

Entrepreneurship Culture in Administration and Law Students: A Transdisciplinary Exploration

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Abstracts

The entrepreneurship culture in young individuals is characterized by a set of traits and qualities that foster and promote the entrepreneurial spirit and the pursuit of opportunities for creation and innovation. In the case of vocational students, these traits may be manifested as attitudes, knowledge, and skills exhibited within specific contexts. The conducted study aimed to analyze the entrepreneurship culture in young Administration and Law students, as well as to compare this culture based on their educational profiles, considering two variables. An instrument was administered to a population comprising 582 students. The findings lead to the conclusion that both Administration and Law students exhibit a promising level of entrepreneurial spirit, which can be further enhanced through their vocational education.

Keywords: Entrepreneurship Culture, Vocational Education, Entrepreneurial Spirit.

Introduction

Entrepreneurship has been regarded as the knowledge, capabilities, and skills that individuals have for decision-making in the face of uncertainties (Cherukara & Manalel, 2011; Pedraza et al., 2015), not only related to financial aspects but also concerning the attitudes and procedures undertaken for the identification and implementation of opportunities and projects in different sectors (Sela and Bacarini, 2009; Mello, 2011). In other words, although the term has been widely associated with business creation and thus with being an entrepreneur, entrepreneurship should align with an individual's self-realization at a personal level and across various spheres, such as the social, cultural, political, economic, productive, and service domains (Rajadell, 2019). This generates opportunities that entail specific challenges, and its development should be such that it leads to a sense of satisfaction with the outcomes achieved.

The willingness to undertake actions in order to address social issues presented as market failures (De la Garza et al., 2019) is closely tied to individuals' entrepreneurial culture, as it is not only an attitude but also characterized as a way of thinking and understanding life, including business, through commitment, patience, optimism, perseverance, hard work, creativity, innovation, and risk-taking (Knight, 1921; Coon, 2004). It is in this context that education plays a significant role in contributing to the promotion and encouragement of an entrepreneurial culture, fostering a favorable attitude towards these skills (Vásquez, 2017). As professionals, individuals must acquire competencies that enable them to confront the challenges inherent in career paths within the productive sector.

Building upon the foregoing, in 2009, the Council of the European Union established four strategic pillars in the realm of education and training, with one of them being the enhancement of creativity and innovation, including entrepreneurial culture, at all levels of education and training. In 2018, this same Council recognized entrepreneurial competence as one of the eight key competences for lifelong learning (González Tejerina & Vieira, 2021). Several authors (Ferreira, 2020; Sanahuja et al., 2020; Santana et al., 2016) assert that competences associated with initiative and entrepreneurial culture are crucial for young people to succeed in an increasingly demanding modern society. Therefore, regardless of the field of study the student is pursuing, it is important to foster an entrepreneurial spirit, further considering that it is not confined to the specific academic discipline (Dueñas & Cuéllar, 2022).

The current study aims to investigate the perceptions, attitudes, knowledge, and entrepreneurial skills of young individuals undergoing training in the fields of Administration and Law, in order to ascertain their level of entrepreneurial culture and their ability to conceive and develop projects within these disciplines.

Theoretical Framework

Traditionally, entrepreneurship has been linked to the processes of business creation, with an economic perspective prevailing in its conception (Vásquez, 2015). To understand the term, it is necessary to delve into its semantic origin. This word derives from the French "entreprendre," a translation associated with doing something, but with the condition of doing it well and with a vision of social or economic success. In this regard, Edelman et al. (2016) considered entrepreneurship as an opportunity where a project of any nature can be undertaken, as long as the knowledge and information possessed by the entrepreneur regarding the subject are put into action. This knowledge, when used to one's advantage, serves to perceive opportunities, manage and allocate resources, take risks, and thereby achieve benefits through the leadership of one's abilities (Bergmann et al., 2016).

