture, their social, family and educational environment can shape the desire to create or not a company of their own.
Prodan and Drnovsek (2010)	State of mind in which the attention of a person is focused on the fulfillment of an objective, in this case, the creation of a company or business which has some influence on the actions to be taken by the individual to reach that objective.

Figure 1: Definitions of Entrepreneurial Intention
Source: self-made (2018).

For this investigation, we use the definition of the entrepreneurial intention of Prodan and Drnovsek (2010). However, we know that the entrepreneurial intention means or goes beyond deciding to start or not, a business; that is, intrinsically some factors can alter this decision on entrepreneurship. The environment in which a person develops is an important aspect that can directly or indirectly influence and positively or negatively affect this desire to undertake in addition to the perceived support; among other aspects, for our research, entrepreneurial education is a core aspect, because our research object is university students. We know the importance of entrepreneurial education whose purpose is to promote innovation, creativity and entrepreneurship, seeking to encourage young university students to not only look for a job when they graduate as university students but also seek the option of creating their own company.

Several studies show that extracurricular activities, courses and entrepreneurial workshops, generate a positive impact on students' propensity to undertake (Matlay, 2008), hence, Liñán, Rodríguez- Cohard and Rueda-Cantuche (2010) mention that “education for entrepreneurship should not only be considered as a technique for those who have already decided to be entrepreneurs, but that it has to become a policy tool for more individuals to opt for the decision to undertake ". With this, we realize that there is a need to identify which factors are decisive or have a greater influence on the personal decision to create a company and by knowing these, more efficient training programs for entrepreneurship would be created (Kuratko, 2005; Liñán et al., 2010 ; Liñán, Urbano, & Guerrero et al., 2011).

Part of what is sought in research is to know how to boost self-employment in universities? How to capture and develop the entrepreneurial potential of university students? Entrepreneurship plays a very important role in the economic development of a country since it is considered a critical factor in promoting innovation, creating employment opportunities and generating welfare and social development. Such is the impact that entrepreneurs have on the development and

economy of a country that some authors label them as *"engines of economic growth"* (Baron, & Shane, 2008). Specifically, the creation of jobs has been seen as one of the main contributions of entrepreneurs and specifically, the university field can be considered as a typical field of entrepreneurship (AFIDE, 2018).

One of the main suggestions in the application of structural equations is that there is a robust theoretical model. The theoretical model includes the following dimensions.

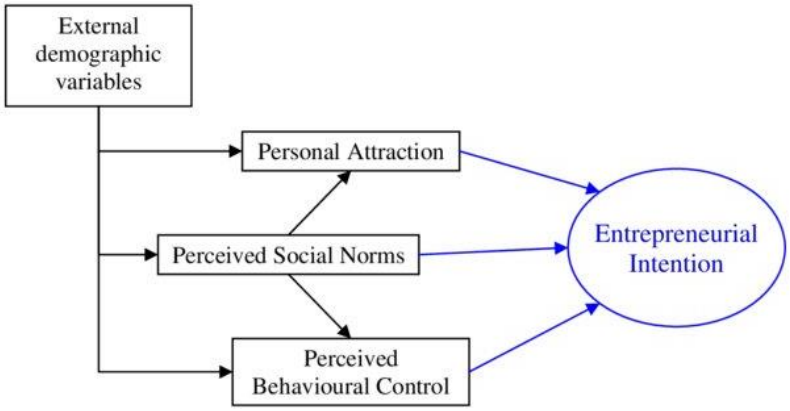

Figure 2: Theoretical model
Source: Liñán & Chen, 2009.

2 METHOD

The work was exploratory because it was applied during the months of September to November 2018 to the undergraduate students of the University Center of the Valleys (CUVALLES) of the University of Guadalajara. It is transversal because the data is taken in a single moment and of qualitative and quantitative design, by the applied methodology and analysis of the information.

