

## CHAPTER 10

# EFFECT OF SOCIODEMOGRAPHIC FACTORS IN ENTREPRENEURIAL ORIENTATION AND ENTREPRENEURIAL INTENTION IN UNIVERSITY STUDENTS OF LATIN AMERICAN BUSINESS SCHOOLS

Raquel Chafloque-Cespedes, Aldo Alvarez-Risco, Paula-Viviana Robayo-Acuña, Carlos-Antonio Gamarra-Chavez, Gabriel-Mauricio Martinez-Toro and Wagner Vicente-Ramos

### ABSTRACT

*This chapter is designed with the aim to determine the influence of sociodemographic variables on the capacity to generate social enterprises, such as sex, the student's country, if only they study or if they study and work, as well as if they participate or direct a social enterprise in university students of Latin American business schools. This research adopted an inductive quantitative approach using a questionnaire. The participants were university students of business schools from Colombia, Mexico and Peru. Second-generation*

---

Universities and Entrepreneurship: Meeting the Educational and Social Challenges  
Contemporary Issues in Entrepreneurship Research, Volume 11, 151–165

Copyright © 2021 by Emerald Publishing Limited

All rights of reproduction in any form reserved

ISSN: 2040-7246/doi:10.1108/S2040-724620210000011010

*structural equation method (SEM-PLS) was used to analyse the results, using the SmartPLS 3.2.7 software applied to data on 3,739 university students. The results suggest that the entrepreneur role, labour situation, country and sex have a moderating effect in the relation between entrepreneurial orientation and entrepreneurial intention. Also, by using resampling technique Bootstrapping (5,000 times,  $p < 0.01$ ), significance of the trajectory coefficients (beta) and effect size of the coefficients (beta) were measured to demonstrate significance. Finally, with this research the authors ascertain that entrepreneurial orientation positively influences entrepreneurial intention, thus explaining 42.4% of its variance. This chapter is the first attempt on investigating in university students of Latin American business schools about factors of entrepreneurship orientation and entrepreneurship intention, and has strong potential to contribute to development of policies and strategies to promote the growth of entrepreneurship activities in the universities.*

**Keywords:** Sociodemographic factors; entrepreneurship orientation; entrepreneurial intention; university students; business schools; Latin America

## 1. INTRODUCTION

Recently, interest in the development of social ventures in Latin American economies has grown rapidly (Bosma, Schoot, Terjesen, & Kew, 2016; Terjesen, Hessels, & Li, 2016; Terjesen, Lepoutre, Justo, & Bosma, 2012), with many Latin American countries where public and private institutions encourage the creation of social enterprises. A fundamental actor as creator and promoter of social enterprises are the universities (Ávila, Amorim, Ferreira, Franqueira, & Sampaio, 2016; Naciones Unidas, 2016) since they can promote the intentions and behaviour of social entrepreneurship in university students (Hussain, Mohammad, & Ahmed, 2016).

The entrepreneurial intention does not have a consistent definition or a uniform and reliable way to measure it (Tarapuez, Guzmán-Díaz, & Parra-Hernández, 2018); however, it can be defined as the state in which people in body and mind manifest their desires to create companies or organisations (Peng, Lu, & Kang, 2012; Teixeira, Lopes-Casteleiro, Rodrigues, & Guerra, 2018). On the other hand, Prodan and Drnovsek (2010) defined the entrepreneurial intention as the mental state that focusses people's attention towards the fulfilment of the goal or objective of reaching an enterprise or following a route that leads them to achieve this result. The entrepreneurial intention has also been oriented from the context of social entrepreneurship to meet a goal and processes of creating social value, with the purpose of stimulating social changes or supplying social needs, defining this type of entrepreneurs as innovative, transforming agents and sensitive to what happens in the most vulnerable environment.

The entrepreneurial intention has shown a rapid evolution and a growing number of studies at the global level (Fayolle & Liñán, 2014), although it still

reports theoretical gaps that encourage investigations that allow to find relationships and variables not yet validated (Valencia, Montoya, & Montoya, 2016). Similarly, research on business intent among university students has gained significant academic interest due to its ability to predict general business behaviour (Krueger, Norris, Reilly, & Carsrud, 2000).

The system need emphasis of ensure complete and high standard of services based in entrepreneurial. In this way, we can recognise regulation circular economy and green issues (Alvarez-Risco, Del-Aguila-Arcentales, & Rosen, 2020; Alvarez-Risco, Delgado-Zegarra, Yáñez, Diaz-Risco, & Del-Aguila-Arcentales, 2018), optimal use of technology for communication (Rojas-Osorio & Alvarez-Risco, 2019), encourage of consumption of green products (Lopez-Odar, Alvarez-Risco, Vara-Horna, Chafloque-Cespedes, & Chandra, 2019), creating better health systems (Alvarez-Risco & Del-Aguila-Arcentales, 2015; Alvarez-Risco, Del-Aguila-Arcentales, Delgado-Zegarra, Yáñez, & Diaz-Risco, 2018; Alvarez-Risco, Del-Aguila-Arcentales, & Diaz-Risco, 2018; Alvarez-Risco, Turpo-Cama, Ortiz-Palomino, Gongora-Amaut, & Del-Aguila-Arcentales, 2016; Alvarez-Risco, Zegarra Arellano, Matos Valerio, Mejía Acosta, & Solis Tarazona, 2013; Delgado-Zegarra, Alvarez-Risco, & Yáñez, 2018; Enciso-Zarate et al., 2016; Mejía-Acosta et al., 2016).

Recognising opportunities and having the vision to turn them into successful initiatives, concentrates areas of knowledge and research aimed at the development of entrepreneurial behaviour and intentions that guide actions to achieve these ends (Tiwari, Bhat, & Tikoria, 2017). Therefore, it is important to study the social entrepreneurial intention in the university context, because this is where students develop their soft skills, attitudes and values that strengthen their creative and innovative profile; likewise, the universities strengthen their link with the environment to respond to the requirements of society, for which they promote longitudinal studies and evaluate strategies and educational programmes aimed at promoting entrepreneurial behaviour, proposing and validating processes and scales of measurement of intention enterprising, among others.

