

EFFECTO DE LA MODERACIÓN DEL CURRÍCULO ACADÉMICO UNIVERSITARIO EN LA INTENCIÓN EMPREENDEDORA DE JÓVENES CON ANTECEDENTE DE FAMILIA EMPRESARIA

EFFECT OF MODERATION OF THE UNIVERSITY ACADEMIC CURRICULUM ON THE ENTREPRENEURIAL INTENTION OF YOUNG PEOPLE WITH A FAMILY BACKGROUND IN BUSINESS

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RESUMEN: La intención emprendedora en el ámbito universitario emerge de la interacción entre factores individuales y contextuales; en este marco, el estudio analiza el rol del antecedente de familia empresaria y el efecto moderador del ecosistema universitario. Esto se sustenta en la Teoría del Comportamiento Planificado y en enfoques de socialización emprendedora, con el fin de explicar cómo los factores familiares y académicos inciden en la predisposición a emprender. La investigación adopta un enfoque cuantitativo, de tipo descriptivo correlacional, mediante la aplicación de un cuestionario estructurado a estudiantes de administración de empresas, utilizando escalas validadas para medir las variables de estudio. El análisis de la información se realizó mediante técnicas estadísticas que permitieron identificar la relación entre los constructos y evaluar el efecto moderador planteado. Los resultados evidencian una elevada intención emprendedora, influida significativamente por el entorno familiar y fortalecida por la formación universitaria. En este sentido, se observa que el 45,42% de los estudiantes cuenta con antecedentes de empresas familiares, de los cuales el 25,90% pertenece a la familia extendida y el 19,52% a la familia nuclear, mientras que el 54,58% no presenta este tipo de antecedentes. Asimismo, el 53,58% de los encuestados no ha participado en negocios familiares; sin embargo, entre quienes, si lo han hecho, el 29,48% se involucró en actividades operativas y 16,73% en procesos estratégicos. Estos resultados sugieren que la exposición a modelos empresariales en el núcleo y entorno familiar contribuya al desarrollo de actitudes favorables hacia el emprendimiento. De igual manera, el ecosistema universitario, a través del currículo, actividades co-curriculares y redes de apoyo, potencia las capacidades emprendedoras, fortalece la autoeficacia y reduce la percepción de riesgo. Se concluye que la universidad desempeña un papel determinante en la consolidación de la intención emprendedora, actuando como un agente clave en la formación de futuras iniciativas empresariales.

Palabras clave: *intención emprendedora, empresa familiar, emprendimiento juvenil, ecosistema universitario*

ABSTRACT: Entrepreneurial intention in the university setting emerges from the interaction between individual and contextual factors. Within this framework, the study analyzes the role of a family background in business and the moderating effect of the

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university ecosystem. This is based on the Theory of Planned Behavior and approaches to entrepreneurial socialization, in order to explain how family and academic factors influence the predisposition to become entrepreneurs. The research adopts a quantitative, descriptive-correlational approach, using a structured questionnaire administered to business administration students, employing validated scales to measure the study variables. Data analysis was conducted using statistical techniques that allowed for the identification of relationships between constructs and the evaluation of the proposed moderating effect. The results demonstrate a high level of entrepreneurial intention, significantly influenced by the family environment and strengthened by university education. In this regard, it is observed that 45.42% of students have a background in family businesses, of which 25.90% belong to the extended family and 19.52% to the nuclear family, while 54.58% do not have this type of background. Likewise, 53.58% of respondents have not participated in family businesses; however, among those who have, 29.48% were involved in operational activities and 16.73% in strategic processes. These results suggest that exposure to business models within the family and its surrounding environment contributes to the development of favorable attitudes toward entrepreneurship. Similarly, the university ecosystem, through its curriculum, co-curricular activities, and support networks, enhances entrepreneurial skills, strengthens self-efficacy, and reduces the perception of risk. It is concluded that the university plays a decisive role in consolidating entrepreneurial intentions, acting as a key agent in the formation of future business initiatives.