The questionnaire used in this study was that of the Project Evaluation and Development of Entrepreneurial Potential (PEUL) of the Association for Training, Research and Development of Entrepreneurship (AFIDE), which consists of 14 sections, through which it has obtained the information, which according to the

previous literature studied can influence the entrepreneurial intention of university students. The general scheme of the questionnaire is detailed in Annex 1, although for our analysis we will focus on the sections of desirability, internal control, social norms, and entrepreneurial intention because we use the model of Liñán and Chen (2009). The technical data sheet of the investigation is presented in Figure 3.

Population	600 students of CUVALLES
Ambit	University Center of the Valleys of the University of Guadalajara
Sample size	49 Administration students 26 Agribusiness students 65 Accounting students 48 students from Information Technology 56 Tourism students
Confidence level	95%
Sample Design	Direct and applied sampling to 274 students
Fieldwork Date	September to November 2018

Figure 1: Technical data of the investigation
Source: self-made (2018).

It was obtained with a sample of 274 instruments applied to students of the different degrees (Administration, Accounting, Agribusiness, Tourism, Information Technology) during the period from September to November 2018, the instrument was applied in the laboratory directly and in single-stage. From the analysis of outliers, the data was cleaned by eliminating 20 outliers. The final sample was 254 valid observations for analysis and was made up of 107 men (42.2%) and 147 women (57.8%). It is worth pointing out some limitations of the sample such as that students may be differentiated by semester level, work experience, place of origin, which are not part of the variables to be analyzed.

The mentioned instruments were previously applied in a pilot test to ensure the understanding of the reagents. Once the data were collected, the procedure was applied in two phases: 1) phase-oriented to the validation of the instruments from the theoretical review of the literature and referential in the field of study; and 2) confirmatory analysis of the theoretical model from of statistical theoretical assumptions such as discriminant validity analysis, multivariate normality analysis, homoscedasticity and goodness of fit indexes of the model that are used to evaluate the model hypothesis.

3 RESULTS

Before the Exploratory Factor Analysis (AFE), the database was cleaned, that is, the elimination of the instruments with lost values and with atypical values obtained from the Mahalanobis distance, normality tests of the data were performed as diagrams of cash, QQ Plots, kurtosis, asymmetry, and Shapiro Wilk test. Homocedasticity tests of the data were also performed using the Levene statistic and the linearity and multicollinearity tests. The reliability of the instrument was verified through the Cronbach's Alpha of each variable, to eliminate items seeking parsimony and improving the values if required. After this process, Cronbach's Alpha was calculated for all the variables of the model, obtaining a value of .929.

From the Exploratory Factor Analysis, correlation tests were performed between the items, which were the Partial Correlation Coefficient, the Anti-Image Correlation Coefficient, the Kaiser-Meyer-Olkin Index (KMO) and the Barlett Sphericity Test. For the variable Entrepreneurial Intent, considered as a dependent variable, the results of the Correlation Matrix.

The Exploratory Factor Analysis of the four variables together shows the Total Explained Variance (Table 3) which, in turn, also shows the four factors as

the theory points out. (Liñan, & Chen, 2009). Here we note that a 73,722% explained what indicates the viability of the model that confirmed in Figure 4.

Table 1: Total Variance Explained

	Initial eigenvalues			Sums of squared charges of extraction		
Component	Total	% of variance	% accumulated	Total	% of variance	% accumulated
One	8,936	44,679	44,679	8,936	44,679	44,679
Two	2,622	13,110	57,790	2,622	13,110	57,790
3	2,096	10,480	68,270	2,096	10,480	68,270
4	1,090	5,452	73,722	1,090	5,452	73,722
5	0.738	3,689	77,411			
6	0.594	2,968	80,379			
7	0.538	2,691	83,070			
8	0.480	2,400	85,470			
9	0.426	2,129	87,599			
10	0.375	1,877	89,476			
Eleven	0.336	1,680	91,156			
12	0.301	1,507	92,663			
13	0.257	1,286	93,948			
14	0.245	1,224	95,173			
Fifteen	0.192	0.961	96,134			
16	0.190	0.950	97,084			
17	0.170	0.849	97,934			
18	0.156	0.780	98,713			
19	0.131	0.653	99,366			
Twenty	0.127	0.634	100,000			

Extraction method: a principal component analysis.
Source: self-made (2018).