This is how entrepreneurial activities have received special attention from both academic and governmental entities in respect of the factors that determine the entrepreneurial spirit (Fernandes et al., 2018). Within this line of analysis, entrepreneurial spirit is defined as a state of mind in an individual that focuses on achieving a goal through actions that influence generating outcomes (Soria-Barreto et al., 2016). It has also been considered a dynamic action undertaken by one or more individuals, centered on innovation that creates new value in the

market (Fernández, 2010). Given that the changes and challenges imposed by technologies and information in various contexts require special handling within markets, resource management (Mora, 2011), individual values, culture, social environment, family, and education play a significant role, all of which can contribute to goal achievement (Díez-Echavarría et al., 2020).

The concepts surrounding this subject have emphasized the capacity to think, reason, and act, centered on opportunities, through balanced leadership and the management of calculated risk (Alemany et al., 2011; Galindo & Echeverría, 2011). Similarly, the term "entrepreneurial culture" has been linked to the ability to overcome obstacles that arise when initiating projects, as well as the skill to efficiently, effectively, and persistently overcome failure (Espíritu, 2016). In this context, it is possible to think that the matter is solely a question of attitude, self-confidence, and capacity strengthening. However, the issue is significant as it can be defined as a consistent behavior of managing resources to yield outcomes, tailored to the specific activity (Quintero, 2007). In this study, the entrepreneurial stance is focused on individuals' positive attitude towards proposed objectives, long-term goals, innovativeness, fearlessness in venturing into the unknown, coupled with the ability to recognize opportunities, self-motivate, and calculate risks.

There are different approaches and theoretical models that have been proposed to understand and promote entrepreneurial behavior among university students. One of the most influential theoretical frameworks is the Theory of Planned Behavior (TPB), developed by Ajzen (2002). This model asserts that attitudes, subjective norms, and perceived control are determining factors in individuals' intention to undertake and their entrepreneurial behavior. Thus, intentions and attitudes should encompass the need for achievement, focused on the specific outcomes of creating and developing business processes; Business Innovation, oriented towards the operational system of the enterprise itself, which may be influenced by personal traits and educational background; Perceived Control, related to the perceived intervention in business outcomes; and Business-focused Self-Esteem, the confidence and sense of competence to address business challenges (Krauss, 2011).

In the same vein, González et al. (2018) elucidate that three factors influence individuals' entrepreneurial spirit: certainties regarding initiating a productive project, the prevalence or social influence of close individuals in the decision to start a business, as well as the abilities to successfully manage their entrepreneurial endeavor. Thus, the entrepreneur must own a sufficient degree of behavioral control to enact their intentions when the opportunity for entrepreneurship arises. As well as to foster key skills such as creativity, innovation, decision-making, problem-solving, and leadership, which are essential both for starting one's own business and for being change agents within existing organizations (Alejos, 2013). Additionally, it is crucial to consider the influence of the environment and educational policies in fostering entrepreneurial spirit among university students (Solarte et al., 2015). Hence, Suárez-Ortega et al. (2020) assert that the creation of entrepreneurial education programs, the availability of financial and support resources, collaboration with the business community, and the promotion of entrepreneurial culture on campus are pivotal aspects that can influence the development and manifestation of entrepreneurial culture among university students.

The Role of Education in the Development of Entrepreneurial Culture

Fagerholm et al. (2018) indicates that educational programs have a positive influence on fostering entrepreneurial culture, primarily because it can be taught. Jiménez et al. (2015) highlight that training provides the necessary cognitive skills to assess and exploit the best opportunities that may arise. In this regard, education plays a pivotal role in the development of entrepreneurial spirit, as it is through education that future professionals can acquire competencies enabling them to navigate an increasingly demanding world. Thus, targeted education can foster an entrepreneurial mindset, achieved through the transmission of theoretical concepts and the development of cognitive skills.

