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Emotional Competencies Influencing Self-Efficacy, Attitude and Intention through Entrepreneurial Education among Students in the Business Administration Program at Cesmag University, Colombia

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Abstract

The objective is to analyze the skills emotional influenced in self -efficacy, attitude and intention entrepreneur through education entrepreneur of the Students from the Business Administration program at Cesmag University, Colombia. An approach is used mixed, design sequential explanatory, type of research correlational method integrator, the technique is the survey, the The sampling type is non- probabilistic, the population consists of 218 students enrolled during the second semester 2025, 77 from the first to the fourth semester is the control group, and from fifth to tenth semester, experimental group, 141 students, were analyzed the data with Excel, like this as The statistical software SPSS. As results the spaces academics of the business administration program curriculum denote greater learning in entrepreneurship compared to the control group. In conclusion, how much the more skills are strengthened emotional, it is more likely that students possess intention entrepreneur.

Keywords: Competencies emotional, Self-efficacy, Attitude entrepreneurial, Intention entrepreneur, Education entrepreneur

Introduction

The Ministry of National Education of Colombia, through Resolution 4332 of November 22, 2004 grants he record qualified for the Business Administration Program at Cesmag University, in compliance with Resolution 2767 of November 13, 2003, which defines the characteristics specific quality standards, starting tasks academics the first half of 2005.

After a rigorous self- assessment process, the Program submits the registration renewal to the Ministry of National Education rated, under the guidelines of the Decree Regulatory Decree 1295 of 2010, a request that was approved through Resolution No. 7160 of August 30, 2011 for a period of seven years with a duration of 10 semesters to grant he degree in Business Administration.

In this sense, the futures Business Administration professionals must tend by contribute to building organizations business ventures that generate regional and national development, within an environment of solidarity, transparency and social equity, to achieve this The objective is to have training component professional in the spaces Academics of: Administration I and II, Processes Administrative I and II, **Entrepreneurship and Innovation**, Information Systems Management, International Business, Environmental Management, Management Strategic and Foresight (University Institution) Cesmag, 2017).

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From the above, it follows that from the beginnings of the program the entrepreneurship component is declared and promoted in all its processes.

In the year 2024 registration renewal submitted qualified from the Business Administration Program before the Colombian Ministry of Education reducing the number of semesters 8 where they also appear among the challenges academics the generation of entrepreneurship by part of the students. That's how it is, as can be inferred that the ventures done by the Students of the Business Administration Program form in a challenge for CESMAG University.

And this is evident, reflected at the level national when according to Varela et al. (2020), universities have dedicated currently to the generation and strengthening of companies from the curriculum and extracurricular activities, which are not reflected in the score assigned by the experts who have valued higher education as fundamental to promoting the Entrepreneurship. They are presented ratings (≥ 5.0) for the last four years, despite having — as in almost all the factors — a trend decreasing. Although in this case, the decrease seems to stabilize, since it did not go down further, the last year (Global Entrepreneurship Monitor Colombia, 2024)

So likewise, they are presented the values disaggregated for higher education for the Year 2023. The experts They express that higher education institutions are providing a preparation appropriate in entrepreneurship (5.79) (Global Entrepreneurship Monitor Colombia, 2024). It can be inferred that education in entrepreneurship in a scale of 1 to 10 is found at a medium level, which creates the need to strengthen it and one of the alternatives It would be the promotion of skills emotional in the students of the business administration programs.

So same, in The GEM (2024) states that there is evidence of the need for the system educational, especially in the levels of education basic and secondary education, strengthen the integration strategies of topics related to business and business creation in their programs educational. This would contribute to fostering the ability to generate ideas and self-sufficiency, in solving challenges, thus such as the promotion of personal initiative, enriched by the knowledge and skill entrepreneur.

Specifically at the University under study that in this In the case of CESMAG, they were identified some requirements and needs in the determination of competencies emotional in education entrepreneur since it is not evident in the curriculum of the Business Administration Program, and this is one of the causes for which from the year 2005 which was created the Business Administration program to date the students have only created 67 ventures (CESMAG University, 2025).

The importance of strengthening skills emotional in the students is fundamental since they have developed and delivered fields of application analogues for the entrepreneurship in a twenty others key topics, which cover from law to leadership, accounting, planning, operations, and strategy. However, there is no single field of application, analogous to the skills emotional for the entrepreneurship, which leaves the entrepreneurs in the lurch, left to his own devices, despite the convincing research that documents the enormous challenges emotional challenges they face throughout their lives path business (Aly et al., 2021) .