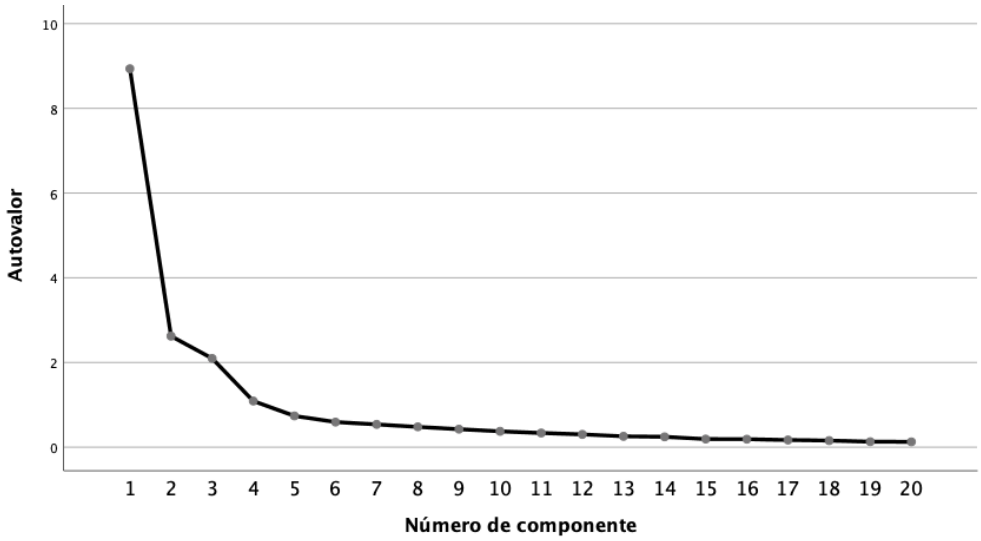

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Figure 4: Model Sedimentation
Source: self-made (2018).

The items that make up each of the variables have communalities greater than 0.5, as can be seen in Table 4, so it is not necessary to eliminate any of them.

Table 2: Model Commonality

	Initial	Extraction
Inten Emp	1,000	0.613
P.9 r.2	1,000	0.764
P.9 r.3	1,000	0.782
P.9 r.4	1,000	0.854
P.9 r.5	1,000	0.787
P.9 r.6	1,000	0.824
I wish	1,000	0.655
P.4 r.12	1,000	0.736
P.4 r.13	1,000	0.707
P.4 r.14	1,000	0.819
P.4 r.15	1,000	0.826
P control	1,000	0.510
P.5 r.2	1,000	0.718
P.5 r.3	1,000	0.690
P.5 r.4	1,000	0.794
P.5 r.5	1,000	0.690

P.5 r.6	1,000	0.634
S standards	1,000	0.722
P.12 r.2	1,000	0.869
P.12 r.3	1,000	0.753

Extraction method: principal component analysis.

Source: self-made (2018)

When performing the extraction of the components with the Main Components method and their rotation with Varimax, these are grouped according to what is stated in the Methodological Matrix, as we can see in Table 5. It is important to mention that for each of the variables included in the model, the above-mentioned analyzes were performed, which allowed confirming the internal validity of each construct.

Table 3: Rotated Component Matrix of the Model

Component matrix rotated [to]

	Component			
	one	Two	3	4
Inten Emp	0.626			
P.9 r.2	0.732			
P.9 r.3	0.793			
P.9 r.4	0.851			
P.9 r.5	0.810			
P.9 r.6	0.837			
I wish			0.748	
P.4 r.12			0.747	
P.4 r.13			0.726	
P.4 r.14			0.803	
P.4 r.15			0.809	
P control		0.574		
P.5 r.2		0.733		
P.5 r.3		0.796		
P.5 r.4		0.885		
P.5 r.5		0.829		
P.5 r.6		0.703		
S standards				0.817
P.12 r.2				0.910

P.12 r.3				0.819

Extraction method: a principal component analysis.