It is worth considering that competencies enable the comprehensive development of students. Tobón (2010) emphasizes the importance of higher education institutions promoting the integration of theory and practice, facilitating meaningful learning and the transfer of knowledge to real-world contexts. In this regard, competency-based education is a key element for the training of competent professionals who are committed to their social and work environment.

Entrepreneurship education, the way it is developed within the curriculum, as well as the specificity of the program being pursued, can have a direct impact on individuals' entrepreneurial intention (Byabashaija and Katono, 2011), an intention that can also be influenced by variables such as gender, type of university (whether public or private), program, or the student's progress in their career (Byabashaija and Katono, 2011). In this sense, the significance of higher education institutions is notable as they guide educational projects that enable future graduates to have a realistic and functional perspective of the context, aiming to focus and enhance people's lives in coherence with their own professional and personal objectives and goals (González and Martínez, 2016), through the design and implementation of productive entrepreneurial projects.

This is how entrepreneurial culture is a fundamental quality in today's business world. Both in the field of Law and Administration, the ability to undertake and generate new ideas has become a determining factor for professional success. On their part, institutions of higher education usually focus on developing professional competencies for Lawyers in interpretation, systematization, integration, argumentation, and application, as well as in reflection, identification, selection, and integration of social issues (Sanromán and Morales, 2016), all of which are essential for their professional performance. However, the modern world calls for professionals with an innovative, critical, and analytical spirit, as well as a predisposition for adaptability and growth within their environment (Guachimbosa et al., 2019). In this way, Lawyers develop skills that enable them to consider entrepreneurship as a life choice and a professional opportunity that contributes to progress, development, and personal and social well-being. Furthermore, it can enhance the quality of life for citizens by allowing them to be active agents in shaping their own destiny (Paredes, 2017).

On the other hand, according to Mintzberg (1990), being a manager entails possessing competencies that enable the fulfillment of the administrative process: planning, organizing, directing, and controlling; for this purpose, the future graduate requires aptitudes and attitudes that allow them to confront an increasingly globalized business environment (Kankaanranta, 2010), at a highly stressful pace (Avey, 2009), and where they must perform a diverse and

complex range of functions. Likewise, they must develop the ability to identify business opportunities, establish companies, and effectively lead projects with initiative, proactivity, self-management skills, planning, communication skills, and problem-solving and decision-making capabilities, among others (Sanabria, 2019).

In this sense, universities enhance entrepreneurial education, as the entrepreneurial business spirit is part of the mission and vision of these institutions (Sandobal, 2021). As articulated by González et al. (2018), it is through administration programs and schools of administration that an academic curriculum enables the acquisition of competencies in entrepreneurship. It is in this space that students find awareness, training, and guidance to embark on this field through courses or subjects (Murcia et al., 2014), while also emphasizing job creation and technological transfer in service of society and the productive sector. In other words, the entrepreneurial spirit should be viewed as a central pillar of education within the institution's values; thereby, the strengthening of diverse business competencies that every entrepreneur must develop to succeed in their entrepreneurial endeavors can be achieved.

Methodology

A quantitative approach is presented in this study, wherein numerical data are collected and statistically analyzed using a standardized tool such as a questionnaire. This approach follows the guidelines proposed by Hernández et al. (2014), who emphasize that quantitative exploration provides a numerical and statistical perspective for generalizing from specific particulars.

The study is classified as descriptive and correlational. Initially, an exploration of the study object is conducted to gain deeper knowledge about the subject. Subsequently, the characteristics and properties of the study object are described. Following this, the relationship between variables is examined, and the presence of a statistical relationship or association among them is determined (Medina, 2016).

The study population consisted of 582 students aged between 20 and 30 years, pursuing professional careers in Law and Administration: 231 and 382 students respectively. Of these, 64,6% were female and 35,4% were male. To address this population, a Likert-type questionnaire was designed based on the conceptualization obtained through a review of specialized literature. This questionnaire aimed to gather information, in addition to gender and field of study, about topics related to young individuals' perceptions and attitudes, as well as their entrepreneurial knowledge and skills concerning their ability to generate and develop entrepreneurial projects. For each of these topics, eight statements were included with the objective of obtaining relevant information.

