



THE ROLE OF THE UNIVERSITY IN FOSTERING ENTREPRENEURIAL INTENTION AMONG STUDENTS

PEREZ Lucía¹, MILLET José¹, MIRÓ Pau¹, DÍAZ-GARCÍA Pablo¹,
BOU-BELDA Eva¹, WILLOUGHBY Michael¹

¹ Universitat Politècnica de Valencia, 03803 Plaza Ferraniz y Carbonell s/n, Spain. lupebla@ideas.upv.es

Corresponding author: Díaz, Pablo pdiaz@txp.upv.es

Abstract: *Entrepreneurial intention among university students may be conditioned by following training activities related to entrepreneurship during the course of their degree studies. There has clearly been an increase in the number of university graduates who become entrepreneurs, so it is necessary to determine the services that should be offered by the university as a platform to support university entrepreneurship. This research examines this issue through the use of statistical analyses. The main objective of this research is to determine the different types of entrepreneurial training offered to students and the services they think the university should establish as a platform to support entrepreneurship, thereby enabling a comparison of current and desired practices. The study determines whether access to training activities conditions the entrepreneurial intention of university students. Descriptive statistics have been used to conveniently present the information and to identify behavioral patterns of the variables analyzed. Data have thus been examined using frequency analysis, contingency tables and independence tests. The variables used in this survey are designed to represent the role of the university in fostering entrepreneurial culture and the intention among the university community to start their own business, having first extensively analyzed the concept of an entrepreneurial university*

Key words: *Entrepreneur, entrepreneurial profile, , entrepreneurial training, business creation.*

1. INTRODUCTION

This article is structured into three parts and contains a description of the methodology, a discussion of results and ends with conclusions relating to the intention among university students to engage in activities related to entrepreneurship during their undergraduate studies.

2. EMPIRICAL STUDY

2.1 Methodology

The main objective of this research is to determine the different types of entrepreneurial training offered to students and the services they think the university should establish as a platform to support entrepreneurship, thereby enabling a comparison of current and desired practices. The study determines whether access to training activities conditions the entrepreneurial intention.

To this end, we propose the following hypotheses: The intention to start a business among university students is related to their participation in entrepreneurial training activities during the course of their studies. For this purpose, it is necessary to determine: (H1) whether the students have



ANNALS OF THE UNIVERSITY OF ORADEA FASCICLE OF TEXTILES, LEATHERWORK

participated in entrepreneurship activities and if the nature of these activities is university or non university-related and, (H2) what are the services that students think should be offered by the university during the different stages of the entrepreneurial value chain

We then went on to identify the target population and carry out the subsequent data collection, conducting the questionnaire with students from the 6 degree courses offered at the Campus d'Alcoi of the Universitat Politècnica de València.

Statistical analysis of the data was performed using the IBM® SPSS® Statistics 20 program. The data were subsequently analyzed using frequency analysis, contingency tables and independence tests [1].

2.2 Measurement variables

Variables related to the role of the university in entrepreneurial intention: The sample was differentiated into two categories of first and fourth year students of each degree, since it is the fourth year students who may have been influenced most by the services provided at the university during the course of their studies in the intention to start a business (H).

Intention of students to start up their own business: this categorical item is composed of two concepts, the first concerns whether they consider themselves to be entrepreneurs and the second relates to the intention to create a business.

Table 1: Measurement variables

Items	Measurement scale
DEGREE COURSE	Categorical Variable: 6 Subcategories relating to the 6 different degree courses.
INTENTION TO START UP A BUSINESS	Dichotomous Variable. Yes/No
	Likert scale from 1 to 5, where 1 = never and 5 = yes, I firmly intend to start my own business
NO INFLUENCE EXISTS ON THE PART OF THE UNIVERSITY (FIRST AND FOURTH YEAR UNDERGRADUATE STUDENTS: 630 interviewees)	Dichotomous variable. Yes/No
	Categorical variable: 12 Subcategorías sin límite en la elección correspondientes a plataformas de apoyo a la persona emprendedora.
	Dichotomous variable. Yes/No
THE UNIVERSITY INFLUENCES THE INTENTION TO CREATE MY OWN BUSINESS (FOURTH YEAR UNDERGRADUATES: 274 interviewees)	Dichotomous variable. Yes/No
	Likert scale from 1 to 5, where 1 = totally disagree and 5 = entirely agree
	Dichotomous variable. Yes/No
	Categorical variable: 37 Subcategories corresponding to the services that they include: 0. DECISION TO START UP A BUSINESS (5 s°) 1. BUSINESS IDEA DEVELOPMENT (6 s°) 2. PROJECT DEVELOPMENT (8 s°) 3. BUSINESS CREATION (8 s°) 4. BUSINESS CONSOLIDATION (10 s°)

Source: Original material

3. RESULTS

3.1. Analysis of the results

We identified the subjects with the highest number of students by degree and year (first and fourth years), by either core or compulsory subjects, and conducting the questionnaire interviews



face-to-face, after receiving authorization from the relevant professor, with a total of 630 students, who represent 72.83% of the total enrolled in these subjects (865 students enrolled).