Based on previous explanation, the current research seeks to determine the influence of sociodemographic variables on the capacity to generate social enterprises, such as sex, the student's country, if only they study or if they study and work, as well as if they participate or direct a social enterprise. The entrepreneurial activity in all its dimensions (including the social type) would also be positively related to the economic growth of the countries. Some integrating studies confirm this (Urbano & Aparicio, 2016).

## **2. LITERATURE REVIEW**

### *2.1. Sociodemographic Factors*

The theory of planned behavior (TPB) (Ajzen, 1991) has become one of the most widely used and internationally accepted models for the study of entrepreneurial intention, through the prediction and explanation of human behaviours and intentions influenced by their attitudes and beliefs (Ambad & Damit, 2016).

The TPB is based on the inclination to implement certain behaviours and suggests that attitudes, subjective norms and control of the behaviour or ability of the entrepreneur, determine the intention to create a company, however, it leaves out the influence of sociodemographic aspects. Previous research has obtained contradictory results on the predictive power of these variables in different studies and countries (Arranz, Arroyabe, & Fdez De Arroyabe, 2018; Liñán & Chen, 2009; Nabi, Walmsley, Liñán, Akhtar, & Neame, 2018).

The relationship between entrepreneurial intention and sociodemographic variables has been analysed in several studies (Jaimes, Jaramillo, & Pérez, 2017; Liñán & Fayolle, 2015; Liñán, Rodríguez, & Rueda, 2011; Soria, Zúñiga, & Ruíz, 2016; Tarapuez, García, & Castellano, 2018); however, despite the progress made, there is still not enough clarity about the factors that determine the decision of individuals to start an enterprise (Liñán et al., 2011). Other works, even, do not show statistically significant relationships between entrepreneurial intention and sociodemographic variables (Ahmed, Chandran, & Klobas, 2017; Iwu, Ezeuduji, Eresia, & Tengeh, 2016; Setti, 2017) or assume that this is not conditioned by this type of variables but by the perceptions that individuals have of themselves as entrepreneurs (Silveira, Cabeza, & Fernández, 2016). Age and sex are the demographic variables that have been studied more frequently in relation to entrepreneurship; they can be clear and referenced predictors. Also, in its different nuances, it gives ideas of how individuals, according to these variables, can face obstacles during the process of entrepreneurship (Cabeza-Ramírez, Sánchez-Cañizares, & Fuentes-García, 2018; Ruíz-Arroyo, Fuentes-Fuentes, & Ruíz-Jiménez, 2014; Yukongdi & Lopa, 2017).

Padilla-Meléndez and Ciruela-Lorenzo (2018) explained that women in rural areas face more difficulties than men, when they become entrepreneurs. In the same direction, Lim and Envick (2013) point out that entrepreneurial orientation is more prevalent in men than in women. Both studies showed that the demographic variable sex, influences when entrepreneurship and entrepreneurial orientation is measured. When evaluating the academic entrepreneurial intention between men and women, it has been found that it is inferior in women than in men, although both sexes have developed the factors of entrepreneurial intention; however, these differences would be linked to implicit barriers that hinder consolidation to form companies (Miranda, Chamorro-Mera, Rubio, & Pérez-Mayo, 2017).

On the other hand, Tessema-Gerba (2012) affirm that male students have a greater entrepreneurial vocation than female students; in addition, they indicated that students who have close friends and family would be strengthening their entrepreneurial attitude; linking social proximity with entrepreneurial intention; however, no relationship was found, as they were not considered as attractive elements for the people surveyed and who already had family businesses. The existing evidence shows that some factors must be evaluated to measure the intensity and relationship that predispose university students to social entrepreneurship, entrepreneurial vocation, entrepreneurial attitude and entrepreneurial intention (Capella-Peris, Gil-Gómez, Martí-Puig, & Ruíz-Bernardo, 2016; Miranda et al., 2017; Mussons-Torras & Tarrats-Pons, 2018; Tessema-Gerba, 2012). Another sociodemographic factor that must be taken into account is the employment

situation of the student; employment situation, improves the business culture, because this is an important source of learning and development of professional skills (Ortiz-García & Millán-Jiménez, 2011). The necessary experience for the entrepreneur does not have to be from the same branch of knowledge of the company or sector where one would like to start, but that regardless of this, work experience allows them to obtain management tools and basic principles related to the administration (González-Serrano, Hervás, & Campos, 2017), so this could be possible for the social entrepreneurs. In concordance with the previous information, the present research proposes to evaluate the moderator effect of the sociodemographic characteristic on the relation between entrepreneurial orientation and entrepreneurial intention.

### 3. METHODOLOGY

#### *3.1. Data Collection*

The research used data collected by the international project Entrepreneurship in Latin America (Universidad de San Martín de Porres and Accreditation Council for Business Schools and Programs) in 2018. There were 3,739 students from business schools in 20 universities in three Latin American countries (Colombia, Mexico and Peru).

#### *3.2. Measurement of the Variables*

The questionnaire has a structured design under the self-report format. Questions were included to gather demographic, academic, employment and entrepreneurial information, as well as the orientation and social entrepreneurial intention of university students.

#### *3.3. Demographic, Academic, Employment and Entrepreneurial History Information*

Demographic information was obtained from the students (sex, age and country of residence), academic information (academic year in progress), job information (work experience, income and working condition) and entrepreneur background information (someone in the family has a business of their own, or has participated in social enterprises and the role they played). In Table 1, the demographic, academic and work characteristics of the students surveyed are described.