So likewise, it does not have a team teacher with training and experience in the generation of companies, those that exist have knowledge theorists and some they have done few projects, in addition to a large percentage of the teachers linked to the program are linked under the modality of lecture hours or part-time, which allows them to be floating and are not assigned responsibilities specific typical of entrepreneurship.

The above is evident because the curriculum plan of the business administration program 2025

presented in the master document for registration renewal qualified from the business administration program in the year 2024 lacks a component articulated with competencies specific to the entrepreneurship, since it only has one subject called entrepreneurship and innovation in the room semester, Integrative Project I in the fifth semester, Integrative Project II in the sixth semester and Project Management, but the time is scarce for generating and crystallizing ideas, as well as generating a culture of entrepreneurship and innovation, and skills are not evident emotional in this curriculum.

Otherwise, in the Business Administration Program - Cesmag University lack implement skills entrepreneurs in agreement with the business administration program at the Francisco de Paula Santander University, where according to Mosquera et al. (2019), there is a great difference between the conceptualization of teachers and students on the issues relevant for the consolidation of entrepreneurship, since the teachers they believe that practice is fundamental for skills development. female entrepreneurs, where the student acquires knowledge in an articulated and transdisciplinary way that fosters, the teaching - learning process and the role of the teacher in the same.

Furthermore, it is possible to analyze education in entrepreneurship taught by Cesmag University, and its relationship with the development of skills emotional aspects of students, which is of great importance because of the impact that institutions have educational in the entrepreneurship, through their curricula. Since many research on the impact of education in entrepreneurship they assume it is positive for the intention entrepreneurial, because it is stated that when people acquire better spirit entrepreneur, their attitudes and intentions change to a large extent.

It should be noted that the investigation from the training context in entrepreneurship seeks a relationship between attitude, self-efficacy and subjective norm, thus, from this focus, the choice involves aspects cognitive and emotional, having in account cognitive variables as influential in the intention business, especially, of the student's university.

The investigation seeks to find strengthen in the business administration program education business that provides the students' motivation, the knowledge and skills that are essential for entrepreneurship a company successful, empowering them to acquire ideas, management skills and help the students to develop attitudes positive toward the spirit business that will be useful to them as a basis for having his own employment and generate it for others through the creation of companies. For this reason, CESMAG University must perform your duties with quality. This is required. know behaviors and attitudes to perform changes that lead to greater motivation of the students.

Method and Procedures

It is used the approach mixed research that combines both elements qualitative as quantitative. These methods they are looking leverage the strengths of both approaches to obtain a comprehension further complete and in-depth understanding of the phenomenon or problem to investigate.

The investigation qualitative focuses on understand and explore the meanings, experiences and perspectives of the participants through techniques as interviews, observation participant or content analysis. On the other hand, on the other hand, the research quantitative is based in data collection and analysis numeric to identify patterns, establish relationships and make inferences statistics.

The advantage of the methods mixed means that they allow a comprehension deeper and richer of the phenomenon studied by combining the breadth and generalization of the data quantitative with contextual richness and understanding in depth provided by the data qualitative.

Furthermore, the use of methods mixed can help to validate and enrich the findings, by allowing data triangulation and the analysis complementary (Cueva et al., 2023).

On the other hand, part, the research design is sequential. explanatory since it combines a phase quantitative initial to establish relationships and patterns, followed by a phase qualitative to explain and understand in depth the results obtained. This design allows combine the aspects descriptive and explanatory aspects of the research, providing a comprehension further complete and enriching of the phenomenon studied.

The design sequential explanatory implies a temporal sequence in which a phase quantitative and then a phase qualitative. The phase quantitative focus in data collection quantitative to establish relationships, patterns, or trends in the freak studied. The phase Qualitative focuses on understanding in depth and explanation of the results quantitative, using methods qualitative (Cueva et al., 2023).

Otherwise the type of research is correlational, which, according to Hernández, et al. (2014), aims know he behavior of a variable when observing the performance of other related variables. Thus, attempting to predict the approximate value that the target population will obtain in a variable, based on the estimate that the related variables have.

For the study used the method integrator that consists in integration effective of the prospects qualitative and quantitative (Plano-Clark, 2019). Integration is understood as a process that encompasses all the research, from he study design to interpretation of results (Akerblad et al., 2021; Guetterman et al., 2020) where the aspects qualitative and quantitative They dialogue with each other (Plano-Clark, 2019).

On the other hand, part, the technique used in he the study is the survey and with the The questionnaire is an instrument that gathers the study variables (Casas et al., 2003, p. 528). The survey is very used, since it allows get data quickly. As Bisquerra (2004, p. 233) points out, the survey is very used due to the ease of obtaining data, and its usefulness for research.

The investigation this composed by three phases, where the first step involves gathering documentary information, and the second step involves collecting the information. primary through the application of a survey of the students of the Business Administration program at CESMAG University.

