INNOVACIÓN UNIVERSITARIA
ISSN: 2953-7606

How to cite?

Cervantes Guzmán, N. (2025). Entrepreneurial Intention of Students at University of Guadalajara. *Revista Innovación Universitaria*, 7, 28-71.
https://doi.org/10.64312/gv10xd43

Revista Innovación Universitaria
ISSN: 2953-7606
Volumen 7, octubre 2025
Costa Rica

ENTREPRENEURIAL INTENTION OF STUDENTS AT THE UNIVERSITY OF GUADALAJARA

LA INTENCIÓN EMPRENDEDORA DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE GUADALAJARA

DOI: https://doi.org/10.64312/gv10xd43

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Received: 31-03-2025
Accepted: 11-09-2025

ABSTRACT

This study examines the effectiveness of experiential learning in fostering entrepreneurial intentions among university students to use the Synergy project as a case study (CUCEA, CUCBA, and CUSUR, UdeG Network). By integrating training education with soft skills development in multidisciplinary teams, the initiative seeks to close the gap between theoretical knowledge and practical entrepreneurial application. Despite extensive research on entrepreneurial intentions, the specific impact of experiential learning and self-perception of capabilities within multidisciplinary collaboration remains underexplored. When using a quantitative approach, structural equation model (SEM) was used to analyze data from participating students, with reliability and validity evaluated via CFA. Results indicate experiential learning enhances business task performance, motivation and entrepreneurial interest with self-perception and entrepreneurial orientation that play key roles in this process. The study recommends integrating experiential learning into curricula to strengthen entrepreneurial skills, foster collaboration and promote sustainable innovation in alignment with global development frameworks.

KEYWORDS: Entrepreneurial Intention, Experiential Learning, Multidisciplinary Collaboration, Self-Perception of Capabilities, Social Norms, Entrepreneurial Orientation.

RESUMEN

Este estudio investiga la efectividad del aprendizaje experiencial en el fomento de las intenciones emprendedoras entre estudiantes universitarios a través del proyecto Sinergia (CUCEA, CUCBA y CUSUR, Red UdeG). Al integrar la formación académica con el desarrollo de habilidades blandas en equipos multidisciplinarios, la iniciativa busca cerrar la brecha entre el conocimiento académico y la práctica emprendedora. A pesar de la abundante investigación sobre intenciones emprendedoras, el impacto específico del aprendizaje experiencial y la autopercepción de capacidades dentro de la colaboración multidisciplinaria han sido poco explorados. Mediante un enfoque cuantitativo, se empleó el modelado de ecuaciones estructurales (SEM) para analizar los datos de los estudiantes participantes, con la confiabilidad y validez evaluadas a través del análisis factorial confirmatorio (CFA). Los resultados indican que el aprendizaje experiencial mejora el desempeño en tareas empresariales, la motivación y el interés emprendedor, en donde la autopercepción y la orientación emprendedora son factores clave. El estudio recomienda integrar el aprendizaje experiencial en los planes de estudio para fortalecer las competencias emprendedoras, fomentar la colaboración y promover la innovación sostenible en alineación con los marcos globales de desarrollo.

PALABRAS CLAVE: Intención Emprendedora, Aprendizaje Experiencial, Colaboración Multidisciplinaria, Autopercepción de Capacidades, Normas Sociales, Orientación Emprendedora.

INTRODUCTION

The University of Guadalajara (UdeG), a leading public institution in Jalisco, Mexico, promotes teaching, research and community engagement. Its mission is to strengthen competencies of their students and prepare them for professional roles, integrating entrepreneurship

education to foster creativity, initiative, and problem-solving in response to labor market demands. (Arechavala et al., 2017; Castillo, 1999; Morselli, 2019).

In Mexico, youth unemployment remains a pressing issue. INEGI reports nearly three million unemployed individuals aged 17–25, with one in three holding a university degree. According to the OECD, graduates over 22 often wait more than a year to get a job in their field, frequently earning less than their education costs. (Herrera, 2020). This reflects a short-term focus on exams instead of long-term employability, highlighting the need for education that combines academic knowledge with soft skills. (Castro Hernández, 2019).

Millennials, shaped by digital technologies, have redefined entrepreneurship. Unlike previous generations, they seek innovation and non-traditional job paths. (Wahyuningsih, 2019). However, they face barriers such as higher qualification demands and limited career opportunities. (Herrera, 2020). Consequently, many shift toward entrepreneurship requiring universities to adopt interactive and experiential approaches. (Jorio et al., 2018).

The COVID-19 pandemic reinforced the urgency of entrepreneurial education. Job losses and company closures showed to the world the importance of creating self-employment opportunities. (Ratten, 2021). This context encouraged universities like UdeG to expand entrepreneurial programs, enabling students to apply academic knowledge to real business challenges. (Valdivia-Velazco et al., 2019; Montiel Méndez et al., 2023).

In response, UdeG launched the Synergy project in 2020. This initiative fosters interdisciplinary collaboration among students in Food Science (CUCBA), Marketing (CUCEA) and Intellectual Property (CUSUR). By adopting a triple helix model, the project links academia, industry and government to promote innovation, problem-solving and business development across multiple professional fields.

PROBLEM STATEMENT

According to Funders and Founders (2016), between 2013 and 2020, only three billion of the world's eight billion people were expected to be employed. Currently, one in 19 people is an entrepreneur, with 57% of them being young adults aged 18 to 34. The Global

Entrepreneurship Monitor (2019/2020) further reports that entrepreneurial activity is highest among younger individuals and declines after age 38, with 55.6% of ventures driven by opportunity, while 25.2% are motivated by necessity. (Bloomberg, 2016). These levels have risen sharply in response to the COVID-19 pandemic. (Bernat & Duda, 2024). As Sánchez (2012) emphasizes, “entrepreneurs not only generate ideas; they also bring them to life because without action, there is no entrepreneurship”. (p. 16).

For students to transform their projects into market-ready ventures, universities must provide the necessary support. The World Bank underscores that entrepreneurship programs are particularly effective for youth groups compared to adults (Valerio et al., 2013). Developing professionals capable of creating companies, entering national and international markets and generating social impact requires strong institutional commitment to fostering human talent. (Díaz, 2015; Trinugroho & Lau, 2019). Universities play a crucial role in offering environments that promote knowledge creation, skill development and entrepreneurial capacity. (Shelton et al., 2023). Such preparation ensures that young people are better prepared to confront the challenges of entrepreneurship in real-world contexts. (Ajmal & Ratner, 2020). Also, it is important to consider that a lack of knowledge, training or skills should not become a barrier to achieving entrepreneurial goals. (Shankman et al., 2015).

JUSTIFICATION

The dissolution of the National Institute of Entrepreneurship (INADEM) disrupted a critical support system for entrepreneurship in Mexico, leading to the closure of many incubators and accelerators that depended on its funding. (Velázquez, 2019). As a result, young people have been forced to seek job opportunities without government incentives for business creation, contributing to a slowdown in entrepreneurial activity and fewer opportunities overall. (ContentEngine LLC, 2019). Consequently, often university graduates do not receive sufficient stimulation or institutional support to advance within the business sector. (Dolores Ruiz et al., 2020). This lack of opportunities to join the Economically Active Population (EAP) is compounded by challenges facing small and medium-sized enterprises (SMEs) in Mexico, including low growth, instability and restricted access to credit. (Arana, 2018). These structural barriers significantly limit employment prospects, underscoring the urgent need to

foster entrepreneurial intent among students. Addressing this gap requires the integration of entrepreneurship training, education, and the development of soft skills to equip students with the tools needed to overcome limited job opportunities and scarce funding for new ventures. (Shah et al., 2023; Humsona & Yuliani, 2018).