#### *3.4. Social Entrepreneurial Intention*

A Likert scale of five items was used to register the social entrepreneurial intention. The scale was based on the studies of Moriano (2005) and Liñán and Chen (2009). The internal consistency of the scale was evidenced by the Cronbach's alpha higher than the expected minimum (0.871) and the composite reliability (0.907). Concerning the convergent validity, the factorial loads were above the expected minimum (0.788–0.849), the average variance extracted was 66.01%.

**Table 1.** Sociodemographic Characteristics.

| Categories                               | Outcomes  |
|--|---|
| Sex                                      | Male: 38.8%; female: 61.2%                            |
| Labour situation                         | Only study: 54.5%; study and work: 45.5%              |
| Age                                      | Mean: 21.82 (SD = 2.117); range: 18–30 years          |
| Work experience                          | Yes: 75.8%; no: 24.2%                                 |
| Study cycle                              | Mean: 7.25 (SD = 1.728); range: 3–10 cycles           |
| Years of study                           | Mean: 3.95 (SD = 0.902); range: 2–5 years             |
| Participation in social entrepreneurship | Yes: 14.8%; no: 85.2%                                 |
| Role in social entrepreneurship          | Practicing: 23.1%; collaborator: 55.1%; leader: 21.7% |

Source: Survey to 3,739 university students.

### 3.5. Social Entrepreneurial Orientation

A one-dimensional scale was designed and used, consisting of nine items adapted from the scales used by Franke and Lüthje (2004) and Guerrero, Urbano, and Gajón (2017). Questionnaire included a Likert scale of five points (1 = strongly disagree to 5 = strongly agree). The internal consistency of the scale was evidenced by the Cronbach's alpha higher than the expected minimum (0.876) and the composite reliability (0.901). Concerning the convergent validity, the factorial loads were above the expected minimum (0.642–0.767), the average variance extracted was 50.19%.

### 3.6. Data Analysis

For the analysis of reliability and validity, the Smart PLS version 3.2.7 software was used. To determine the reliability, the Cronbach's alpha indicators and the composite reliability were analysed, while for the validity the values of the average extracted variance (AVE) and the factorial loads of each item were analysed. Convergent and discriminant validity was analysed, using the SmartPLS statistical package (Ringle, Wende, & Becker, 2015) to calculate the factorial structure of the indicators, using partial least squares (PLS). With the PLS technique, two procedures can be evaluated at the same time (the measurement model and the structural model). For the validity, the measurement model is used which involves the reliability analysis of each indicator, the internal consistency of each dimension, the analysis of the AVE and the discriminant validity. In a PLS model, the charges between each indicator and its dimension are valued, accepting loads greater than 0.708. Another measure used to evaluate the fit of the model is the AVE that provides the amount of variance that a construct (dimension) obtains from its indicators in relation to the variance of the error. A good fit need values greater than 50%.

## 4. RESULTS AND DISCUSSION

The 72.4% of university students intend to develop social enterprises; 65.2% are considering developing a social enterprise and 75.1% state that if they had the

opportunity and the resources, they would definitely do so; likewise, 63.9% intend to develop a business initiative that addresses the social problems of their region or community. In addition, 67.7% recommend that their colleagues develop business initiatives that seek to solve social problems in a community. Finally, one out of every two students, states that in their future initiatives, social benefits over financial ones will be prioritised (53.1%).

4.1. Effect of the Entrepreneurial Orientation in Entrepreneurial Intention

Fig. 1 shows the entrepreneurial orientation positively influences entrepreneurial intention, thus explaining 42.2% of its variance. These results are very similar to those found by Ismail et al. (2015) and Koe (2016) in Indonesian and Malaysian university students, respectively.

Table 2 shows the significance of the trajectory coefficients (beta) and effect size of the coefficients (beta). The results indicate that there is a positive significant relationship between orientation and entrepreneurial intent; it also indicates that there is a great effect statistically significant. This research shows that the relation of variables is significant same as in the study of Ismail et al. (2015) and Koe (2016).

4.2. Sociodemographic Factors as Moderator Variables

Fig. 2 shows the structural equations of variance with the variable moderator sex. This study found that there is a moderator effect of the sex variable. Similar to Santos, Roomi, and Liñán (2016) findings; however, the study developed by

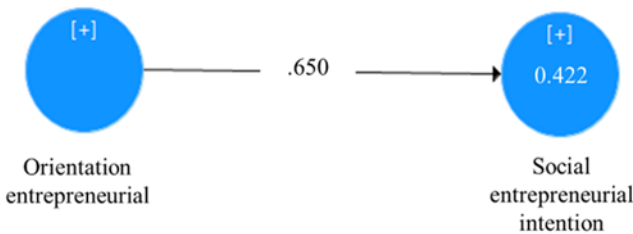


Fig. 1. Structural Variance Equations That Explain the Impact of Entrepreneurial Orientation on Entrepreneurial Intention.

Table 2. Significance of the Trajectory Coefficients (Beta) and Effect Size of the Coefficients (Beta).

| Analysis SEM-PLS (Beta Values)                     | Original Sample (O) | Mean Sample (M) | Standard Error | T-statistic |
|--|---------------------|-----------------|----------------|-------------|
| Significance of the trajectory coefficients (beta) | 0.650               | 0.650           | 0.012          | 52.295*     |
| Labour situation                                   | 0.730               | 0.733           | 0.049          | 15.029*     |

Note: Resampling technique Bootstrapping (5,000 times), \*p < 0.01.