Rotation method: Varimax with Kaiser normalization.

The rotation has converged in 6 iterations.

Source: self-made (2018).

In summary, Table 4 presents the correlation between all the variables included in the model.

Table 4: Correlation for latent model variables

	Entrepreneurial intention	Desirability	Perceived Control	Social norms
Entrepreneurial Intention		.695 **	.529 **	.238 **
Desirability	.695 **		.391 **	.401 **
Perceived Control	.529 **	.391 **		.226 **
Social norms	.238 **	.401 **	.226 **	

**. The correlation is significant at the 0.01 level (bilateral).

Source: self-made (2018)

From the above, the Confirmatory Factor Analysis was performed in the AMOS software to confirm the results obtained in the SPSS and see how the variables behave. It began with the measurement models of each variable and then move on to the structural models and the theoretically integrated model run in its entirety (Figure 5).

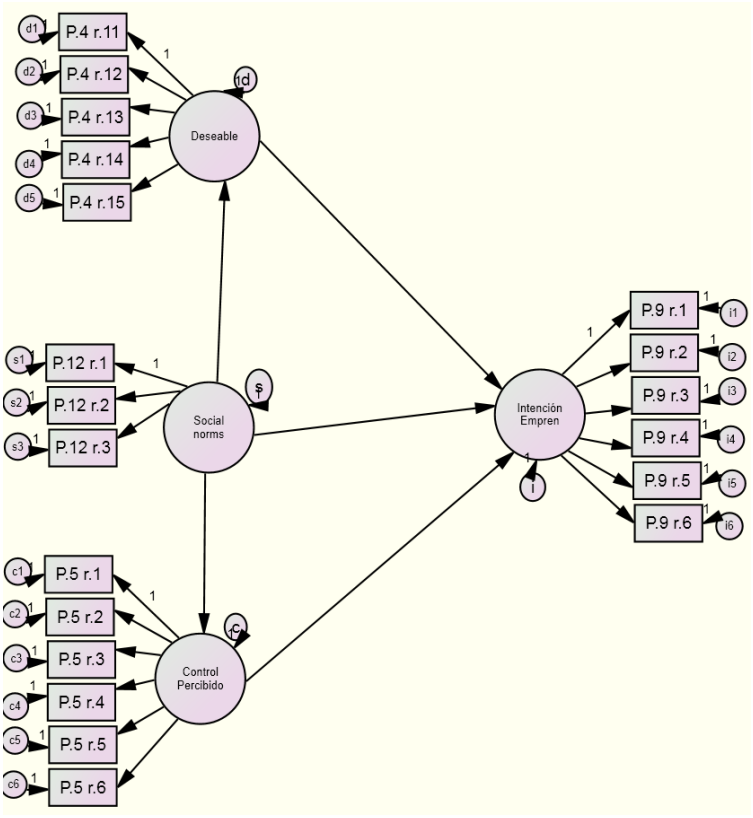

Figure 5: Model of Structural Equations
Source: self-made (2018).

Table 4: Correlation for latent model variables

	Absolute setting		Comparative adjustment			Parsimony adjustment		
	P Value X2	RMSEA	TLI	NFI	IFC	PNFI	AIC	CMIN
Acceptable:	> 0.05	< 0.08	> 0.90	> 0.90	> 0.90	> 0.60	~ 0, vs. MA	> 1 AND < 3
Obtained:	.05	.071	.938	.913	.950	.744	-	2.12

Source: self-made (2018)

The hypotheses are presented based on the results obtained:

H_o: Desirability does not predict entrepreneurial intent .

H_1: Desirability predicts the entrepreneurial intention.

H_o: The perceived control does not predict entrepreneurial intention.