Multidisciplinary collaboration has been shown to produce better results by enhancing various aspects of business development and producing higher-quality outcomes. (Khosrow-Pour, 2018). Encouraging students from diverse disciplines to collaborate on academic projects can foster viable business ventures, strengthen professional networks and enhance the overall quality of entrepreneurial initiatives. This approach prevents university-trained talent from going underutilized and instead channels it into entrepreneurial growth (Hero & Lindfors, 2019). By promoting such collaboration, universities can stimulate entrepreneurial intentions among millennial students while simultaneously reinforcing their technical knowledge, educational training, and soft skills (Aceituno-Aceituno et al., 2018).

The concept of synergy is central in this regard. By combining expertise across multiple disciplines, the Synergy Project at the University of Guadalajara exemplifies the potential of collaborative entrepreneurship. The project brings together students from the Food Science program (CUCBA), the Marketing program (CUCEA) and the Intellectual Property master's program (CUSUR), enabling comprehensive business development and problem-solving from different professional perspectives. This multidisciplinary strategy not only enriches the educational experience, but also significantly enhances the likelihood of successful entrepreneurial ventures. (Pereira et al., 2023).

Within this research, an analysis of self-perception of capabilities, social norms, and entrepreneurial orientation was conducted among university students participating in the Synergy project during the academic periods 2020B, 2021A, 2021B, 2022A, 2022B, 2023A and 2023B. The analysis was carried out from the perspective of CUCEA students, who were responsible for managing the commercial dimension of the entrepreneurial initiatives. The project was directed by Dra. Jovanna Nathalie Cervantes Guzmán, professor in charge of the entrepreneurship and business area within Synergy, ensuring the integration of commercial strategy into the development of student-led ventures.

Gap: There is a critical need to understand the factors that influence entrepreneurial intentions (EI) among university students, especially in the context of diminishing institutional support for entrepreneurship, such as the dissolution of INADEM in Mexico. While previous research has identified various predictors of entrepreneurial intentions, the role of self-perception of capabilities (SPC), social norms (SN) and entrepreneurial orientation (EO) requires further exploration.

Research Question (RQ): How do self-perception of capabilities, social norms, and entrepreneurial orientation influence entrepreneurial intentions among university students?

Study Aim: To investigate the impact of self-perception of capabilities, social norms, and entrepreneurial orientation on the entrepreneurial intentions of university students. This aim is to identify key factors that universities can leverage to enhance their students' entrepreneurial potential.

Managerial Problem: Given the closure of INADEM and the subsequent reduction in support for entrepreneurial activities, universities need to identify alternative strategies to foster entrepreneurship among students. Understanding the determinants of entrepreneurial intentions can help universities design effective programs and interventions to support aspiring entrepreneurs.

Hypothesis Development for Each Relationship

Hypothesis 1: Self-Perception of Capabilities (SPC) -> Entrepreneurial Intentions (EI)

Self-perception of capabilities refers to an individual's belief in their skills and competencies to perform entrepreneurial tasks. When students perceive themselves as capable, they are more likely to have the confidence needed to pursue entrepreneurial ventures. This belief in their abilities can drive their intention to start and sustain new businesses. Previous studies have shown that self-efficacy is a significant predictor of entrepreneurial intentions (Boyd & Vozikis, 1994; Krueger, Reilly, & Carsrud, 2000; Shah et al; 2020). Thus, it is hypothesized that a higher self-perception of capabilities will positively influence entrepreneurial intentions among university students.

Hypothesis 2: Social Norms (SN) -> Entrepreneurial Intentions (EI)

Social norms are the perceived social pressures to perform or not to perform a particular behavior. In the context of entrepreneurship, social norms can include the support and expectations of family, friends and society regarding entrepreneurial activities. When students perceive strong social support for entrepreneurship, they are more likely to develop intentions to engage in entrepreneurial activities. Ajzen's Theory of Planned Behavior (1991) suggests that social norms significantly impact behavioral intentions. Therefore, it is hypothesized that positive social norms will enhance entrepreneurial intentions among university students.

Hypothesis 3: Entrepreneurial Orientation (EO) -> Entrepreneurial Intentions (EI)

Entrepreneurial orientation encompasses a set of processes, practices and decision-making activities that lead to new entry or venture creation. It includes dimensions such as innovativeness, proactiveness and risk-taking. Students with a strong entrepreneurial orientation are more likely to be inclined towards entrepreneurial activities due to their proactive nature and willingness to innovate and take risks. Research has indicated that entrepreneurial orientation is closely linked to entrepreneurial intentions and behaviors. (Lumpkin & Dess, 1996; Covin & Slevin, 1991; Anwar et al; 2022). Hence, it is hypothesized that a higher entrepreneurial orientation will enhance entrepreneurial intentions among university students.

LITERATURE REVIEW

Entrepreneurial intentions (EI) remain a core topic in entrepreneurship research. A key predictor of EI is self-perception of capabilities (SPC); individuals confident in their entrepreneurial abilities are more likely to pursue ventures. (Boyd & Vozikis, 1994). Studies confirm that higher self-efficacy correlates with stronger entrepreneurial intentions (Krueger et al., 2000; Shah et al., 2020). Likewise, entrepreneurial orientation (EO) —defined by innovation, proactivity, and risk-taking—consistently aligns with increased EI. (Lumpkin & Dess, 1996; Covin & Slevin, 1991).

Students with strong EO are more inclined toward entrepreneurial action due to their proactive and risk-tolerant nature. (Kreiser et al., 2002). Conversely, social norms (SN) may hinder EI, particularly in cultures where traditional careers are preferred. In Mexico, societal expectations and stigma around failure can deter students from entrepreneurship. (Shahab et al., 2019).

ENTREPRENEURSHIP AMONG MILLENNIALS

Millennial entrepreneurship is characterized by distinctive traits and approaches that differentiate this generation from their predecessors. (BizLaunch, 2016). As digital natives, millennials leverage technology and innovation to drive their ventures. (Tengku Mohd Azizuddin et al., 2020). This section outlines the key attributes of millennial entrepreneurs and the unique challenges and opportunities they face.

Requena and Samos (2017) identify several defining attributes of millennial entrepreneurs, such as the following:

- **Passion for Work and Business:** Millennials are deeply passionate about their work, often prioritizing personal fulfillment and alignment with their values over profit. (Badri et al., 2023; Requena & Samos, 2017). This intrinsic motivation fosters high levels of commitment and perseverance, essential for entrepreneurial success.

- **Motivated and Involved Teams:** Millennial leaders emphasize inclusive leadership, fostering collaboration and shared decision-making. This approach enhances employee engagement, creativity, and innovation, leading to improved organizational performance. (Requena & Samos, 2017; Gottfredson & Aguinis, 2017).