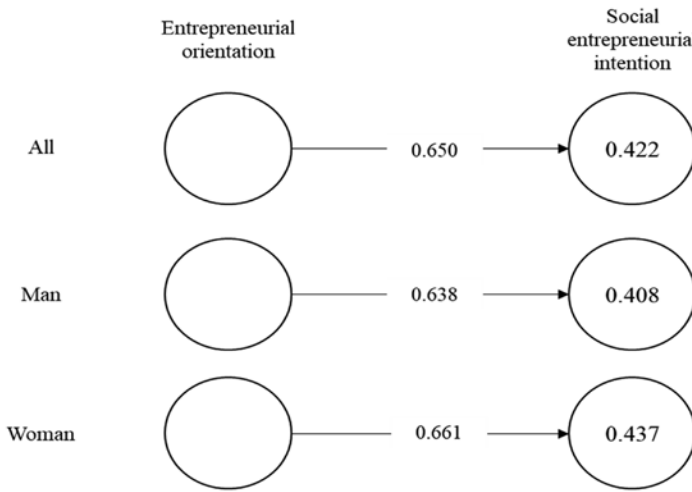


Fig. 2. Structural Equations of Variance With the Variable Moderator Sex.

Hatak, Harms, and Fink (2015) shows that the gender has no impact on the entrepreneurial intention.

Fig. 3 shows the structural equations of variance with the variable moderator country. This study found that there is a moderator effect of the country of origin, while the studies of Ladd, Hind, and Lawrence (2018) and Frago, Rocha-Junior, and Xavier (2019) shown that there is no effect.

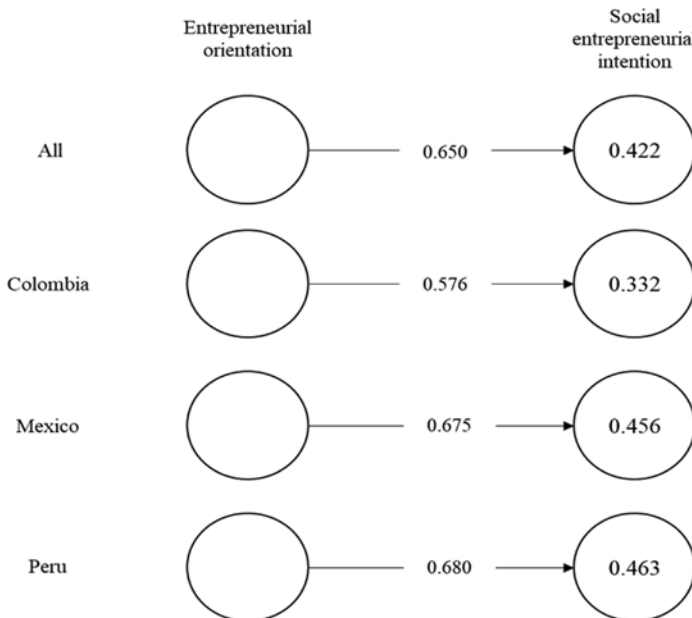


Fig. 3. Structural Variance Equations With the Country Moderator Variable.



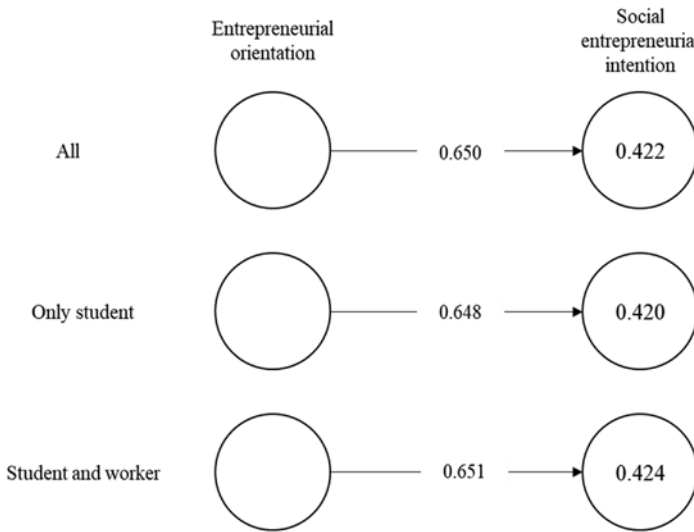


Fig. 4. Structural Equations of Variance With the Variable Moderator Labour Situation.

Fig. 4 shows the structural equations of variance with the variable moderator labour situation. This study found that there is a moderator effect of the labour situation similar to Delle and Amadu (2015).

Fig. 5 shows the structural variance equations with the variable moderator entrepreneur role. Our study found that there is a moderator effect of the entrepreneur role similar to the study by Miralles, Giones, and Riverola (2016).

Table 3 shows the significance of the trajectory coefficients (beta).

Table 4 shows the effect size of the coefficients (beta) between the entrepreneurial intention and the explanatory variables according to sociodemographic characteristics. They also confirm that the factors demographic (sex, country of origin, employment situation and entrepreneurial role), act as moderator variables between entrepreneurial orientation and entrepreneurial intent. This means that the relationships between the study variables change the magnitude of influence or relationship according to each study group.

## 5. CONCLUSION

This research found that there is a direct relationship of entrepreneurial orientation on entrepreneurial intent ( $\beta = 0.650$ ,  $p < 0.001$ ), entrepreneurial orientation explains 42.2% of entrepreneurial intent. As noted, all the moderator variables created differences in the relationships of the variables. For example, the variable sex (woman), increased the explanatory value of the entrepreneurial orientation. In this regard, the academy does not yet have unanimity on this topic. The existence of a gender gap in entrepreneurship has long been recognised and

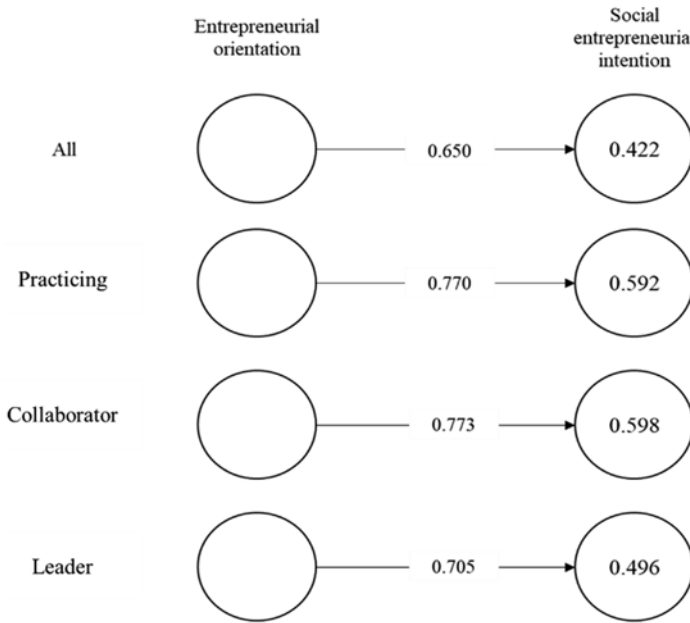


Fig. 5. Structural Variance Equations With the Variable Moderator Entrepreneur Role.