Development

Below, the results collected through the applied instrument are presented. Initially, the participation of 582 young students is recorded, of which 64,6% are female. Concerning the specific distribution, 350 students were identified in the Administration program and 231 in the Law program. Furthermore, it is observed that 38,5% and 26,1% correspond to females, respectively.

Perceptions and attitudes of young students in the administrative and Law fields towards entrepreneurship

The results obtained for this variable are presented in table 1:

Table 1 Perceptions and Attitudes of Young Students Towards Entrepreneurship.

| | Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item 6 | Item 7 | Item 8 |
|-------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| Strongly Disagree | 2,7% | 2,6% | 2,6% | 2,2% | 3,3% | 2,7% | 2,7% | 1,9% |
| Disagree | 0,5% | 1,0% | 0,5% | 1,7% | 2,7% | 4,8% | 4,8% | 0,3% |
| Undecided | 4,1% | 6,4% | 2,6% | 2,9% | 12,4% | 18,7% | 18,7% | 8,1% |
| Agree | 35,9% | 45,9% | 44,0% | 43,8% | 42,1% | 42,8% | 42,8% | 39,5% |
| Strongly Agree | 56,7% | 44,2% | 50,3% | 49,3% | 39,5% | 30,9% | 30,9% | 50,2% |

These results allowed establishing that the perception of students in Administration and Law regarding whether they consider entrepreneurship an attractive option for their professional future, revealed that 2,7% of the students strongly disagree with the idea of entrepreneurship being an appealing option for their professional future, while only 0,5% disagree. Additionally, 4,1% of the students are undecided on this matter. On the other hand, 35,9% of the students agree with the statement, indicating that they consider entrepreneurship an attractive option for their professional future. Similarly, 56,7% of the students strongly agree, reflecting a high degree of acceptance and attraction towards entrepreneurship as an option for their professional future. Thus, the majority of students in these two fields of study either agree or strongly agree in considering entrepreneurship an appealing option for their professional future, suggesting interest in this area and a willingness to embark on entrepreneurial paths in their careers.

A 2,6% of students strongly disagree with the notion that having entrepreneurial skills is important for success in the current job market. Additionally, 1% disagree with this statement. On the other hand, 6,4% are undecided about the importance of having entrepreneurial skills in the current job market.

In contrast, 45,9% of students agree with the statement, indicating that they believe having entrepreneurial skills is important for success in the current job market. Furthermore, 44,2% are completely in agreement with this idea. Thus, a substantial proportion of students who either agree or strongly agree, demonstrating that they consider having entrepreneurial skills crucial for achieving success in the current job market, is evident. However, it should not be overlooked that a significant percentage of students are strongly in disagreement and in disagreement, as well as those who remain undecided in relation to this opinion.

Regarding how students feel about being motivated to undertake and create their own business in the future, it was found that: 2,6% of students strongly disagree with this idea. 0,5% disagree with this statement. 2,6% are undecided about feeling motivated to undertake and create their own business in the future. On the other hand, 44,0% agree with feeling motivated to undertake and create their own business in the future. 50,3% completely agree with the statement. This suggests that a significant proportion of surveyed students in Administration and Law (at least 94,3%) are in agreement about feeling motivated to undertake and create their own business in the future.

Regarding students' perception of whether they believe that education in the fields of Administration and Law provides them with the necessary tools for successful entrepreneurship, among the surveyed students, it was found that 2,2% of students strongly disagree and 1,7% disagree with this statement. Meanwhile, 2,9% are undecided about whether the education they are receiving equips them with the necessary tools for successful entrepreneurship.