- **Innovative Leadership:** Innovation is central to millennial entrepreneurship. They adeptly integrate digital tools and emerging technologies—such as AI, blockchain, and IoT—to improve efficiency and maintain a competitive edge. (Dayanti & Yulianti, 2023; Nambisan, 2017). Their agility allows them to adapt swiftly to evolving markets.

- **Commitment to Society:** Millennials embed social and environmental responsibility into their business models, reflecting a purpose-driven approach to entrepreneurship.

(Wilkie, 2017). Companies led by millennials often demonstrate strong CSR, which enhances trust, customer loyalty, and talent retention. (Porter & Kramer, 2011).

Challenges Faced by Millennial Entrepreneurs

Despite their strengths, millennial entrepreneurs face distinct challenges that can impede their progress. A major obstacle is limited access to traditional financing, often due to short credit histories and perceptions of higher risk. As a result, many turn to alternative funding sources such as crowdfunding, angel investors, and venture capital. (Hasan et al., 2020–2023).

Additionally, millennials operate in an increasingly competitive and fast-evolving global market, where constant innovation is necessary to maintain relevance. (Hashim et al., 2022). The rapid pace of technological change also demands ongoing learning. To remain competitive, millennial entrepreneurs must commit to lifelong learning through online courses, workshops, and industry events. (Kuratko, 2016; Gordon, 2020).

Opportunities for Millennial Entrepreneurs

Despite the challenges, millennial entrepreneurs benefit from significant opportunities. The digital economy provides access to global markets, enabling faster business scaling and broader customer reach. (Abdul Hami, 2020). E-commerce platforms, social media, and digital payment systems have reduced entry barriers, making it easier to launch and grow ventures, (McKinsey Global Institute, 2016). Additionally, the growing focus on sustainability and social responsibility aligns with millennial values. Increasing consumer demand for ethical, eco-friendly, and socially responsible products presents a profitable niche and fosters strong brand loyalty. (Nielsen, 2015).

In summary, millennials bring a unique mix of passion, innovation, and social commitment to entrepreneurship. Their use of technology, inclusive leadership and dedication to societal impact position them as transformative forces in today's economy. (Chakraborty & Chattopadhyay, 2021). While challenges remain, the digital era offers vast opportunities. Through continuous learning and value-driven strategies, millennial entrepreneurs are well-positioned to lead future entrepreneurial success. (Liu et al., 2019).

Revista Innovación Universitaria
ISSN: 2953-7606
Volumen 7, octubre 2025
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THEORETICAL FRAMEWORK

Entrepreneurial intention

Entrepreneurial intention is defined by Thomson (2009) as an individual's conviction to start a new business, including the planning involved and the intention to act. It is influenced by entrepreneurial orientation, social norms, and Self-Perception of Capabilities. (see table 1).

Table 1

Entrepreneurial intention

Variable	Information	Author
Entrepreneurial Orientation	The individual evaluates entrepreneurial activity and its link with risk and independence, having a direct effect on the intention of creating a new business	(Kumilachew & Singh, 2022), (Barrios, C., et al, 2021)
Social norms	The person's perception of external variables integrated by the pressure of society towards the realization of certain entrepreneurial behaviors	
Self-Perception of Capabilities	The perception of the person's ability towards various associated factors to participate in entrepreneurial activity	

The force that motivates towards a behavior and/or task is determined, according to Pereira (2009), by the perceptions of:

- Expectation. Probability is perceived by human beings that the effort will lead to positive performance.
- Instrumentality. The perceived probability that positive performance will lead to expected results.
- Valencia. The value that the human being puts into a result.

Entrepreneurial Orientation

It refers to the positive or negative disposition an individual holds toward becoming an entrepreneur. Entrepreneurial attitude can serve as a predictor of an individual's future entrepreneurial activities. (Alipour, et al, 2020). (See table 2)

Table 2

Entrepreneurial orientation

Variable	Information	Author
Intention	It is the conviction and motivation of an individual to seek and analyze information, start a business, and work to achieve the objectives and future goals of an enterprise	(Venkateswarlu, 2021)
Entrepreneurial education	Entrepreneurial education influences the aspiration of people because it gives them the knowledge, skills, and attitudes to be on the path to entrepreneurship, by promoting creativity and innovation for the development of a business and the resolution of conflicts.	(Bathia & Levina, 2020), (Manea, et al, 2019)
Personality	Trait personality in an entrepreneurial mindset is integrated by extraversion, conscientiousness, openness to experience, and agreeableness	(Alipour, et al, 2020)
Aversion to risk	The risk approach for entrepreneurs is aimed at detecting opportunities and having the confidence to do things that have not been done before. This is because they value the plan and its business vision.	(Shakuntla & Swaranjeet, 2020)
Academic level	The OECD report (2019) states that startups founded by graduate students and academic researchers are more likely to patent than startups that were not born in the academic sector.	(Olszewsky, 2021)

SOCIAL NORMS

It refers to the positive or negative opinions of the reference group composed of family, friends, and society, which can affect a woman's decision to start her own business. (Devi, et al, 2019). (See table 3)

Table 3

Social Norms

Variable	Information	Author
Family	The family has multiple effects on the pull and pushes for the women's entrepreneurial development. Exposing a gender difference between the man who is considered the economic provider of the home and the woman who is a homemaker.	(Zhang & Zhou, 2021), (Kaciak & Welsh, 2020)
Friends	The people you choose to be surrounded with influence business success because communicating with successful and motivated close leaders can lead to higher aspirations for women entrepreneurs.	
Environment	The context of the country is a multifaceted phenomenon that involves economic, socio-cultural, and political variants. In addition to the non-traditional security factors, pandemics, natural disasters, and climate change have an unpredictable effect on the impact of business. These have a positive or negative influence on female entrepreneurship.	(Ngoc Tuan & Pham, 2022)

SELF-PERCEPTION OF CAPABILITIES

It refers to the perception of the ease or difficulty of their behavior, and the perception that depends on information, knowledge, self-ability, control, etc. Linking the current situation with the individual's expectation for the effectiveness of their behavior in entrepreneurship. (Thenaves, 2021). (See table 4)

Table 4

Self-Perception of Capabilities

Variable	Information	Author
Control	The external locus of control determines that what happens in the life of an individual is determined by external forces, and the internal locus exposes those events in people's lives are the result of their behavior. These traits affect a woman's entrepreneurial thinking.	(Shakuntla & Swaranjeet, 2020)
Passion	The positive feeling is experienced when linked with entrepreneurial activities associated with roles that are significant to the identity of the entrepreneur.	(Karimi, 2019)
Hard and soft skills	Hard skills are skills related to the tangible aspects of activities, involving the process, tools, procedures, and techniques. Soft skills are the interpersonal behavioral tools needed to apply technical and knowledge tools in the business.	(Hendarman, et al; 2017)

CONTEXT DESCRIPTION

Project: Enhancing Entrepreneurship and Multidisciplinary Collaboration at the University of Guadalajara (Sinergy CUCEA, CUCBA, and CUSUR from the UdeG Network)

The University of Guadalajara (UdeG), a leading public higher education institution in Jalisco, Mexico, is renowned for its commitment to teaching, research, and community engagement. The university prioritizes the development of student competencies for professional responsibilities, aligning with its educational framework that emphasizes teaching, research, and extension. (Arechavala et al., 2017). In response to industry demands for initiative, creativity, and problem-solving skills, UdeG integrates entrepreneurship training into its programs, significantly contributing to the professional and personal development of its students. (Castillo, 1999).