Table 3. Significance of the Trajectory Coefficients (Beta) between the Entrepreneurial Intention and the Explanatory Variables According to Sociodemographic Characteristics.

| Sociodemographic Factors |                | Original Sample (O) | Mean Sample (M) | Standard Error | T-statistic |
|--------------------------|----------------|---------------------|-----------------|----------------|-------------|
| Country of origin        | Colombia       | 0.576               | 0.578           | 0.028          | 20.852*     |
|                          | México         | 0.675               | 0.676           | 0.017          | 38.853*     |
|                          | Perú           | 0.680               | 0.681           | 0.021          | 32.007*     |
| Sex                      | Men            | 0.638               | 0.639           | 0.020          | 31.707*     |
|                          | Women          | 0.661               | 0.662           | 0.015          | 44.099*     |
| Employment situation     | Only study     | 0.648               | 0.649           | 0.017          | 37.287*     |
|                          | Study and work | 0.651               | 0.652           | 0.018          | 35.717*     |
| Entrepreneurial role     | Practicing     | 0.770               | 0.772           | 0.047          | 16.319*     |
|                          | Collaborator   | 0.773               | 0.774           | 0.030          | 25.825*     |
|                          | Leader         | 0.705               | 0.706           | 0.073          | 9.630*      |

Note: Resampling technique Bootstrapping (5,000 times), \* $p < 0.01$ .

is attracting increasing academic attention (Hughes, Jennings, Brush, Carter, & Welter, 2012); however, what is found in this study with respect to entrepreneurial orientation is at odds with studies suggesting that women are less likely to start their own businesses and that fear of failure is a major obstacle to starting a business according to the results obtained by Sánchez-Cañizares and Fuentes-García

(2010), Dabic, Daim, Bayraktaroglu, Novak, and Basic (2012), Dempsey and Jennings (2014), among others; although the percentage of female entrepreneurs has increased in recent years, it is well below the level of men (Haus, Steinmetz, Isidor, & Kabst, 2013; Hughes et al., 2012). On the other hand, there are also a number of documents indicating that there are more similarities than gender differences (Colyvas et al., 2012; Díaz-García & Jiménez-Moreno, 2010; Gupta et al., 2009; Goel et al., 2015, cited in Miranda et al., 2017). Thus, even when the results show that there are fewer gender differences among students in terms of entrepreneurial intent.

This justifies the need to analyse in greater detail the factors that determine this more or less entrepreneurial orientation of women in the academic field. Likewise, the country of origin variable (Colombia) decreases the explanatory value of the business orientation, since social entrepreneurship is not as common as traditional entrepreneurship, as it is an activity that faces particular challenges, such as scarcity and problems of administration of public and common resources (Terjesen et al., 2012), which makes the survival of social entrepreneurship jeopardised. Social enterprises and their entrepreneurs can vary their objectives according to the place where they are developed, being the case that in developing countries it is very important to have as a guiding focus the survival and economic security, while in developed countries aspects such as expressions of the entrepreneur and openness to change acquire great value. Social entrepreneurship arises as a preponderant need for liberal economies that diminish the protagonism of the state in the provision of social services, which results in unmet needs and the proliferation of social initiatives. In the particular case of Colombia, the economic advances, reduction of poverty rates, complemented with social programmes and prudent macroeconomic policies (Varela et al., 2016) imply improvements in the social sphere, but in what refers to social enterprises the conversion rates from the nascent phase to the operational phase is less than 3%, due to the scarcity of institutional facilities that support them (Bosma et al., 2016).

As for the variable employment situation (study and work), it improves the explanatory value of entrepreneurial orientation, in fact, the work environment influences the entrepreneurial orientation, according to Ortíz-García and Millán-Jiménez (2011), the future entrepreneur also knows the importance and sense of teamwork, learn to work with the goal of generate common interests and identify with working groups characterised by their efficiency (López, Montilla, & Briceño, 2007). At present, job knowledge should also involve young people much more in such sensitive and social issues as sustainable development or tourism itself. Thus, in countries like New Zealand, we have had the result of exemplifying social entrepreneurship through tourism as a market-based strategy to act as a viable tool to solve social problems. Maximising the benefits and minimising the negative impacts (Aquino, Lück, & Schänzel, 2018). Finally, the variable entrepreneurial role (collaborator) increases the explanatory value of the entrepreneurial orientation. Warhuus, Tanggaard, Robinson, and Moltrup (2017) found that a focus on the collaborative and distributed character of entrepreneurship, as within the We-paradigm from creativity, does not exclude the importance of perceptions of individuals' self-images as part of a course in entrepreneurship.

Yet, a reformulation of these could be an entry point for richer group work and articulation of diverse group potential. The limitation of our study is the measurement of student's perception in different countries at different days and students of different academic levels. For future research we propose develop the study using longitudinal design to capture the variation of entrepreneurial orientation and entrepreneurial intention. Also, this research can be useful for next studies to evaluate effect of academic scores of the students in entrepreneurial orientation and entrepreneurial intention.

## DISCLOSURE OF INTEREST

The authors declare that they have no competing interest.