On the other hand, 43,8% of students agree, indicating that they believe education in the fields of Administration and Law provides them with the tools for entrepreneurship. 49,3% completely agree with this idea. Therefore, the data highlights that a significant proportion of students, at the very least, either agree or completely agree that education in their respective fields of Administration and Law equips them with the necessary tools for successful entrepreneurship. However, it is observed that there is a small percentage of students who disagree, strongly disagree, or are undecided, totaling an average of 6,8% in relation to whether the education in their areas of study provides them with the necessary tools for successful entrepreneurship.

The statistical data reflects students' willingness to take on risks associated with entrepreneurship, which shows that 3,3% of students strongly disagree with the idea of assuming risks associated with entrepreneurship. 2,7% disagree with this statement, and 12,4% are undecided. On the other hand, 42,1% of students agree, and 39,5% completely agree with the willingness to take on risks associated with entrepreneurship.

These data reveal that a significant proportion of students (42,1% agree and 39,5% completely agree) are willing to take on risks associated with entrepreneurship. This indicates a positive attitude towards embracing challenges and a readiness to confront the uncertainties that come with entrepreneurship, suggesting that the majority of students are willing to embrace the risks associated with entrepreneurship or have a positive attitude towards the business world. However, it is important to note the presence of undecided students, suggesting the need to provide additional information and foster confidence in risk-taking for those who are still undecided.

Regarding students' belief in the importance of support and guidance from entrepreneurship experts to succeed in their own business, it was found that 1,9% strongly disagree with the idea that support and guidance are important, 0,2% disagree, and 5,7% are undecided. Conversely, the majority of students, at the very least, agree with the statement, as evidenced by the data: 38% agree, and 54,3% report being completely in agreement with this idea, indicating that they consider the support and guidance of entrepreneurship experts important for success in their own business.

Concerning students' confidence in their abilities to identify business opportunities and carry them out, it was observed that 2,7% of students strongly disagree with the idea of feeling confident in their abilities to identify and pursue business opportunities. 4,8% disagree with this statement, and 18,7% are undecided about feeling confident in their abilities in this area. Meanwhile, 42,8% of students agree with the statement, indicating that they feel confident in their abilities to identify business opportunities and carry them out. 30,9% are completely in agreement with this idea.

These data reveal that a substantial proportion of students, approximately 73,7% ranging from agree to strongly agree, feel confident in their abilities to identify business opportunities and carry them out. This provides a positive perception of their entrepreneurial capacity and a sense of security in their ability to recognize opportunities and take action. It also reflects potential insecurity or doubts about their entrepreneurial abilities in 26,2% of students.

Regarding whether young students believe that entrepreneurship can contribute to the economic and social development of their community, it was observed that 1,9% of students strongly disagree with the idea that entrepreneurship can contribute to the economic and social development of their community. 0,3% disagree with this statement, and 8,1% are undecided about whether entrepreneurship can have a positive impact on their community. In contrast, 39,5% of students agree with the statement, indicating that they believe entrepreneurship can contribute to the economic and social development of their community. 50,2% are completely in agreement with this idea. Thus, it can be inferred that a vast majority of students, 89,7%, regardless of their field of study, believe that entrepreneurship can have a positive impact on the economic and social development of their community. This also raises the consideration that there may be a lack of information or a complete understanding about the potential impact of entrepreneurship in their community, as indicated by the significant percentage comprised of those strongly disagreeing, agreeing, or undecided, which stands at around 10,3%.

Knowledge and entrepreneurial skills of students regarding their ability to generate and develop entrepreneurial projects.

Regarding the level of students' familiarity with basic entrepreneurship concepts: 2,1% of students strongly disagree with being familiar with these basic concepts, while 6,5% disagree. 23,9% are undecided about their familiarity. On the other hand, 40,7% of students agree that they are familiar with these concepts, and 26,8% are completely in agreement. These results indicate that the majority of students have some level of familiarity with basic entrepreneurship concepts, although a significant percentage of students are undecided or in disagreement.