COVID-19 Impact and Entrepreneurship

The economic disruptions caused by the COVID-19 pandemic have underscored the critical need for adaptability and entrepreneurship. The resultant economic downturn, marked by significant job losses and company closures, highlighted the necessity for professionals who can create their own employment opportunities. This crisis presented an opportunity to strengthen entrepreneurial initiatives. Consequently, universities, including UdeG, increasingly incorporated entrepreneurship into their curricula, creating environments where students can practically apply their academic knowledge. (Valdivia Velazco et al., 2019).

Synergy Project Initiation

From 2020 to 2023, the University of Guadalajara has intensified collaboration across its educational programs through the Synergy project. This initiative involves students from the Food Science program at the University Center of Biological and Agricultural Sciences (CUCBA), the Marketing program at the University Center of Economic and Administrative Sciences (CUCEA) and the master's program in Intellectual Property at the University Center of Social Sciences and Humanities (CUSUR). The Synergy project promotes interaction, problem-solving, and business development from various professional perspectives.

Significance of Multidisciplinary Collaboration

The Synergy project emphasizes teamwork and multidisciplinary collaboration, leveraging the expertise of diverse professionals to enhance the value of different disciplines. (Collazos & Mendoza, 2006; Barak & Gidron, 2016). Research groups within the project serve as fertile grounds for interdisciplinary work, thereby improving the quality and potential of business projects developed by students. (Iregui & Cuevas, 2018). This collaboration allows each participant to contribute uniquely to the project, reinforcing and complementing each other's roles. (Jar, 2010).

A notable aspect of this initiative is the collaboration between Food Science and Marketing students to develop and commercialize food products. This partnership provides students with practical experience and entrepreneurial skills, integrating academic knowledge with

real-world business planning and supporting the dual formation of professional and disciplinary skills. (Carvajal et al., 2017). Additionally, the involvement of Intellectual Property students from CUSUR ensures that products developed are legally protected and that agreements with businesses and government entities are properly established.

Triple Helix Model and Real-World Application

The Synergy project adopts a triple helix model of collaboration involving academia, industry and government. On the academy side, organic food products developed by CUCBA students are validated and marketed with the assistance of CUCEA students. These projects not only bolster the local economy but also provide students with valuable professional experience often lacking in traditional undergraduate programs. (Ochoa, 2020).

The project extends beyond theoretical exercises by involving students in real business scenarios, thereby enhancing their practical skills and employability. On the industry side, we worked in the XICA company of ancestral corn, dedicated to projecting Mexico through ancestral corn, the production and rescue of seeds, causing the rooting and development of local sustainable territories, through agroecological practices and works fairly with the countryside. On the government side, we worked with a special program to encourage women entrepreneurs in the jam industry of the COCULA government.

National and Global Best Practices Integration

1. The project "Enhancing Entrepreneurship and Multidisciplinary Collaboration at the University of Guadalajara" serves as a strategic initiative to drive economic growth and regional development. By cultivating a strong entrepreneurial culture and fostering interdisciplinary collaboration, the University of Guadalajara (UdeG) equips students with essential skills to thrive in an increasingly dynamic economy. This initiative responds effectively to contemporary challenges, including those intensified by the COVID-19 pandemic, where innovation and adaptability are vital. Through the integration of academic knowledge with real-world application and the creation of supportive entrepreneurial ecosystems, the project not only prepares students for professional challenges but also stimulates business creation and employment, thereby bolstering

local economies and reinforcing UdeG's role in regional revitalization. (Arechavala et al., 2017; Valdivia Velazco et al., 2019).

2. A key focus of the initiative is the promotion and recognition of innovative teaching practices that impact students' holistic development. By positioning educators as catalysts for educational and societal transformation, the project highlights the value of pioneering pedagogy. (Crammond & Hyams-Ssekasi, 2024). Strategic planning, implementation, and assessment ensure that students gain both theoretical and practical knowledge, fostering comprehensive skill sets and preparing them for the demands of the modern workforce. (Herrera, 2020; Díaz, 2015).

3. The initiative also champions innovative strategies for comprehensive education, aiming to support student success through activities that develop cultural, environmental, athletic, and artistic competencies, alongside prioritizing health and well-being. (Ndofirepi, 2022). By strengthening transversal skills and fostering interdisciplinary engagement, the project enhances educational outcomes and ensures students are prepared to contribute meaningfully to sustainable economic and social development. (Sánchez, 2012; Velázquez, 2019).

4. Implemented from 2020 to 2023, the project marked a milestone in UdeG's history of multidisciplinary efforts. For the first time in 25 years, rectors from three university centers signed a formal collaboration agreement. This involved leadership at all levels: rectors (Mtro. Luis Gustavo Padilla Montes, Dr. Carlos Beas Zarate, Dr. Jorge Galindo García), academic secretaries, department heads, entrepreneurship coordinators and project lead from key disciplines—Dr. Jovanna Nathalie Cervantes Guzmán (business), Dra. Monica Araceli Reyes Rodríguez (food science), and Dr. Jose Cruz Guzmán Díaz (intellectual property). The evaluation process assessed student-led entrepreneurial projects, supported by the university's entrepreneurship centers, which offered guidance throughout the project's implementation. The initiative's success was grounded in structured planning, collaborative execution, and rigorous evaluation.

5. Furthermore, the project aligns with international best practices in entrepreneurship education, drawing from models such as “Goldman Sachs 10,000 Women” and benefiting from support through Boston University’s “Trep Camp 2019” program. These global partnerships strengthened the initiative’s educational impact, providing students with advanced entrepreneurial training and global perspectives.

Tangible Outcomes and Impact

The success of the Synergy project can be measured by the tangible outcomes it produces. Students gain invaluable experience that goes beyond classroom learning, preparing them for the real challenges of the professional world. The project's emphasis on practical application, interdisciplinary collaboration, and real-world problem-solving equips students with a robust skill set highly valued in today's job market. The project fosters a culture of entrepreneurship among students, encouraging them to think creatively and take initiative. This culture is essential for driving innovation and economic growth, both locally and globally. The entrepreneurial skills developed through the Synergy project enable students to create new businesses, generate employment opportunities, and contribute to the economic development of their communities.

The achievements have been Finalist in Third edition 2021 Award "Manuel Lopez Cotilla" JALTEC. Finalist in the 4th edition of the Inter-American Award on Innovative Educational Models in Higher Education MEIN-2022. Finalist in the category "Future Learning" for "Falling Walls 2021". Participated in the “Santander X Entrepreneurship Educator's Program” by Santander and Oxentia (Oxford University Global Innovation Consultancy). Signing of the collaboration agreement by CUCEA, CUCBA, and CUSUR, by rectors, academic secretaries, department heads, directors of the entrepreneurship areas, and the professors in charge of each area of the synergy.