## REFERENCES

- Ahmed, T., Chandran, V., & Klobas, J. (2017). Demographic differences in learner response to entrepreneurial education programmes in Pakistan. *Educational Studies*, 43(4), 464–483.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179–211.
- Alvarez-Risco, A., & Del-Aguila-Arcenales, S. (2015). Errores de prescripción como barrera para la Atención Farmacéutica en establecimientos de salud públicos: Experiencia Perú. *Pharmaceutical Care España*, 17(6), 725–731.
- Alvarez-Risco, A., Del-Aguila-Arcenales, S., Delgado-Zegarra, J., Yáñez J. A., & Diaz-Risco, S. (2018). Doping in sports. Findings of the analytical test and its interpretation by the public. *Sport Sciences for Health*, 15(1), 255–257.
- Alvarez-Risco, A., Del-Aguila-Arcenales, S., & Diaz-Risco, S. (2018). Pharmacovigilance as a tool for sustainable development of healthcare in Peru. *Pharmacovigilance Review*, 10(2), 4–6.
- Alvarez-Risco, A., Rosen, M. A., & Del-Aguila-Arcenales, S. (2020). A New Regulation for Supporting a Circular Economy in the Plastic Industry: The Case of Peru. *Journal of Landscape Ecology*, 13(1), 1–3.
- Alvarez-Risco, A., Delgado-Zegarra, J., Yáñez, J. A., Diaz-Risco, S., & Del-Aguila-Arcenales, S. (2018). Predation risk gastronomic boom: Case Peru. *Journal of Landscape Ecology*, 11(1), 99–103.
- Alvarez-Risco, A., Turpo-Cama, A., Ortiz-Palomino, L., Gongora-Amaut, N., & Del-Aguila-Arcenales, S. (2016). Barreras para la implementación de la Atención Farmacéutica en establecimientos farmacéuticos de Cusco, Perú. *Pharmaceutical Care España*, 18(5), 194–205.
- Alvarez-Risco, A., Zegarra Arellano, E., Matos Valerio, E., Mejía Acosta, N., & Solís Tarazona, N. (2013). Campaña de atención farmacéutica como estrategia de implementación de los servicios farmacéuticos: Experiencia Perú. *Pharmaceutical Care España*, 15(1), 50–52.
- Ambad, S., & Damit, D. (2016). Determinants of entrepreneurial intention among undergraduate students in Malaysia. *Procedia Economics and Finance*, 37, 108–114.
- Aquino, R. S., Lück, M., & Schänzel, H. A. (2018). A conceptual framework of tourism social entrepreneurship for sustainable community development. *Journal of Hospitality and Tourism Management*, 37, 23–32.
- Arranz, N., Arroyabe, M. F., & Fdez De Arroyabe, J. (2018). Entrepreneurial intention and obstacles of undergraduate students: The case of the universities of Andalusia. *Studies in Higher Education*, 1–14. <https://doi.org/10.1080/03075079.2018.1486812>
- Ávila, L., Amorim, M., Ferreira, M., Franqueira, R., & Sampaio, J. (2016). Opportunities for the engagement of universities in social entrepreneurship and innovation: A pilot experience in Aveiro Region. *Revista Lusófona de Economia e Gestão das Organizações*, 33–52.

- Bosma, N., Schoot, T., Terjesen, S., & Kew, P. (2016). *Global Entrepreneurship Monitor 2015 to 2016: Special topic report social entrepreneurship*. London: Global Entrepreneurship Research Association.
- Cabeza-Ramírez, L., Sánchez-Cañizares, S., & Fuentes-García, F. (2018). Caracterización de los clásicos del emprendimiento (1968–2016). Un análisis basado en la Web of Science. *Revista española de Documentación Científica*, 41(2), 202.
- Capella-Peris, C., Gil-Gómez, J., Martí-Puig, M., & Ruiz-Bernardo, P. (2016). Construcción de un cuestionario para medir el Emprendimiento Social en Educación Física. *SIPS – Pedagogía Social, Revista Interuniversitaria*, 28, 169–188.
- Dabic, M., Daim, T., Bayraktaroglu, E., Novak, I., & Basic, M. (2012). Exploring gender differences in attitudes of university students towards entrepreneurship: An international survey. *International Journal of Gender and Entrepreneurship*, 4(3), 316–336. <https://doi.org/10.1108/17566261211264172>
- Delgado-Zegarra, J., Alvarez-Risco, A., & Yáñez, J. A. (2018). Uso indiscriminado de pesticidas y ausencia de control sanitario para el mercado interno en Perú. *Revista Panamericana de Salud Pública*, 42, e3. <https://doi.org/10.26633/RPSP.2018.3>
- Delle, E., & Amadu, I. (2015). Proactive personality and entrepreneurial intention: Employment status and student level as moderators. *International Journal of Small Business and Entrepreneurship Research*, 1(4), 1–13.
- Dempsey, D., & Jennings, J. (2014). Gender and entrepreneurial self-efficacy: A learning perspective. *International Journal of Gender and Entrepreneurship*, 6(1), 28–49. <https://doi.org/10.1108/IJGE-02-2013-0013>
- Enciso-Zarate, A., Guzmán-Oviedo, J., Sánchez-Cardona, F., Martínez-Rohenes, D., Rodríguez-Palomino, J. C., Alvarez-Risco, A., ... Diaz-Risco, S. (2016). Evaluación de la contaminación con agentes citotóxicos en hospitales en Colombia. *Pharmaceutical Care España*, 18(6), 241–250.
- Fayolle, A., & Liñán, F. (2014). The future of research on entrepreneurial intentions. *Journal of Business Research*, 67(5), 663–666. <https://doi.org/10.1016/j.jbusres.2013.11.024>
- Fragoso, R., Rocha-Junior, W., & Xavier, A. (2019). Determinant factors of entrepreneurial intention among university students in Brazil and Portugal. *Journal of Small Business & Entrepreneurship*, 1–25.
- Franke, N., & Lüthje, C. (2004). Entrepreneurial intentions of business students: A benchmarking study. *International Journal of Innovation and Technology Management*, 1(3), 269–288.
- González-Serrano, M., Hervás, J., & Campos, C. (2017). Influencia de la experiencia laboral y del entorno social próximo en las intenciones de emprender de los estudiantes de ciencias de la actividad física y el deporte. *Journal of Sports Economics & Management*, 7, 14–29.
- Guerrero, M., Urbano, D., & Gajón, E. (2017). Higher education entrepreneurial ecosystems: Exploring the role of business incubators in an emerging economy. *International Review of Entrepreneurship*, 15(2), 175–202.
- Hatak, I., Harms, R., & Fink, M. (2015). Age, job identification, and entrepreneurial intention. *Journal of Managerial Psychology*, 30(1), 38–53.
- Haus, I., Steinmetz, H., Isidor, R., & Kabst, R. (2013). Gender effects on entrepreneurial intention: A meta-analytical structural equation model. *International Journal of Gender and Entrepreneurship*, 5(2), 130–156. <https://doi.org/10.1108/17566261311328828>
- Hughes, K., Jennings, J., Brush, C., Carter, S., & Welter, F. (2012). Extending women's entrepreneurship research in new directions. *Entrepreneurship Theory & Practice*, 36(3), 429–442.
- Hussain, A., Mohammad, S., & Ahmed, P. (2016). Impact of entrepreneurial education on entrepreneurial alertness. *Journal of Social and Organizational Analysis*, 1–9.
- Ismail, K., Anuar, M., Omar, W., Aziz, A., Seohod, K., & Akhtar, C. (2015). Entrepreneurial intention, entrepreneurial orientation of faculty and students towards commercialization. *Procedia-Social and Behavioral Sciences*, 181, 349–355.
- Iwu, C., Ezeuduji, I., Eresia, C., & Tengeh, R. (2016). The entrepreneurial intention of university students: The case of a University of Technology in South Africa. *Acta Universitatis Danubius Economica*, 12(1), 164–181.
- Jaimes, F., Jaramillo, M., & Pérez, M. (2017). Factores que inciden en la intención emprendedora de estudiantes del Centro Universitario Temascaltepec. *Revista Venezolana de Gerencia*, 22(78), 210–231.