In terms of students' knowledge level about the strategies and tools required to identify business opportunities, it was found that 2,1% strongly disagree with having solid knowledge in this aspect, while 2,7% disagree. 13,7% are undecided. On the other hand, 38,3% of students agree that they possess knowledge in this area, while 43,1% are completely in agreement. Thus, the results indicate that a substantial proportion of students believe they have solid knowledge of the strategies and tools necessary to identify business opportunities; however, 18,5% are undecided or in disagreement.

Regarding students' abilities to develop a complete and coherent business plan, 1,7% of students strongly disagree with possessing these skills, while 1,2% disagree. 11% are undecided. On the other hand, 46,9% of students agree that they possess these skills, while 39,2% are completely in agreement. Thus, the data reveals that a substantial proportion of the surveyed students consider themselves to possess skills in this aspect, while acknowledging the existence of a significant percentage that remains undecided or in disagreement.

Regarding students' knowledge in evaluating the financial viability of an entrepreneurial project and creating financial projections, 2,6% of students strongly disagree with possessing this

knowledge, while 2,4% disagree. 14,9% are undecided about their knowledge. On the other hand, 45,5% of students agree that they know how to evaluate the financial viability of an entrepreneurial project and create financial projections, while 34,5% are completely in agreement. Therefore, the results indicate that a substantial proportion of students believe they have knowledge in this aspect, although there is a considerable percentage that remains undecided or in disagreement, which amounts to practically 24,8% of those in agreement.

The data obtained for this variable can be reflected in the following table:

Table 2 Entrepreneurial Knowledge and Skills of Students vs. Ability to Generate and Develop Entrepreneurial Projects

| | Item 9 | Item 10 | Item 11 | Item 12 | Item 13 | Item 14 | Item 15 | Item 16 |
|-------------------|--------|---------|---------|---------|---------|---------|---------|---------|
| Strongly Disagree | 2,1% | 2,1% | 1,7% | 2,6% | 36,4% | 3,1% | 1,2% | 1,7% |
| Disagree | 6,5% | 2,7% | 1,2% | 2,4% | 18,2% | 7,7% | 2,9% | 5,8% |
| Undecided | 23,9% | 13,7% | 11,0% | 14,9% | 8,1% | 22,7% | 17,0% | 18,6% |
| Agree | 40,7% | 38,3% | 46,9% | 45,5% | 27,0% | 49,3% | 59,1% | 49,3% |
| Strongly Agree | 26,8% | 43,1% | 39,2% | 34,5% | 10,3% | 17,2% | 19,8% | 24,6% |

Regarding students' ability to identify and manage risks associated with an entrepreneurial project, it is observed that 36,4% of students strongly disagree with having this capacity, while 50% of the previous total disagree. 8,1% are undecided about their capacity. On the other hand, 27% of students agree that they have the ability to identify and manage risks, while 10,3% are completely in agreement. Thus, the results indicate that there are more students who do not feel confident in identifying and managing risks in an entrepreneurial project. Only a minority feels completely in agreement with having this capacity.

As for students' ability to establish and maintain effective business relationships with clients, suppliers, and strategic partners, it is observed that 3,1% of them strongly disagree with possessing these skills, 7,7% disagree, and 22,7% are undecided about their capacity. In contrast, 49,3% agree that they possess these skills, and 17,2% are completely in agreement. These results show that a revealing proportion of students acknowledge having skills to establish and maintain effective business relationships. However, a significant percentage is composed of those who are undecided, disagree, or strongly disagree.

Regarding students' ability to develop marketing and promotion strategies for their entrepreneurial venture, it is observed that 1,2% of students strongly disagree with being capable of it, while 2,9% disagree. 17% are undecided about their capacity. On the other hand, 59,1% of students agree that they are capable of developing these strategies, while 19,8% are completely in agreement. These results indicate that a significant majority of students consider themselves capable of developing marketing and promotion strategies, which is crucial for the success of an entrepreneurial business. It should be noted, however, that the percentage of students who are undecided, disagree, or strongly disagree needs to be taken into account, suggesting the need to strengthen their training in this aspect.