PUBLICATIONS

1. Hernández, A., Guzmán-Díaz, J. C., Reyes Rodríguez, M. A., & Cervantes Guzmán, J. N. (2021). Training of competences in entrepreneurship and collaboration between students of different disciplines and degrees of the University of Guadalajara, based

on their school projects. *Journal of Human Resources Training, 19*(7), 21-28. https://doi.org/10.35429/JHRT.2021.19.7.21.28

2. Hernández, A., Cervantes Guzmán, J. N., & Reyes Rodríguez, M. A. (2020). Sistema de acciones para la implementación del emprendimiento aprovechando los trabajos académicos y trabajando en asociación entre diferentes carreras para además propiciar la multidisciplinaridad desde la formación profesional desde el aula. *Revista Ciencias de la Educación, 11*(4), 9-18. https://doi.org/10.35429/JESC.2020.11.4.9.18

In summary, the University of Guadalajara's Synergy project is a model of how higher education institutions can foster entrepreneurship and multidisciplinary collaboration. By integrating academic learning with practical business experience, the project prepares students to meet the challenges of the modern workforce and contributes to regional and global economic development. The project's success underscores the critical role of universities in driving innovation, economic growth, and social progress.

METHOD

1. This study employed a survey method as the primary research strategy. Surveys, which use standardized questionnaires to collect data from a sample population, are well-suited for quantitative analysis and large-scale data collection (Hair et al., 2006; Saunders et al., 2016). This approach was selected to examine the entrepreneurial intentions of university students involved in the Synergy project at CUCEA, CUCBA, and CUSUR from 2020 to 2023, with particular focus on CUCEA students responsible for the commercial aspects of product development. Key variables investigated included self-perception of capabilities, social norms, and entrepreneurial orientation.

- Data was collected through a Likert scale questionnaire, which presented statements rated on a scale from "strongly agree" to "strongly disagree" to capture the intensity of attitudes (Baptista et al., 2006). The questionnaire was administered to Synergy project participants at CUCEA, ensuring the relevance of the sample to the research objectives. A pilot test was conducted with a small student sample to refine the constructs and ensure alignment with the study's goals.

- To analyse the data, Structural Equation Modeling (SEM) and Confirmatory Factor Analysis (CFA) were applied. SEM was used to explore the multivariate relationships between constructs, while CFA validated the measurement models to ensure theoretical alignment, reliability, and construct validity.
- The study included 356 participants selected through non-probabilistic convenience sampling. While this method allowed for timely access to a relevant sample, it limits external validity and generalizability, as the sample may not reflect the broader student population, particularly those not engaged in entrepreneurial initiatives.
- Instrument reliability was assessed using Cronbach's alpha, which yielded a score of 0.85, indicating strong internal consistency. (Casas, Repullo, & Donado, 2003). The Kaiser-Meyer-Olkin (KMO) test produced a value of 0.91, confirming excellent sampling adequacy for factor analysis. (Benavente, 2011). Bartlett's test of sphericity was significant ($p < 0.001$), supporting the use of factor analysis. (Ibít, 2011).

Table 5

Technical Data

Method	
Data collection	Survey consisting of a Likert scale questionnaire
Scope of the study	Exploratory - descriptive research
Design	Transverse
Research design	Deductive research with quantitative, descriptive, documentary, and correlational approach
Population	CUCEA University millennial students that participated in Sinergy CUCEA, CUCBA, CUSUR
Time	2020-2023
Type of sampling	Non-Probabilistic for convenience
Sample size	356 students

Measures

- This study on the entrepreneurial intentions of university students participating in the Synergy project was grounded in a comprehensive review of high-impact literature. Foundational works by Liñán and Chen (2009) and Karimi et al. (2012) provided the

theoretical framework to explore the multifaceted determinants of entrepreneurial intentions. Additionally, insights from the *Entrepreneurship Educator's Program*, organized by Santander X and Oxford's Global Innovation Consultancy (OXENTIA), as discussed by Wyatt (2020), enriched the understanding of students' decision-making processes and intrinsic motivations (Karimi, 2019–2020). This synthesis of academic and practice-based knowledge enabled a deeper exploration of the factors influencing entrepreneurial intentions among students engaged in innovative initiatives like Synergy.

- The study's measurement instruments were carefully adapted from established literature to suit the specific context of Synergy project participants. This ensured the accurate representation of entrepreneurial tendencies within the sample. The key constructs included Self-Perception of Capabilities (SPC), Social Norms (SN), Entrepreneurial Orientation (EO), and Entrepreneurial Intentions (EI). Each construct was measured using previously validated scales, ensuring both the reliability and validity of the instrument.

Self-Perception of Capabilities (SPC)

Self-Perception of Capabilities (SPC) was designed to assess students' confidence in their entrepreneurial skills and abilities. This construct included items that measured their confidence in managing business challenges and their belief in their capability to initiate and sustain a business venture. The scale for SPC was adapted from validated measures in prior studies. (e.g., Shakuntla & Swaranjeet, 2020; Karimi, 2019; Hendarman, et al; 2017). The reliability and validity of this scale were confirmed through rigorous factor analysis. Specifically, the factors for the items were 0.759, 0.476, 0.650, and 0.542, resulting in a Cronbach's alpha coefficient of 0.807, which indicates satisfactory reliability.

Social Norms (SN)

Social Norms (SN) evaluated the influence of societal and cultural expectations on students' entrepreneurial intentions. Items in this construct reflected the perceived support and approval from significant others, including family, friends, and society at large. The scale was adapted from the work of different studies. (Zhang & Zhou, 2021; Kaciak & Welsh, 2020; Ngoc Tuan & Pham, 2022), who have extensively studied the role of social norms in shaping

entrepreneurial behavior. The factor loadings for SN items were 0.404, 0.702, 0.654, 0.831, and 0.744, with a Cronbach's alpha of 0.833, demonstrating the scale's reliability.

Entrepreneurial Orientation (EO)

Entrepreneurial Orientation (EO) measured students' attitudes towards entrepreneurship, specifically their inclination towards innovation, proactiveness, and risk-taking. This construct was critical in understanding how students' entrepreneurial mindsets influenced their intentions to engage in entrepreneurial activities. The scale was adapted from different studies. (Venkateswarlu, 2021, Bathia & Levina, 2020; Manea, et al, 2019; Alipour, et al, 2020; Shakuntla & Swaranjeet, 2020; Olszewsky, 2021), who have provided comprehensive measures for assessing entrepreneurial orientation. The EO scale exhibited factor loadings of 0.612, 0.650, 0.837, and 0.808, with a Cronbach's alpha coefficient of 0.822, indicating good reliability.

Entrepreneurial Intentions (EI)

Entrepreneurial Intentions (EI) was the primary outcome variable, capturing students' motivation and intention to engage in entrepreneurial activities. This construct measured the degree to which students intended to start their own business in the foreseeable future. The scale for EI was based on the seminal work of Kumilachew & Singh (2022) and Barrios, Reyes-Rodríguez, Villarraga, Vélez-Zapata & Gómez-Zuluaga (2021). The factor loadings for the EI items were 0.923, 0.932, 0.856, 0.900, and 0.739, resulting in a Cronbach's alpha coefficient of 0.938, which signifies high reliability.