Keywords: *entrepreneurial intention, family business, youth entrepreneurship, university ecosystem*

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INTRODUCTION

Entrepreneurship constitutes one of the fundamental motors of contemporary economic development upon favoring innovation, the generation of employment and the productive diversification (1). In this context, the universities, in addition to the traditional formative function, perform a strategic role in the configuration of ecosystems of innovation capable of stimulating the creation of new enterprises and the transfer of knowledge toward the productive sector. In the field of investigation of entrepreneurship, the entrepreneurial intention has consolidated itself as one of the analytic approaches most utilized to explain the emergence of the entrepreneurial behavior. This concept is defined as the conscious predisposition of an individual to initiate a business in the future and has been identified as one of the most consistent predictors of the entrepreneurial action (2) (3) (4).

This study has been sustained in models widely recognized in the literature, such as: the Theory of Planned Behavior proposed by Icek Ajzen (5) and the Entrepreneurial Event Model developed by Albert Shapero and Lawrence Sokol (6), which explain the formation of the entrepreneurial intention from cognitive, attitudinal and contextual factors that influence in the perception of desirability and viability of undertaking, where

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it explains the formation of the intention from cognitive constructs, and, permits understanding how they are configured by means of processes of observation and imitation in social contexts such as the family, in which the founders act as role models that transmit values, tacit knowledge and attitudes. In particular, in university contexts it is evidenced that the entrepreneurial education strengthens the attitudes toward the entrepreneurial activity and increase the disposition of the students to consider the creation of enterprises as a viable professional alternative, although this effect usually manifests itself in an indirect manner through changes in the perceptions, skills and valuations associated to the entrepreneurship (7) (3) (8).

Among the factors that influence in the formation of the entrepreneurial intention, the family environment has been identified as one of the most relevant. From there, the students coming from entrepreneurial families tend to present more elevated levels of entrepreneurial intention owing to the processes of early socialization that occur in the family ambit. The direct exposure to entrepreneurial activities facilitates the transmission of knowledge, experiences and values associated to the management of businesses, reducing the uncertainty before the entrepreneurship and strengthening the entrepreneurial self-efficacy (9) (3) (4) (10). In this line, previous investigations developed in the Ecuadorian context, particularly in the province of Tungurahua, have evidenced that the family environment acts as a formative ecosystem that configures the entrepreneurial vocation from early stages, identifying structural differences in the motivation to undertake: while that the individuals coming from entrepreneurial families tend to orient themselves toward the preservation of the lifestyle and the socioeconomic status.

The entrepreneurial curriculum refers to the systematic integration of contents, methodologies and formative experiences oriented to the development of competencies related with the identification of opportunities, the innovation, the management of the risk and the creation of new enterprises. Through specific subjects, methodologies of learning based on projects, activities of entrepreneurial simulation and links with the productive environment, the study plans can contribute to develop entrepreneurial capacities and to strengthen the perception of viability of the entrepreneurship as professional option (11) (8).

From this perspective, the university academic curriculum can act as a moderating variable that alters the relation between the family antecedent and the entrepreneurial intention, manifesting itself both in a potentiating effect, when the academic formation strengthens the inherited vocation. In this line, the literature has evidenced that the entrepreneurial education impacts positively in the entrepreneurial intention by means of the development of competencies, self-efficacy and orientation toward opportunities (12) (13), contributing to strengthen the confidence of the students in the capacity to undertake and to reduce the perception of risk associated to the creation of new enterprises. Thus, the family environment and the entrepreneurial education in a predominantly independent manner, generating a fragmented comprehension of the processes that configure the entrepreneurial intention in university contexts (14) (15) (16), with a limited comprehension of the mechanism by means of which both factors interact, especially in university students belonging to Generation Z.

In this context, the investigation is articulated through the question: What is the effect of the moderation of the university academic curriculum in the relation between the antecedent of entrepreneurial family and the entrepreneurial intention of the university young people? From which the objective of the study is posed: determine the effect of the moderation of the university academic curriculum in the entrepreneurial intention of young people with antecedents of entrepreneurial family.

In order to reach this objective, the investigation adopts a quantitative approach of transversal cut oriented to analyze the relations between the considered variables. The information was compiled by means of structured and validated questionnaire applied to students of the career of Business Administration. Subsequently, the data were analyzed by means of statistical techniques that permit evaluating the moderating effect of the university academic curriculum in the relation between the entrepreneurial family antecedents and the entrepreneurial intention.

The antecedent of entrepreneurial family is understood as the direct or indirect exposure to entrepreneurial activities within the family nucleus, which can influence in the construction of perceptions, attitudes and expectations related with the entrepreneurial activity (9) (17).