- Koe, W. (2016). The relationship between individual entrepreneurial orientation (IEO) and entrepreneurial intention. *Journal of Global Entrepreneurship Research*, 6(1), 13.
- Krueger, F., Norris, J. R., Reilly, M., & Carsrud, A. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5–6), 411–432.
- Ladd, T., Hind, P., & Lawrence, J. (2018). Entrepreneurial orientation, Waynesian self-efficacy for searching and marshaling, and intention across gender and region of origin. *Journal of Small Business & Entrepreneurship*, 1–21.
- Lim, S., & Envic, B. (2013). Gender and entrepreneurial orientation: A multi-country study. *International Entrepreneurship and Management Journal*, 9(3), 465–482. <https://doi.org/10.1007/s11365-011-0183-2>
- Liñán, F., & Chen, Y. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 33(3), 593–617.
- Liñán, F., & Fayolle, A. (2015). A systematic literature review on entrepreneurial intentions: Citation, thematic analyses, and research agenda. *International Entrepreneurship and Management Journal*, 11(4), 907–933.
- Liñán, F., Rodríguez, J., & Rueda, J. (2011). Factors affecting entrepreneurial intention levels: A role for education. *International Entrepreneurship and Management Journal*, 7(12), 195–218.
- López, W., Montilla, M., & Briceño, M. (2007). Rasgos determinantes de las aptitudes emprendedoras que forman el perfil de los estudiantes de contaduría pública. *Actualidad Contable FACES*, 10(14), 80–94. doi:10.1007/s11365-010-0154-z
- Lopez-Odar, D., Alvarez-Risco, A., Vara-Horna, A., Chafloque-Cespedes, R., Chandra, S. M. (2019). Validity and Reliability of the Questionnaire that Evaluates Factors Associated with Environmental Behavior and Ecological Purchase in Peruvian Consumers. *Social Responsibility Journal*, 16(3), 403–417. <https://doi.org/10.1108/SRJ-08-2018-0201>
- Mejía-Acosta, N., Alvarez-Risco, A., Solís-Tarazona, Z., Matos-Valerio, E., Zegarra-Arellano, E., & Del-Aguila-Arcatales, S. (2016). Reacciones Adversas a Medicamentos reportadas como resultado de la implementación de Atención Farmacéutica en la Farmacia Institucional DIGEMID - Ministerio de Salud de Perú. *Pharmaceutical Care España*, 18(2), 67–74.
- Miralles, F., Giones, F., & Riverola, C. (2016). Evaluating the impact of prior experience in entrepreneurial intention. *International Entrepreneurship and Management Journal*, 12(3), 791–813.
- Miranda, F., Chamorro-Mera, A., Rubio, S., & Pérez-Mayo, J. (2017). Academic entrepreneurial intention: The role of gender. *International Journal of Gender and Entrepreneurship*, 9(1), 66–86. <https://doi.org/10.1108/IJGE-10-2016-0037>
- Moriano, J. A. (2005). *El perfil psicossocial del emprendedor*. Madrid: Consejo Económico y Social.
- Mussons-Torras, M., & Tarrats-Pons, E. (2018). Modelo de Credibilidad Emprendedora en los estudiantes de enfermería y fisioterapia. *Enfermería Global*, 17(49), 294–323. <https://doi.org/10.6018/eglobal.17.1.280281>
- Nabi, G., Walmsley, A., Liñán, F., Akhtar, I., & Neame, Ch. (2018). Does entrepreneurship education in the first year of higher education develop entrepreneurial intentions? The role of learning and inspiration. *Studies in Higher Education*, 43(3), 452–467.
- Naciones Unidas. (2016). Agenda 2030 y los Objetivos de Desarrollo Sostenible. In CEPAL (Ed.), *Una oportunidad para América Latina y el Caribe* (p. 93). Santiago: Comisión Económica para América Latina y el Caribe.
- Ortiz-García, P., & Millán-Jiménez, A. (2011). Emprendedores y empresa. *La Construcción Social del Emprendedor. Lan Harremanak: Revista de Relaciones Laborales*, 24, 219–236.
- Padilla-Meléndez, A., & Ciruela-Lorenzo, A. (2018). Female indigenous entrepreneurs, culture, and social capital. The case of the Quechua community of Tiquipaya (Bolivia). *Women's Studies International Forum*, 69, 159–170. <https://doi.org/10.1016/j.wsif.2018.05.012>
- Peng, Z., Lu, G., & Kang, H. (2012). Entrepreneurial intentions and its influencing factors: A survey of the university students in Xi'an China. *Creative Education*, 3(Supl.), 95–100. <http://doi:10.4236/ce.2012.38b021>
- Prodan, I., & Drnovsek, M. (2010). Conceptualizing academic-entrepreneurial intentions: An empirical test. *Technovation*, 30(5), 332–347. <http://dx.doi.org/10.1016/j.technovation.2010.02.002>
- Ringle, C., Wende, S., & Becker, J. (2015). *SmartPLS 3*. Bönningstedt: SmartPLS.
- Rojas-Osorio, M., Alvarez-Risco, A. (2019). Intention to Use Smartphones among Peruvian University Students. *International Journal of Interactive Mobile Technologies (IJIM)*, 13(3), 40–52.