Figure 1

Model

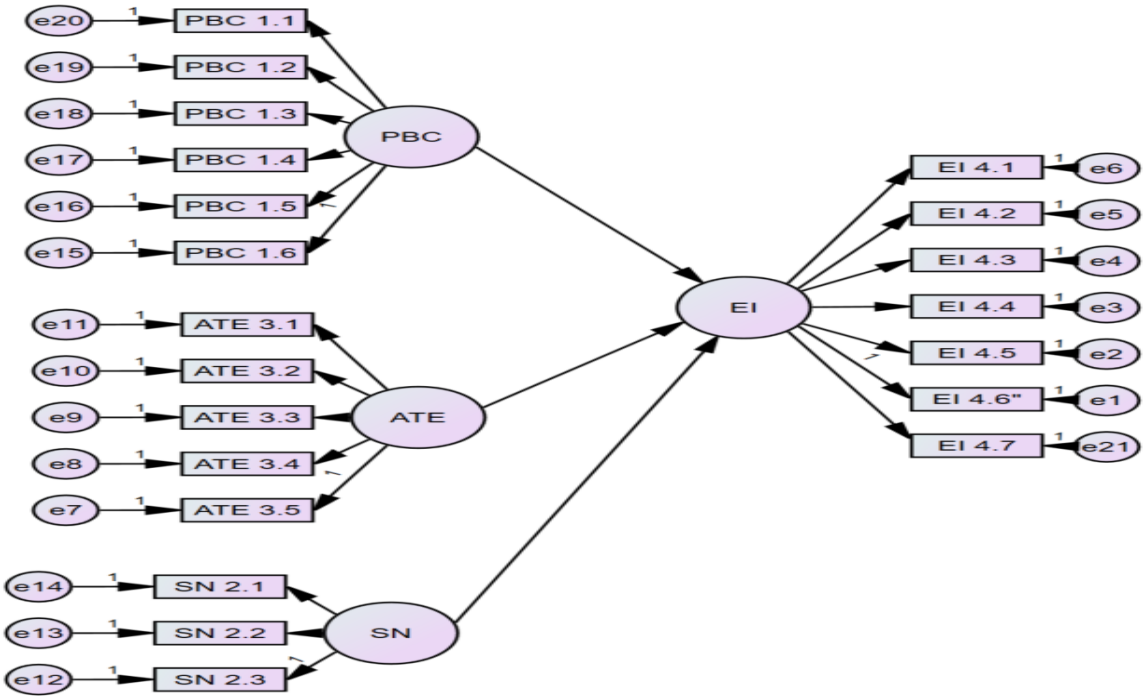

Table 6

Hypotheses

Hypothesis	Relationship	Explanation	Supporting Studies
H1	SPC -> EI	Self-Perception of Capabilities positively influences entrepreneurial intentions. Higher self-confidence in entrepreneurial skills boosts the likelihood of pursuing entrepreneurial activities.	(Kumilachew & Singh, 2022; Barrios,G et al, 2021; Shakuntla & Swaranjeet, 2020; Karimi, 2019; Hendarman, et al; 2017)
H2	SN -> EI	Social Norms negatively influence entrepreneurial intentions. Perceived societal disapproval can deter individuals from engaging in entrepreneurial ventures.	(Kumilachew & Singh, 2022; Barrios, G, et al, 2021; Zhang & Zhou, 2021; Kaciak & Welsh, 2020; Ngoc Tuan & Pham, 2022)

H3	EO -> EI	Entrepreneurial Orientation positively influences entrepreneurial intentions. Individuals with a strong entrepreneurial orientation, characterized by innovation and proactiveness, are more inclined to develop entrepreneurial intentions.	(Kumilachew & Singh, 2022; Barrios. C, et al, 2021; Venkateswarlu, 2021, Bathia & Levina, 2020; Manea, et al, 2019; Alipour, et al, 2020; Shakuntla & Swaranjeet, 2020; Olszewsky, 2021)

RESULTS

The model's adequacy was assessed through various fit indices, providing a comprehensive evaluation of its conceptual framework. Using a single fit index could potentially ignore specific areas where the model may not fit well. Therefore, a multi-indicator approach was implemented to ensure a robust assessment. Structural Equation Modeling (SEM) was used for data analysis to examine the relationships among the constructs. The model's fit was evaluated using several indices, including the Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and the chi-square to degrees of freedom ratio (CMIN/DF). The structural equation model (SEM) analysis provided several fit indices to evaluate the adequacy of the model, summarized in Table 1.

Table 7

Model Fit Indices Summary

Fit Index	Recommended Value	Source	Value	Interpretation
CMIN/DF	Less than 3 (good), Less than 5 (acceptable)	Hooper, Coughlan & Mullen, (2008); Kline (2016);	2.314	Good
CFI	Greater than 0.95 (excellent), Greater than 0.90 (acceptable)	Hooper, Coughlan & Mullen, (2008); Hu & Bentler (1999)	0.924	Acceptable
TLI	Greater than 0.95 (ideal), Greater than 0.90 (acceptable)	Hooper, Coughlan & Mullen, (2008); Hu & Bentler (1999)	0.911	Acceptable

RMSEA	Less than 0.05 (good), Up to 0.08 (acceptable), Up to 0.10 (mediocre)	Hooper, Coughlan & Mullen, (2008), MacCallum, Browne & Sugawara (1996)	0.045	Good

These indices suggest that the model provides an adequate fit to the data, supporting the theoretical relationships proposed.

Hypotheses Testing

The SEM analysis results for the hypotheses related to entrepreneurial intentions are presented in Table 2.

Table 8

Hypotheses Testing Results

Hypothesis	Path Directions	Estimate	CR	P	Result
H1: SPC -> EI	Positive	1.780	3.883	<0.001	Supported
H2: SN -> EI	Negative	-0.264	-4.012	<0.001	Not Supported
H3: EO -> EI	Positive	0.818	9.984	<0.001	Supported

H1, and H3: These findings suggest a significant relationship between various factors influencing entrepreneurial intentions, such as self-perception of capabilities, and entrepreneurial orientation. However, H2 is not supported, indicating that the paths from social norms to entrepreneurial intentions, do not show significant effects in this study.

DISCUSSION

Self-Perception of Capabilities (SPC) and Entrepreneurial Intentions (EI)

The analysis revealed a strong positive relationship between SPC and EI (Estimate = 1.780, CR = 3.883, $p < 0.001$). Consistent with prior research, individuals confident in their entrepreneurial skills are more likely to pursue entrepreneurial activities. (Liñán & Chen,

2009; Gieure et al., 2020). This highlights the importance of strengthening students' confidence in their capabilities to foster entrepreneurial intentions. The Synergy project appears effective in enhancing such perceptions, showing that targeted educational interventions can significantly promote entrepreneurial confidence and intentions.

Social Norms (SN) and Entrepreneurial Intentions (EI)

A significant negative relationship was found between SN and EI (Estimate = -0.264, CR = -4.012, $p < 0.001$). While social norms often support entrepreneurship, in the Mexican context they may discourage it, as entrepreneurship is sometimes perceived as risky compared to stable employment. (Shahab et al., 2019). Societal pressures, particularly family and peer expectations, may further dissuade students, especially given the stigma around business failure. This finding underscores the cultural complexity of social influences on entrepreneurial behavior.