MATERIALS AND METHODS

The work was framed in a quantitative approach owing to that it is based on existing theories and it was measured through an instrument that principally is in charge of measuring the dimensions of each variable, subsequently the statistics was utilized to measure the correlation between these and validate the hypothesis previously posed.

This study is of descriptive and correlational type because it seeks, in the first place, to detail and characterize the entrepreneurial intention of the students in the academic context, without manipulating the variables, observing the phenomena such as they occur in the reality. Likewise, it is correlational since it analyzes the existing relation between the university academic curriculum, the entrepreneurial family antecedent and the entrepreneurial intention. In addition, it is intended to identify how these variables are associated among themselves and if the curriculum acts as a moderating factor in said relation permitting understanding the joint influence of these elements in the entrepreneurial behavior of the young people.

A bibliographic investigation was realized with the aim of sustaining theoretically the academic curriculum, the entrepreneurial family antecedent and the entrepreneurial intention, by means of the revision of bibliographic sources. In addition, field investigation was applied with the application of the instrument to the university students.

The population object of study was conformed by the students enrolled in the semester January-July 2026 in the career of Business Administration, who are 556 students that are the group of interest of the study. For the sample, a random sampling based on the registry of the students in the Faculty of Administrative Sciences is employed, where 251 participants are obtained that assure solidity of the statistical results for being the representative sample. The participation in this investigation was voluntary, for which, upon initiating the questionnaire the informed consent was placed to leave the

participation optional and in this manner biases at the moment of collecting the sample were guaranteed to avoid.

For the collection of data a validated survey based on the structured questionnaire of the family antecedent (18) was utilized; for the university ecosystem (curricular support, co-curricular support and contact networks) one worked with the scale of university support (19); and, for the entrepreneurial intention the scale of entrepreneurial intention (EIQ) (20) was utilized, based on the theory of planned behavior (self-efficacy, expectation of results, goals and environmental factors). In this form the instrument has 36 closed questions that present the option of response in Likert scale from 1 to 5 from the lowest category until the highest.

In order to validate the instrument it was realized starting from the analysis of reliability of the instrument, through Cronbach's $\alpha = 0.964$ which indicates that it possesses internal consistency and is valid to collect information. Likewise, the validity is analyzed by means of factorial analysis from where it is found that KMO = 0.954 and sphericity of Bartlett 5628.96 with $p\text{-value} < 0.01$ which indicates that the collected data are sufficiently appropriate for exploratory factorial analysis, that is to say, the data show significant information in the study and that the variables are correlated among themselves, which indicates the quality of the sample is adequate to represent the studied reality.

The information was processed through a statistical software SPSS 27.0, which permitted us to develop tables and graphs for the descriptive analysis of the variables and subsequently the utilization of a test of normality and validation of hypothesis to determine the correlation of the variables, the same which is represented the results.

RESULTS

A. Family antecedents

The 54.58% of the surveyed students affirms that there do not exist enterprises in the family environment. In contrast, a representative segment of the 45.42% yes counts with entrepreneurial family antecedents. Of this group with antecedents of family enterprises, the 25.90% locates these businesses in the extended family (grandparents, uncles, cousins), while a 19.52% comes from nuclear families (parents, brothers) with enterprises. With respect to the practical immersion, the 53.78% has not participated in labor activities linked to family businesses. Among those who yes have had a level of involvement, the 29.48% signals having collaborated exclusively in operative activities. Solely a minority of the 16.73% has managed to involve itself in strategic processes related with the taking of decisions.

Figure 1. Distribution according to presence in nuclear or extended family.