H_2: The perceived control predicts entrepreneurial intention.

H_o: Social norms do not predict entrepreneurial intention.

H_3: Social norms predict entrepreneurial intent.

4 CONCLUSIONS

The objective of the study was to analyze the existence or absence of a relationship between the entrepreneurial intention and a set of variables (desirability, internal control, social norms) based on the model of Liñán (2009), the resulting model must be adjusted to the results of previous research and the theoretical models that support the study.

Given that 73.722% of the students that make up the study sample have an entrepreneurial intention in the future. Some research mentions that this may be due to professional preparation (Loli, Dextre, Del Carpio, & La Jara, 2010; Terán, & León, 2010; Alvarado, & Rivera, 2011; Guerrero, Rialp, & Urbano, 2008; Salazar-Carvajal, Herrera-Sánchez, Rueda-Méndez, & León-Rubio, 2014), given that by having studied at the bachelor's level, students' vision is changing towards their future, not only seeing themselves as employees but as job creators.

This article has as its main contribution the validation of the instrument used in the research Evaluation and Development of the Entrepreneurial Potential (PEUL) by means of the factorial analysis based theoretically on the model of Liñán (2009) when combining the entrepreneurial intention with the other variables, as well as, the validation through the model of structural equations. The main plot explained was the entrepreneurial intention. It was studied through three variables: desirability perceived control and social norms. The factor analysis showed that the items of each of the variables are grouped according to the theory. Positively validating the hypotheses:

H $_1$: Desirability predicts the entrepreneurial intention.

H $_2$: The perceived control predicts entrepreneurial intention.

These results should be considered positive because of the characteristics of the method, procedure, and sample used in the investigation, stating that they are initial results that cannot be considered conclusive; It should be noted that a longitudinal study must be carried out in a considerable time to see if the entrepreneurial intention is effectively fulfilled, that is, they become entrepreneurs. Besides, it would be convenient to incorporate other variables that may intervene in the explanation of the entrepreneurial intention and carry out comparative studies.

Likewise, studies that have to do with the formation and promotion of entrepreneurship in universities could be linked, observing how this training influences or not the entrepreneurial intention of university students, how innovation, creativity and the vision of that students can effectively become agents of social change through the tools (knowledge and skills) acquired in their university education.

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Annex 1. Questionnaire

Variable	No. Question	Indicator	Authors
Entrepreneurial intention	P.9r.1	I am prepared to do anything to become an entrepreneur	(Liñán & Chen, 2009) , (Krueger, Reilly, & Carsrud , 2000), (Sánchez JC, 2013) (Shapero & Sokol , 1982) (Sánchez García, 2015), (Sánchez – García & Hernández – Sánchez, 2016) (Sánchez-García, Hernández Sánchez, Flórez, Saraiva , & Gabriel, 2017)
	P.9r.2	My professional objective is to become an entrepreneur	
	P.9r.3	I will make an effort to start and develop my own company	
	P.9r.4	I am determined to create a company in the future	
	P.9r.5	I have thought seriously about creating a company	
	P.9r.6	I have the firm intention of setting up a company someday	
Desirability	P.4r.11	For me, being an entrepreneur implies more advantages than disadvantages	
	P.4r.12	The entrepreneur's career is attractive to me	
	P.4r.13	If I had the opportunity and the resources, I would like to start a company	
	P.4r.14	Being an entrepreneur could be a great satisfaction for me	
	P.4r.15	Among the different employment options, I would like to be an entrepreneur	
Perceived Control	P.5r.1	Setting up a company could be easy for me	
	P.5r.2	I am prepared to set up a Viable company	
	P.5r.3	I can control the processes of creating a new company	
	P.5r.4	I know the practical details necessary to set up a company	
	P.5r.5	I know how to develop a business project	
	P.5r.6	If I tried to start a business, I could have a high probability of succeeding.	
Social norms	P.12r.1	Your closest family	
	P.12r.2	Your closest friends	
	P.12r.3	Your classmates	