Entrepreneurial Orientation (EO) and Entrepreneurial Intentions (EI)

The positive relationship between EO and EI (Estimate = 0.818, CR = 9.984, $p < 0.001$) emphasizes the role of proactiveness, innovation, and risk-taking in fostering entrepreneurial intentions. (Kreiser et al., 2002; Covin et al., 2019). The University of Guadalajara's Synergy project appears to nurture these traits, suggesting that curricula encouraging innovation and risk-taking can effectively promote entrepreneurial aspirations beyond technical training.

Interrelationships among Constructs

Significant interrelations were observed among EO and SPC (Estimate = 0.072, CR = 3.521, $p < 0.001$), EO and SN (Estimate = 0.138, CR = 4.920, $p < 0.001$), and SN and SPC (Estimate = 0.063, CR = 3.281, $p = 0.001$), highlighting the complex interplay between individual attitudes and social influences. Overall, the results suggest:

- **Positive Impact of SPC and EO:** Strong self-perceptions and entrepreneurial orientation increase EI, underscoring the need to cultivate confidence and entrepreneurial attitudes.

- **Negative Impact of SN:** Social norms negatively influenced EI, suggesting that cultural and societal pressures can deter entrepreneurial aspirations.

Common Method Variance (CMV) and Model Fit

Following Podsakoff and Organ (1986), CMV was assessed using a marker variable and Harman's Single-Factor Test. The first factor explained 31.76% of variance, below the 50% threshold, indicating CMV was not a major concern. Including "mindfulness" as a marker variable (loading = 0.788) further confirmed no significant bias. These steps validate the robustness of the SEM model, confirming that the framework effectively captures the entrepreneurial intentions of students while considering model complexity and sample characteristics.

DISCUSSION

- This study offers valuable insights into the determinants of entrepreneurial intentions (EI) among university students engaged in the Synergy project at the University of Guadalajara (UdeG). The findings highlight strong positive relationships between self-perception of capabilities (SPC) and EI, as well as between entrepreneurial orientation (EO) and EI, aligning with prior research on the role of self-efficacy and entrepreneurial orientation in shaping entrepreneurial behaviour. (Liñán & Chen, 2009; Kreiser et al., 2002).
- The positive association between SPC and EI indicates that students who perceive themselves as capable of managing entrepreneurial tasks are more likely to develop entrepreneurial intentions. This reinforces the central role of self-confidence in entrepreneurial activity, consistent with research on self-efficacy in entrepreneurship. (Boyd & Vozikis, 1994). Likewise, the positive effect of EO on EI underscores the importance of cultivating innovation, proactiveness, and risk-taking through education to foster entrepreneurial mindsets (Kreiser et al., 2002).
- Conversely, the study identified a negative relationship between social norms (SN) and EI. While social norms often encourage entrepreneurship in other contexts, the Mexican setting may differ, as traditional career paths are frequently regarded as more stable and prestigious. The perceived risks of entrepreneurship and the stigma surrounding failure

may further discourage students from pursuing entrepreneurial ventures. Thus, social expectations may inadvertently act as barriers to entrepreneurship, limiting students' willingness to diverge from established professional trajectories.

- Overall, these results highlight the dual importance of individual traits and societal influences in shaping entrepreneurial intentions. They suggest that entrepreneurship education should not only develop skills and confidence but also address cultural perceptions and foster supportive environments where entrepreneurship is seen as a legitimate and valued career path.

Theoretical Contributions

Table 9

Contributions of Research

Result	Theoretical Contributions	Comments	Supporting Studies
The integration of interdisciplinary teams has a significant positive impact on entrepreneurial success.	This study demonstrates the crucial role of interdisciplinary collaboration in enhancing entrepreneurial outcomes, contributing to the broader understanding of team dynamics in entrepreneurial ventures.	The integration of diverse skill sets and perspectives within interdisciplinary teams leads to more innovative solutions and effective problem-solving, highlighting the synergy between different academic disciplines. This supports the notion that interdisciplinary approaches can lead to superior entrepreneurial outcomes by leveraging varied expertise and knowledge bases.	(Oliveras, 2015)
Entrepreneurial education that emphasizes real-world applications and experiential learning enhances	This contribution highlights the effectiveness of practical, hands-on learning experiences in entrepreneurship	Emphasizing real-world applications in entrepreneurship education helps students develop practical skills and increases their motivation	(Ratnamiasih et al; 2024)

student readiness and motivation.	education, providing empirical support for experiential learning theories.	and readiness to start their own ventures. This approach fosters a more engaging and effective learning environment, enhancing students' entrepreneurial capabilities.	
Institutional support, such as incubators and mentorship programs, is critical for the success of new ventures.	This study underscores the importance of institutional support structures in fostering entrepreneurial success, contributing to the understanding of external support mechanisms in entrepreneurship.	Providing robust institutional support through incubators, mentorship, and other resources is essential for nurturing successful entrepreneurial ventures. These support systems offer critical guidance, resources, and networks that are invaluable for new entrepreneurs. This finding reinforces the need for institutions to invest in and develop comprehensive support programs.	(Ratten, 2021; Dvouletý, 2021).
Self-Perception of Capabilities (SPC) significantly influences Entrepreneurial Intentions (EI).	This study provides empirical evidence of the direct impact of self-perception of capabilities on entrepreneurial intentions, supporting the notion that confidence in one's entrepreneurial skills is crucial for entrepreneurial activity.	The findings emphasize the importance of fostering a strong self-perception of capabilities in potential entrepreneurs. Enhancing self-belief through targeted training and mentorship can significantly boost entrepreneurial intentions, highlighting the synergy between self-efficacy and entrepreneurial action. This supports the integration of self-efficacy development in entrepreneurship education.	(Liñán & Chen, 2009; Gieure et al; 2020)
Social Norms (SN) have a significant negative	The research challenges the traditional view that social norms positively	Contrary to expectations, the study found that negative societal pressures	(Shahab et al; 2019)

relationship with Entrepreneurial Intentions (EI).	influence entrepreneurial intentions, revealing that societal pressures can deter entrepreneurial pursuits. This contributes to a broader understanding of the complex role social norms play in entrepreneurship.	and disapproval from significant others can hinder entrepreneurial intentions. This finding suggests the need to address societal attitudes towards entrepreneurship and promote a more supportive social environment to foster entrepreneurial activities.	
Entrepreneurial Orientation (EO) positively influences both Entrepreneurial Intentions (EI) and Self-Perception of Capabilities (SPC).	The study highlights the critical role of entrepreneurial orientation in fostering both entrepreneurial intentions and self-perception of capabilities, contributing to the literature on entrepreneurial mindset and behavior.	Encouraging a proactive and risk-taking entrepreneurial orientation can significantly enhance both the intention to pursue entrepreneurship and the belief in one's capabilities. This underscores the importance of cultivating an entrepreneurial mindset through education and policy initiatives to promote entrepreneurship.	(Kreiser et al; 2002; Covin et al; 2019)

This study contributes uniquely to the literature on entrepreneurial intentions (EI) by examining the interplay between self-perception of capabilities (SPC), social norms (SN), and entrepreneurial orientation (EO) within a university student context. While prior research has largely emphasized the supportive role of social norms in fostering EI, this study reveals the opposite effect: in the Mexican cultural context, societal pressures may discourage students from pursuing entrepreneurial paths.