Hence, using the sample obtained and through the use of frequency analysis, we can observe that 69.2% consider themselves to be entrepreneurs and 80.5% indicate that they have seriously considered creating their own business. An analysis of the results from interviews with first and fourth year students indicate that:

- 25.2% of enrolled students have attended and / or participated in some kind of activity that promotes an entrepreneurial culture.

- They mainly attend activities that foster an entrepreneurial culture organized by UNIVERSITY SERVICES (27.55%), followed by those organized by BUSINESS ASSOCIATIONS AND TRADE UNIONS (11.70%) and those organized by SCIENTIFIC AND TECHNOLOGICAL PARKS (11.32%), .

- 66.3% consider that they do not possess the knowledge and skills necessary to set up their own business compared to 33.7% who state that they do.

With regard to the data we analyzed from fourth year students on the role that the university plays in their entrepreneurial vocation, we can draw the following conclusions:

- Half of the students (51.5%) think that "university training equips them with the necessary knowledge and skills and provides the required tools to develop their business".

- 15.5% agree with the statement "the training that students receive from the university is oriented towards constituting their own business".

- The vast majority of students (89.4%) did not participate in any activity that encourages entrepreneurship organized by the university.

An analysis of the entrepreneurial value chain according to the services demanded by the final year university students indicates that those in most demand are related to the links 0. EMPLOYMENT DECISION, 1. IDEA DEVELOPMENT 2. PROJECT DEVELOPMENT and 3. BUSINESS CREATION. The first service requested corresponds to the last stage (4). BUSINESS CONSOLIDATION, which appears in 14th place with the service "Consultancy services (HR, legal-mercantile, financial, commercial, subsidies)."

It should be noted that, in this study, 2 possible scenarios are generated from the general hypothesis H. HA establishes a scenario that analyzes the relationship between those considered to be entrepreneurs (B2P1) and entrepreneurship promotion activities (B2P2), and HB proposes a scenario where there is a relationship between those who want to create their own business (B3P19) and participating in activities that promote an entrepreneurial culture (B2P2). Similarly, we carried out an analysis of the variable (B2P2) of the students who answered both items affirmatively (B2P1 and B3P19), obtaining 384 affirmative answers for both items, which represents 61.0% of the total number of surveys. As a partial conclusion from the data obtained in this analysis of contingency tables, the following characteristics can be established:

- Of the students who considered themselves to be entrepreneurs, only 29.1% have participated in activities that foster an entrepreneurial culture.

- Of the students who have thought seriously about setting up their own business, only 26.8% have participated in activities that foster an entrepreneurial culture.

- Of the students who considered themselves entrepreneurs and also seriously intend to start up their own business, 12.9% have attended activities that foster an entrepreneurial culture.

3.2. Independence test between variables

Table 2 shows the data obtained from the chi square analysis of the two questions B2P1 and B3P19 versus the B2P2 variable.



Table 2: Dependence between the items

SUB-HYPOTHESES	Chi SQUARE VALUE	Type of dependence
1A. vs B2P2	0,001	Dependent
1B. vs B2P2	0,063	Uncertain
1A&B. vs B2P2	0,214	Independent

4. CONCLUSIONS

There is limited information on education in university entrepreneurship], while it should be noted that 73.42% of Spanish universities undertake non-curricular entrepreneurship training, but no data are available on what services are offered or should be offered from the view of the entrepreneurial value chain [3]. The university is seen a platform to support the creation of companies by their students and / or graduates under the paradigm of innovation agent and engine of economic growth of their regional environments areas in fulfilling the so-called "third mission" [4,5]. The rise of the enrollment of university graduates in the RETA is the basis for establishing the hypotheses proposed in the present research, in order to focus on the educational role in entrepreneurship that the university has and must have.

It has been verified that there is a clear relation in this study between participating in activities that foster the entrepreneurial culture and university students who consider themselves entrepreneurs, although a very low percentage has participated in activities of this nature. The services most demanded are those related to the decision to start a business and the development of the business idea, compared to the results obtained in other studies

Thus, as a final conclusion, it can be stated that universities should carry out an analysis of the services currently offered as platforms to support an entrepreneurial culture, based on the data obtained in the present study in order to provide better services that encourage the creation of businesses within the university context.

REFERENCES

- [1] McClave, J.T., Benson, G.P. and Sincich, T., 2005. Statistics for Business and Economics 9ed Pearson Education. Inc, New Jersey, p. 608.
- [2] Red Española de Equipos Regionales, GEM. Informe GEM España 2013. 2014.
- [3] Observatorio PYME, 2010. Servicios de apoyo a la persona emprendedora en España. <http://www.ipyme.org/Publicaciones/EstudioServiciosApoyoEmprendedores.pdf>.
- [4] Campos E.B., 2007. La tercera misión de la universidad: El reto de la transferencia del conocimiento. Revista Madrid, No. 41, p. 2.
- [5] Etzkowitz H., 2004. The evolution of the entrepreneurial university. International Journal of Technology and Globalisation, Vol. 1, No. 1, pp. 64-77.
- [6] Secretaría General de Universidades, MECD, 2015. Datos y cifras del sistema universitario español. Curso 2014-2015. <http://www.mecd.gob.es/dms/mecd/educacion-mecd/areas-educacion/universidades/estadisticas-informes/datos-cifras/Datos-y-Cifras-del-SUE-Curso-2014-2015.pdf>.