- Ruiz-Arroyo, M., Fuentes-Fuentes, M., & Ruiz-Jiménez, J. (2014). Análisis del emprendedor potencial: Integración de factores socio-demográficos, cognitivos y relacionales. *Gestión Joven*, 12, 37–51.
- Sánchez-Cañizares, S. M., & Fuentes-García, F.J. (2010). Gender differences in entrepreneurial attitudes. *Equality, Diversity and Inclusion: An International Journal*, 29(8), 766–786. <https://doi.org/10.1108/02610151011089519>
- Santos, F., Roomi, M., & Liñán, F. (2016). About gender differences and the social environment in the development of entrepreneurial intentions. *Journal of Small Business Management*, 54(1), 49–66.
- Setti, Z. (2017). Entrepreneurial intentions among youth in MENA countries: Effects of gender, education, occupation and income. *International Journal of Entrepreneurship and Small Business*, 30(3), 308–324.
- Silveira, Y., Cabeza, D., & Fernández, V. (2016). Emprendimiento: Perspectiva cubana en la creación de empresas familiares. *European Research on Management and Business Economics*, 22(2), 70–77.
- Soria, K., Zúñiga, S., & Ruíz, S. (2016). Educación e intención emprendedora en estudiantes universitarios: Un caso de estudio. *Formación Universitaria*, 9(1), 25–34.
- Tarapuez, E., García, M., & Castellano, N. (2018). Aspectos socioeconómicos e intención emprendedora en estudiantes universitarios del Quindío (Colombia). *Innovar*, 28(67), 123–135.
- Tarapuez, E., Guzmán-Díaz, B. E., & Parra-Hernández, R. (2018). Intención emprendedora y aspectos sociodemográficos en Colombia. *Revista Espacios*, 39(28), 18.
- Teixeira, S., Lopes-Casteleiro, C., Rodrigues, R., & Guerra, M. (2018). Entrepreneurial intentions and entrepreneurship in European countries. *International Journal of Innovation Science*, 10(1), 22–42. <https://doi.org/10.1108/IJIS-07-2017-0062>
- Terjesen, S., Hessels, J., & Li, D. (2016). Comparative international entrepreneurship: A review and research agenda. *Journal of Management*, 42(1), 299–344. <http://doi.10.1177/0149206313486259>
- Terjesen, S., Lepoutre, J., Justo, R., & Bosma, N. (2012). Global entrepreneurship monitor. 2009 Report on social entrepreneurship. Retrieved from <http://www.gemconsortium.org/docs/download/2519>
- Tessema-Gerba, D. (2012). Impact of entrepreneurship education on entrepreneurial intentions of business and engineering students in Ethiopia. *African Journal of Economic and Management Studies*, 3(2), 258–277. <https://doi.org/10.1108/20400701211265036>
- Tiwari, P., Bhat, A., & Tikoria, J. (2017). Predictors of social entrepreneurial intention: An empirical study. *South Asian Journal of Business Studies*, 6(1), 53–79. <https://doi.org/10.1108/SAJBS-04-2016-0032>
- Urbano, D., & Aparicio, S. (2016). Entrepreneurship capital types and economic growth: International evidence. *Technological Forecasting and Social Change*, 102, 34–44. <https://doi.org/10.1016/j.techfore.2015.02.018>
- Valencia, A., Montoya, I., & Montoya, A. (2016). Intención emprendedora en estudiantes universitarios: Un estudio bibliométrico. *Intangible Capital*, 12(4), 884–922.
- Varela, R., Veiga, L., Greco, S., Lasio, V., Bartesaghi, A., Herrington, M., & Kew, P. (2016). GEM 2015/2016 Latin America and Caribbean Regional Report – Spanish, p. 39.
- Warhuus, J., Tanggaard, L., Robinson, S., & Moltrup, S. (2017). From I to we: Collaboration in entrepreneurship education and learning? *Education + Training*, 59(3), 234–249. <https://doi.org/10.1108/ET-08-2015-0077>
- Yukongdi, V., & Lopa, N. Z. (2017). Entrepreneurial intention: A study of individual, situational and gender differences. *Journal of Small Business and Enterprise Development*, 24(2), 333–352.