As for students' skills to lead and motivate a team in an entrepreneurial environment, it was found that 1,7% strongly disagree with having these skills, while 5,8% disagree. 18,6% are undecided about this capacity. On the other hand, 49,3% of students agree that they have these skills, while 24,6% are completely in agreement. The aforementioned data allows us to infer that the majority

of students believe they possess skills to lead and motivate a team in an entrepreneurial environment, which is crucial for the success of an entrepreneurial project. However, the need to train and strengthen these skills is important considering that the percentage of students who are undecided, disagree, or strongly disagree is quite significant.

State of entrepreneurial spirit and its components

Regarding the level of entrepreneurial spirit among students by program, it is observed that a percentage of 5,9% in the field of Administration and 6,2% in Law falls into the "low" level. In contrast, 39,4% in Administration and 21,1% in Law are classified as "moderate" level. As for the "high" level, it is notable that 15,2% of Administration students exhibit an entrepreneurial spirit, while 12,3% of Law students also fall into this level. In conclusion, it can be observed that, in both fields, the majority of students are situated at the "Moderate" level in terms of their entrepreneurial spirit. Furthermore, it is evident that most students are positioned at the "moderate" level in both fields, indicating potential for fostering and developing entrepreneurial spirit in young individuals pursuing Law and Administration.

Regarding the "low" level of entrepreneurial spirit, it is observed that 8,3% of women and 3,8% of men fall into this category. In the "moderate" level, 38,7% of women and 21,8% of men are situated in this range. Lastly, at the "high" level, it is noteworthy that 17,8% of women and 9,7% of men exhibit a heightened entrepreneurial spirit. It can be concluded that 64,8% of women and 35,2% of men display some level of entrepreneurial spirit. It is important to highlight that the "moderate" level of entrepreneurial spirit is predominant for both women and men. However, the data reflects that women have a higher percentage across all levels: in low, moderate, and high levels, they are above the average by 4,5%, 16,9%, and 8,1% respectively, indicating a favorable trend toward entrepreneurial spirit in this group. Nonetheless, it underscores the need to continue fostering and developing entrepreneurial spirit in both women and men to further propel the entrepreneurial culture within the academic context.

It is revealed that, within the overall framework of entrepreneurial spirit levels among Law and Administration students, 12.5% exhibit a low level, 60.1% display a moderate level, and 27.3% demonstrate a high level. This indicates that the majority of students fall within the moderate level in terms of their entrepreneurial spirit, followed by the high level. A relatively small percentage presents a low level in this aspect. Therefore, the results suggest a significant presence of entrepreneurial spirit among students in both disciplines, with a notably higher proportion of students displaying a moderate or high level.

Table 3 illustrates the described data regarding the existing gender and disciplinary training correlations with the worked variables. Significant correlations were found between attitudes, knowledge, entrepreneurial skills, and entrepreneurial spirit.

Table 3 Pearson Correlations between Gender, Field of Study, and Worked Variables

| | | A | B | C | D | E | F |
|-------------|-------------------|--------|--------|--------|--------|--------|--------|
| A. Gender | Correlación de P. | 1 | -0,020 | 0,024 | -0,014 | -0,039 | 0,016 |
| | Sig. (bilateral) | | 0,625 | 0,565 | 0,743 | 0,355 | 0,707 |
| B. Programa | Correlación de P. | -0,020 | 1 | ,354** | 0,026 | -0,014 | -0,001 |
| | Sig. (bilateral) | 0,625 | | 0,000 | 0,531 | 0,738 | 0,978 |
| | Correlación de P. | 0,024 | ,354** | 1 | 0,014 | 0,026 | ,136** |