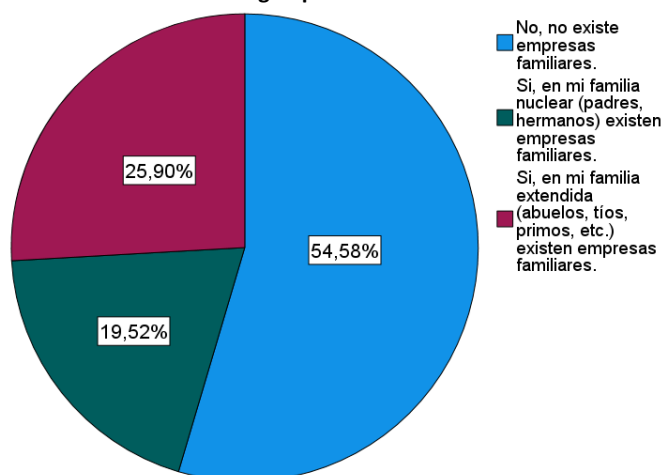
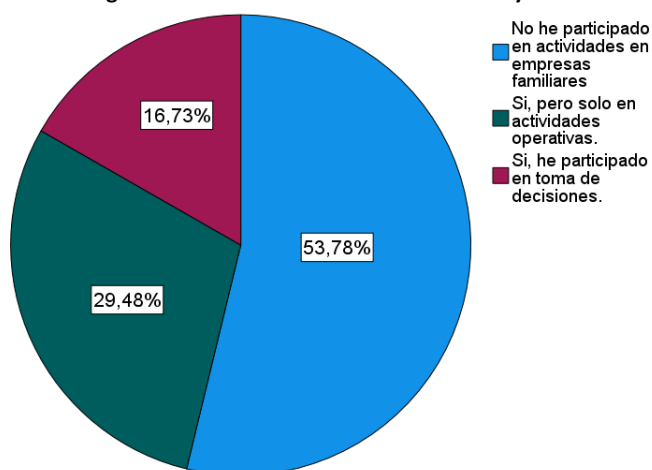


Figure 2. Level of involvement of the surveyed.

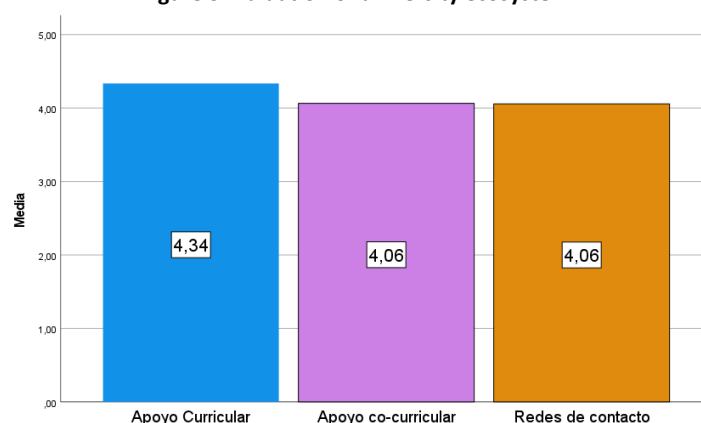


The results on the family antecedents show that many students do not have a close entrepreneurial environment, although there is also an important group that yes has had some type of contact with entrepreneurship in their family. It is observed that these family businesses are not only in the close nucleus, but also in the extended family, which indicates that the exposure to the entrepreneurship can be given through distinct links. However, this closeness does not always imply a direct participation since more than the half of the students has not been involved in these activities. Among those who yes have participated, the majority has done it in operative tasks, that is to say, in basic activities, while few have formed part of more strategic processes or of taking of decisions. This suggests that, although within the family experiences and knowledge on businesses are shared, this participation usually is limited and progressive, especially because the students still are in formation. In this sense, the family influences in how the entrepreneurship is perceived and helps to develop certain skills and attitudes, but does not always guarantee a complete experience in the management of a business. Therefore, the family antecedent is an important factor in the entrepreneurial intention despite that its impact depends on the level of participation and of the type of experiences that each student has had.

B. University ecosystem

Upon evaluating the perception of the students on the university ecosystem through the Likert scale from 1 to 5 and obtained the average value of the questions related to each dimension, the results show a high valuation in all the dimensions. The Curricular Support stands out as the dimension better valued, reaching a mean of 4.34. Likewise, the dimensions of Co-curricular Support and Contact Networks present identical valuations, with a mean of 4.06 each one. These values indicate that the university students capture a solid institutional environment and actively involved in the promotion of the entrepreneurship, standing out principally through the formal academic formation.

Figure 3. Valuation of university ecosystem.