The sampling method is non-probabilistic; a defined population is selected, which corresponds to the set of students. university students, enrolled during the second semester 2025, which they receive education in entrepreneurship in the CESMAG University business administration program.

According to the Enrollment data from Cesmag University, in the business administration program, course in the 2025-II academic term, 218 students enrolled. Of the total number of students, 77 were enrolled from the first to the fourth semester becoming in the control group, and from fifth to tenth semester, the experimental group, 141 students. With this information, was applied he This instrument is available to the entire population. How it is presented in Table 1.

Table 1. Population and sample of students from the business administration program at Cesmag University

Semester	Population	Sample
1	34	Control group 77
2	7	
3	15	
4	21	

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5	11	Experimental group 141
6	20	
7	30	
8	38	
9	35	
10	7	
Total	218	218

Source: Prepared by own

Two groups were established: the experimental group, made up by the students in semesters 5 through 10 entrepreneurship subjects, and a control group, made up by the students from 1 to 4 who have not course entrepreneurship subjects.

The fieldwork of this research was conducted in the Business Administration Program of CESMAG University, entity where I work Currently, after requesting permission from the Program Director and the Dean 's Office of the Faculty.

Everyone was selected the students of the program in mention that there are 218 registered students in the period 2025 II, the fieldwork was carried out through the application of surveys that included topics as intention entrepreneurial skills emotional, education entrepreneur among others.

Prior to the application of the instrument, it was validated through two methods; first, it was submitted to expert evaluation. in entrepreneurship, the which they issued recommendations regarding some aspects structural elements of the instrument that were taken in account and submitted new time to his review; upon completion of this process, it was carried out a proof pilot in 10 students of the Business Administration Program, this to verify Yeah he The instrument was feasible for collecting the data, avoiding underreporting, redundancy, or inconsistency and if These corresponded to the compliance with objectives; through these two processes were able to validate the feasibility of the instrument.

Validated he instrument, the application of this was carried out, with the exception that this application was carried out by several media: physical and digital: (mail electronic, WhatsApp, and Google Forms). With the previous explanations in each case.

The data were collected by the researchers to have greater control over the accuracy of the information, in addition during he the process of gathering information was carried out a review of sources secondary in studies done by others authors.

The objective is to analyze the influence of the independent variables defined (attitude, self-efficacy and intention), in the dependent variables (competencies emotional and education entrepreneur). To evaluate the independent variables, two groups are established, one of which attends to entrepreneurship courses (experimental group), and the other not (control group).

It was used the questionnaire structured, directed at the defined experimental and control groups, in the period academic second semester 2025. After gathering the information, it was carried out he analysis of the data quantitative methods were used tools computer science such as Microsoft Office Excel 2010 and 2013, as well as SPSS statistical software version 22.

It was proposed a single hypothesis:

H1. The influence positive of the skills emotional in attitude, self-efficacy, and intention Entrepreneurial spirit is greater when one has received education entrepreneur

Results

Determining the level of intention entrepreneur in the Business Administration students - Cesmag University

Table 2. Correlation of intention entrepreneur in Students from 1st to 4th semester Business Administration - CESMAG University

		Rewards economic (obtain or increase) income)	Independence /Autonomy to be yourself own boss	Rewards private individuals	Family and personal safety
Rewards economic (obtain or increase) income)	Pearson correlation	1	,763 **	,739 **	,787 **
	Sign (bilateral)		,000	,000	,000
	N	77	77	77	77
Independence / Autonomy (personal freedom, being yourself) own boss	Pearson correlation	,763 **	1	,729 **	,831 **
	Sign (bilateral)	,000		,000	,000
	N	77	77	77	77
Rewards personal (recognition) public, personal growth)	Pearson correlation	,739 **	,729 **	1	,705 **
	Sign (bilateral)	,000	,000		,000
	N	77	77	77	77
Family and personal security (securing my future and that of my family)	Pearson correlation	,787 **	,831 **	,705 **	1
	Sign (bilateral)	,000	,000	,000	
	N	77	77	77	77

** The correlation is significant in he level 0.01 (bilateral).

Source: Prepared by own

According to the results obtained can to establish that there exists a linear association and according to Pearson's table when it occurs a correlation of 0.7 to 0.89 indicates a positive and high correlation; therefore, it can be to infer that the business administration students of the semesters 1 to 4 if have an intention entrepreneur.