| | | | | | | | |
|--|-------------------|--------|--------|--------|--------|--------|--------|
| C. Barriers and Facilitators for Entrepreneurship Culture Development. | Sig. (bilateral) | 0,565 | 0,000 | | 0,746 | 0,530 | 0,001 |
| D. Youth Attitudes towards Entrepreneurship. | Correlación de P. | -0,014 | 0,026 | 0,014 | 1 | ,439** | ,145** |
| | Sig. (bilateral) | 0,743 | 0,531 | 0,746 | | 0,000 | 0,001 |
| E. Entrepreneurial Knowledge and Skills. | Correlación de P. | -0,039 | -0,014 | 0,026 | ,439** | 1 | ,238** |
| | Sig. (bilateral) | 0,355 | 0,738 | 0,530 | 0,000 | | 0,000 |
| F. Entrepreneurial Spirit. | Correlación de P. | 0,016 | -0,001 | ,136** | ,145** | ,238** | 1 |
| | Sig. (bilateral) | 0,707 | 0,978 | 0,001 | 0,001 | 0,000 | |

** . The correlation is significant at the 0,01 level. (bilateral).

There were no significant correlations with gender or program of study. The overall summary of relationships between variables is as follows:

Gender vs. Other Variables: There is a weak negative correlation between Gender and Program with a value of -0,020, but it is not statistically significant, considering its p (Sig.) = 0,625. Meanwhile, it is noted that there is no correlation between gender and the four observed variables.

Academic Program (Program) vs. Other Variables: There is a weak positive correlation between Program and Barriers and facilitators for the development of entrepreneurial culture with a value of 0,354**, which is statistically significant with p (Sig.) = 0,000. No significant correlations were found with the other compared items.

Among the Variables: There is a moderate positive correlation between Attitudes of young people towards entrepreneurship and Entrepreneurial Knowledge and Skills with a value of 0,439**, which is statistically significant with p = 0,000. There is a weak positive correlation between Attitudes of young people towards entrepreneurship and Entrepreneurial Spirit with a value of 0,145**, which is also statistically significant with p (Sig.) = 0,001. No significant correlations were found with the other compared items. There is a weak positive correlation between Entrepreneurial Knowledge and Skills and Entrepreneurial Spirit with a value of 0,238**, which is also statistically significant with p = 0,000. There is a weak positive correlation between Entrepreneurial Spirit and Barriers and facilitators for the development of entrepreneurial culture with a value of 0,136**, which is statistically significant with p (Sig.) = 0,001.

Conclusions

The opinions of students in the fields of Administration and Law demonstrate a high degree of acceptance and attraction towards entrepreneurship as a viable option for their future professional careers. The majority of students in both disciplines express agreement or complete agreement in considering entrepreneurship as an appealing alternative, reflecting a tangible interest in this field and a willingness to explore entrepreneurial opportunities in their career paths.

The findings also reveal that a significant proportion of students value the importance of entrepreneurial skills in the current labor market, with a notable percentage recognizing that their education equips them with tools for successful entrepreneurship. While there is a segment of

students expressing disagreement or indecision in this regard, the majority exhibit a positive attitude towards embracing the risks associated with entrepreneurship and feel confident in their abilities to identify business opportunities and carry them out.

It is important to highlight that a significant majority of students recognize the positive impact of entrepreneurship on the economic and social development of their community. However, there is also an observed need for providing more information and education on this aspect, considering the presence of students who express disagreement or indecision on this point.

Finally, the results of this research demonstrate that students in Administration and Law own a promising level of entrepreneurial spirit. These findings suggest that educational institutions and training programs play an essential role in fostering an entrepreneurial culture among young individuals. Despite some points of disagreement or indecision, the overall outlook is positive, underscoring the importance of further nurturing entrepreneurial spirit within the academic context to equip future professionals with the necessary skills and mindset to confront the challenges of the business world. In this regard, higher education institutions are called upon to incorporate and/or deepen those skills that promote entrepreneurial spirit within their study programs.

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