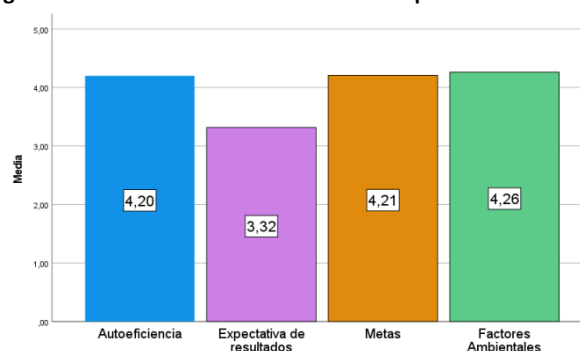


The scores reflect that the university has transcended from the traditional formative function to strengthen itself as an ecosystem of innovation and entrepreneurial foment. The predominance of the curricular support evidences a systematic and effective integration of the entrepreneurial curriculum, suggesting that the methodologies of active learning, the projects and the specific subjects manage to strengthen the entrepreneurial capacities of the students in the classrooms.

C. Entrepreneurial intention

Upon evaluating the dimensions of the entrepreneurial intention, the data show an extended tendency toward high values, revealing a preference in the majority of the factors. The dimension of Environmental Factors stands out with the highest mean of the element, reaching a mean of 4.26. The dimensions of Goals and Self-efficacy present a similar statistical behavior, with means of 4.21 and 4.20, respectively. In change, the expectation of results registers a significant fall in the valuation, situating itself as the lowest mean with a 3.32.

Figure 4. Means of the dimensions of entrepreneurial intention



In parallel, the high levels of self-efficacy (4.20) and clarity in the goals (4.21) demonstrate that the students possess a solid confidence in the skills to plan and execute the creation of an enterprise. From the optic of the Theory of Planned Behavior, this perceived behavioral control is one of the most consistent predictors of the entrepreneurial intention, since it reflects the integration of technical and managerial capacities.

Nevertheless, the expectation of results (3.32) reveals a phenomenon of reserve, since, although the students perceive themselves capable and backed by the social and family environment, they manifest uncertainty with respect to the entrepreneurial returns, the profitability or the sustained success that they could obtain upon undertaking. This gap between the perceived capacity (self-efficacy) and the distrust on the future success (expectation of results) underlines the space where the university academic curriculum must intervene as moderating mechanism. The formative ecosystem has the challenge of moderating this perception of risk by means of effective contact networks and market simulations that transform that high latent intention into a definitive entrepreneurial behavior, interacting with the certainties or doubts that the students already bring from the family antecedent.

D. Relation of the variables

For the analysis of correlation the cases where the students of the career of business administration possess an enterprise are considered, that is to say, the 45% of the participants of the study is considered; this set of data is found with the factor of influence of antecedents of entrepreneurial family.

This set of data is evaluated the behavior of normality of the dimensions through the Kolmogorov-Smirnov test where it is found that the dimensions possess normality (p -value = 0.000), for which one works through the Spearman's correlation, being that this test does not require the assumptions of normality for the application.

Table 1. Coefficients of correlation and statistical significance.

	Self-efficacy	Expectation of results	Goals	Environmental Factors
Curricular Support Correlation coefficient	0.622**	0.611**	0.604**	0.522**
Sig. (bilateral)	0.000	0.000	0.000	0.000
Co-curricular Support Correlation coefficient	0.861**	0.614**	0.697**	0.624**
Sig. (bilateral)	0.000	0.000	0.000	0.000
Contact Networks Correlation coefficient	0.689**	0.568**	0.651**	0.602**
Sig. (bilateral)	0.000	0.000	0.000	0.000

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

The results of the matrix evidence that all the correlations between the dimensions of the university ecosystem and the entrepreneurial intention are positive and statistically significant at the level of 0.01 (bilateral). This permits indicating that there is statistically significant evidence to reject the null hypothesis and accept the alternative hypothesis that indicates that: there exists a direct and significant relation between the university ecosystem, the entrepreneurial intention and the antecedent of entrepreneurial family.

Of this, the strongest finding is the correlation between the Co-curricular Support and the dimension of Self-efficacy ($r = 0.861$), being the highest value of the entire model.

Likewise, the Co-curricular Support maintains strong relations with the Goals ($r = 0.697$) and the Environmental Factors ($r = 0.624$). On the other hand, the Curricular Support and the Contact Networks present consistent correlations of moderate to strong (between $r = 0.522$ and $r = 0.689$) with all the dimensions of the dependent variable.