By highlighting the negative influence of social norms, this research challenges the prevailing assumption that they universally encourage entrepreneurship. Instead, it demonstrates how cultural and societal expectations —particularly the preference for stable, traditional career paths and the stigma attached to failure— can serve as significant barriers to entrepreneurial intentions.

This perspective offers a valuable extension to existing EI research, which has often overlooked the role of restrictive or discouraging societal expectations. The findings underscore the need to reframe entrepreneurship education to address cultural perceptions, reduce stigma around failure, and cultivate supportive environments where students feel encouraged to consider entrepreneurship as a viable career option.

Managerial Contributions

The findings of this research have significant managerial implications for the University of Guadalajara (UdeG) as it strengthens its position as a leading institution for entrepreneurship promotion. The interplay between self-perception of capabilities (SPC), social norms (SN), and entrepreneurial orientation (EO) provides a strategic foundation for initiatives that enhance entrepreneurial intentions (EI) and contribute to Mexico's socio-economic development.

Enhancing Entrepreneurial Education and Training

The strong positive link between SPC and EI highlights the need to build students' confidence in entrepreneurial skills. UdeG can achieve this through:

- **Skill Development:** Practical training in business planning, financial management, marketing, and innovation to enhance hands-on competence and self-efficacy. (Liñán & Chen, 2009; Gieure et al., 2020).
- **Mentorship Programs:** Structured networks connecting students with experienced entrepreneurs, offering guidance, insights, and confidence-building opportunities. (Liñán & Chen, 2009).

Creating a Supportive Social Environment

Given the negative role of SN on EI, UdeG should work to counter societal barriers through:

- **Awareness Campaigns:** Showcasing entrepreneurial success stories to shift perceptions and highlight entrepreneurship's value for economic development. (Karimi et al., 2012; Meoli et al., 2020).

- **Community Engagement:** Involving families, peers, and local stakeholders to build supportive networks that legitimize and encourage student entrepreneurship. (Shahab et al., 2019).

Fostering Entrepreneurial Orientation

The positive effect of EO on EI underscores the need to cultivate risk-taking and proactive attitudes:

- **Curriculum Integration:** Embedding innovation and entrepreneurial thinking across disciplines to encourage opportunity recognition among diverse student groups. (Kreiser et al., 2002; Covin et al., 2019).
- **Incubators and Accelerators:** Providing resources, mentorship, and funding to enable experimentation and business creation. (Kreiser et al., 2002).

Leveraging Construct Interrelationships

Understanding the links between SPC, SN, and EO allows for more holistic interventions like following:

- **Synergistic Programs:** Combining skill-building, community support, and mindset development in integrated workshops. (Miranda, Chamorro-Mera, & Rubio, 2017).
- **Collaborative Platforms:** Encouraging peer-to-peer support and joint entrepreneurial projects to strengthen positive social norms and collective efficacy. (Meoli et al., 2020).

Long-term Impact on Mexico's Development

By promoting student entrepreneurship, UdeG can contribute to:

- **Job Creation:** Stimulating new ventures that reduce unemployment and foster growth (Gieure et al., 2020).
- **Innovation and Competitiveness:** Building a dynamic entrepreneurial ecosystem that enhances Mexico's global market position (Liñán & Chen, 2009).

- **Inclusive Growth:** Encouraging diverse participation in entrepreneurship to reduce inequality and broaden economic benefits (Shahab et al., 2019).

Future Vision for the University of Guadalajara

Positioning UdeG as a national and regional leader in entrepreneurship requires:

- **Leadership in Education:** Attracting students and faculty committed to innovation and venture creation (Miranda, Chamorro-Mera, & Rubio, 2017).
- **Research and Development Hub:** Expanding entrepreneurship research to generate insights and strengthen institutional reputation (Karimi et al., 2012).
- **Global Partnerships:** Establishing international collaborations to provide resources, knowledge exchange, and global exposure (Meoli et al., 2020).

By adopting these strategies, the University of Guadalajara can significantly advance entrepreneurship education, drive innovation, and contribute to Mexico's long-term economic and social development.

CONCLUSION

This study highlights key factors shaping entrepreneurial intentions (EI) among university students, particularly participants in the Synergy project at UdeG. The positive associations between self-perception of capabilities (SPC) and EI, as well as between entrepreneurial orientation (EO) and EI, underscore the importance of fostering self-efficacy and entrepreneurial traits in preparing students for successful ventures. Integrating these dimensions into entrepreneurship education can strengthen students' entrepreneurial potential.

A notable contribution of this research lies in identifying the negative effect of social norms (SN) on EI, challenging the prevailing assumption that social norms universally support entrepreneurship. In the Mexican context, where traditional career paths are often more valued, societal expectations may discourage entrepreneurial pursuits. This finding points to

the need for future research to examine cultural and societal influences on EI in diverse global contexts.

However, the study has limitations. The use of a non-probabilistic convenience sample restricts the generalizability of the findings, and future studies should adopt more diverse sampling approaches to strengthen external validity. Moreover, qualitative research could provide richer insights into how cultural and societal norms shape entrepreneurial behavior.

In sum, this research contributes to entrepreneurship education literature by offering both theoretical and practical implications. For universities and policymakers, addressing societal barriers and providing comprehensive educational support can foster stronger entrepreneurial mindsets, ultimately contributing to the development of a more resilient entrepreneurial ecosystem.

Research Findings

The research demonstrates that self-perception of capabilities (SPC) and entrepreneurial orientation (EO) significantly influence entrepreneurial intentions (EI). Students with higher confidence in their entrepreneurial skills are more likely to pursue entrepreneurial activities, confirming the role of self-efficacy as a critical determinant of entrepreneurial behavior. (Liñán & Chen, 2009; Gieure et al., 2020). Similarly, a strong EO—defined by innovation, proactiveness, and risk-taking—positively affects EI, consistent with prior studies on the importance of EO in fostering entrepreneurial activity. (Covin et al., 2020).

Unexpectedly, the study found that social norms (SN) exert a negative influence on EI. This suggests that societal pressures or disapproval may discourage entrepreneurial pursuits, challenging the assumption that supportive norms always enhance EI. In contexts such as Mexico, where traditional career paths are often more socially valued, cultural expectations may act as barriers to entrepreneurship. (Shahab et al., 2019).

Theoretically, these findings extend the literature by offering a more nuanced understanding of the individual and social factors shaping EI among university students. Practically, they emphasize the need for universities to strengthen students' self-efficacy and entrepreneurial

orientation while also addressing societal perceptions. By doing so, educational institutions can play a central role in cultivating future entrepreneurs and fostering a culture of innovation and entrepreneurship.

Research Final Scope

This study has a limitation, as its sample was restricted to students in the Synergy project, which may limit the generalizability of the results. Future research should include more diverse populations to strengthen external validity.

Despite this, the findings provide valuable insights into the role of self-perception of capabilities and entrepreneurial orientation in shaping entrepreneurial intentions. For the University of Guadalajara, these results highlight the importance of fostering supportive environments and skill development to enhance students' entrepreneurial aspirations and contribute to Mexico's economic growth.

This research offers a foundation for future studies to further explore the factors influencing entrepreneurial intentions and strategies to promote entrepreneurship as a driver of innovation and development.

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