The correlation of the Co-curricular Support with the Self-efficacy (0.861) stands out; this indicates that, for the students of family enterprises, it is not enough solely with the theory in the classroom. They are the methodologies of active learning outside the traditional space such as: the business simulations, the learning based on problems and the extracurricular projects, those that transform the knowledge inherited from the family into a solid personal confidence to undertake. The statistical findings provide robust empirical evidence to accept the hypothesis of the study.

DISCUSSION

From a theoretical perspective, these results confirm that the university academic curriculum exercises a moderating effect of potentiating type in the entrepreneurial intention. For the young people who already bring with them processes of early socialization and transmission of tacit knowledge from their family businesses, the university is not a neutral actor. On the contrary, the university ecosystem interacts with this entrepreneurial family knowledge multiplying the predisposition toward the creation of enterprises.

From the perspective of the entrepreneurial family, the family environment acts as a space where vital resources and knowledge for the formation of entrepreneurial aspirations are transmitted. Likewise, within the group that possesses family enterprises within the environment, the immersion is partial, this owing to that they still do not conclude the stage of professionalization, but the transmission of tacit knowledge such as the management of organizational resources and the taking of decisions in scenarios of uncertainty is within the family environment. This observational learning, according to the literature, is fundamental to strengthen the self-efficacy and the perception of viability of the entrepreneurship.

In the university context, a positive valuation of the academic ecosystem is evidenced, which results key within the model of investigation. The existence of a solid curriculum and of structured support networks permits the university to interact with the family experiences of the student. In this sense, the formative environment can assume a moderating role, either potentiating the entrepreneurial vocation in those who come from entrepreneurial families or compensating the lack of this social capital in those who do not count with said antecedents. These results guard relation with previous studies developed in Tungurahua, where also it has been identified that the articulation between the university environment and the family environments impacts in a positive manner in the development of entrepreneurial attitudes and competencies.

The student profile of those who possess antecedents of entrepreneurial families is characterized by the cognitive predisposition toward the entrepreneurship, strongly anchored in the perception of the own capacities and in the influence of the environment. Of this, the environmental factors (4.26) indicates that the young people perceive a favorable social and institutional context to undertake. This confirms the

postulates of the Entrepreneurial Event Model, which sustains that the perception of desirability and the social context act as catalyzing forces to impulse the individuals to consider the entrepreneurship as a professional alternative.

Of the correlation, the influence of the contact networks and the curricular support on the expectations of results and the goals demonstrates that the entrepreneurial education provides the institutional resources necessary to reduce the perception of risk. In synthesis, the university ecosystem acts as a structural mechanism that validates, structures and projects the entrepreneurial dispositions acquired in the family environment.

From the exposed findings, it results that in the future studies of longitudinal character be developed to evaluate if this high entrepreneurial intention moderated by the university materializes effectively in the creation of start-ups after the graduation. Likewise, it is necessary to amplify the theoretical model to contrast empirically the potential compensatory effect of the university ecosystem, determining if a robust curriculum possesses the capacity to substitute the absolute absence of primary social capital in those students who lack completely of entrepreneurial family antecedents.

CONCLUSIONS

It is concluded that the university ecosystem exercises a moderating role of potentiating character on the entrepreneurial intention of the young people with antecedents of entrepreneurial family. Far from being a neutral institutional actor before the knowledge of the student, the university acts as a structural facilitator that takes the tacit knowledge, inherited from the family socialization, to validate it, structure it and project it with professionalization toward the creation of new enterprises.

A critical finding with respect to this mechanism of moderation resides in the insufficiency of the traditional academic formation in an isolated manner. It is concluded that they are the methodologies of active learning and the co-curricular support that are the determinants that transform the family immersion, often partial or operative, into a solid entrepreneurial self-efficacy. The curriculum must transcend the classroom to endow the student of the strategic confidence necessary to undertake.

Despite possessing a high attitudinal predisposition, the students manifest a marked caution and uncertainty before the returns and the sustained success of the future entrepreneurial initiatives, also it is an aversion inherited from the influence of the entrepreneurial family. Therefore, it is concluded that the contact networks and the curricular support provided by the higher education are vital resources to shorten the existing gap between the high capacity perceived by the student and the distrust toward the results of the market, operating as an institutional shield that reduces the perception of risk.

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