Table 3. Correlation of intention business in Students from 5th to 10th semester Business Administration - CESMAG University

		Rewards economic (obtain or increase) income)	Independence / Autonomy to be yourself own boss	Rewards private individuals	Family and personal safety
Rewards economic (obtain increase) income) or	Pearson correlation	1	,621 **	,502 **	,529 **
	Sign (bilateral)		,000	,000	,000
	N	141	141	141	141
Independence / Autonomy (personal	Pearson correlation	,621 **	1	,469 **	,460 **
	Sign (bilateral)	,000		,000	,000

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freedom, being yourself) own boss	N	141	141	141	141
Rewards personal (recognition) public, personal growth)	Pearson correlation	,502 **	,469 **	1	,571 **
	Sign (bilateral)	,000	,000		,000
	N	141	141	141	141
Family and personal security (securing my future and that of my family)	Pearson correlation	,529 **	,460 **	,571 **	1
	Sign (bilateral)	,000	,000	,000	
	N	141	141	141	141
** . The correlation is significant in he level 0.01 (bilateral).					

Source: Prepared by own

According to the results obtained according to the Pearson table when it is presented a correlation of 0.4 to 0.69 indicates a positive correlation. moderate, therefore, it can to infer that the business administration students of the semesters from 5 to 10 have a intention entrepreneur moderate and less than students from 1 to 4.

Analysis of education in entrepreneurship offered by the University, and how this it affects in the intention business of the Business Administration students

Intention, attitude, and self-efficacy entrepreneur of the Business administration students from the University Cesmag is directly and positively influenced due to their skills emotional.

Table 4. Influence of competency variables emotional and intention entrepreneur control group

Descriptive Statistics

	Media	Deviation	Number of analyses
Behaviors: I recognize my emotions and their effects on my actions.	4,22	1,008	77
Behaviors: I take responsibility for my actions.	4,22	1,008	77
Behaviors: Persistence in achieving objectives	4,49	0,805	77
Rewards economic (obtain or increase) income)	4,43	0,880	77
Independence / Autonomy (personal freedom, being yourself) own boss	4,45	0,882	77
Rewards personal (recognition) public, personal growth)	4,30	1,014	77

Source: Prepared by own

Table 5. Influence of competency variables emotional and intention entrepreneur experimental group

Descriptive Statistics

	Media	Deviation	Number of analyses
Behaviors: I recognize my emotions and their effects on my actions.	4,43	0,577	141
Behaviors: I take responsibility for my actions.	4,43	0,577	141
Behaviors: Persistence in achieving objectives	4,61	0,607	141

Rewards economic (obtain or increase) income)	4,47	0,770	141
Independence / Autonomy (personal freedom, being yourself) own boss	4,66	0,664	141
Rewards personal (recognition) public, personal growth)	4,37	0,750	141

Source: Prepared by own

Table 4 and Table 5 shows the descriptive of the indicators of the skills variable emotional and their influence in the intention entrepreneurial. In this way, it is observed a decrease in the deviation standard, considering So a influence positive, which allows determine a difference significant of the variables in mention. In this context, is relevant consider in he student that the recognition of emotions has effect Regarding actions, responsibility for actions, and persistence to achieve the objectives in a way positive versus rewards economic to increase the income, obtain independence and autonomy in the decisions as immediate supervisor and rewards personal as recognition public and personal growth.

Table 6. Correlation matrix of competency variables emotional and intention entrepreneur control group

	Behaviors: I recognize my emotions and their effects on my actions	Behaviors: I take responsibility for my actions.	Behaviors: Persistence in achieving objectives	Rewards economic (obtain or increase) income)	Independence / Autonomy (personal freedom, being yourself) own boss	Rewards personal (recognition) public, personal growth)
Behaviors: I recognize my emotions and their effects on my actions.	1,000	1,000	0,610	0,292	0,270	0,385
Behaviors: I take responsibility for my actions.	1,000	1,000	0,610	0,292	0,270	0,385
Behaviors: Persistence in achieving objectives	0,610	0,610	1,000	0,496	0,551	0,446
Rewards economic (obtain or increase) income)	0,292	0,292	0,496	1,000	0,763	0,739
Independence / Autonomy (personal freedom, being yourself) own boss	0,270	0,270	0,551	0,763	1,000	0,729
Rewards personal (recognition) public, personal growth)	0,385	0,385	0,446	0,739	0,729	1,000

Determinant: 0,000

This matrix is not definitely positive.

Source: Prepared by own

Table 7. Correlation matrix of competency variables emotional and intention entrepreneur experimental group

	Behaviors: I recognize my emotions and their effects on my actions	Behaviors: I take responsibility for my actions.	Behaviors: Persistence in achieving objectives	Rewards economic (obtain or increase) income)	Independence / Autonomy (personal freedom, being yourself) own boss	Rewards personal (recognition) public, personal growth)
Behaviors: I recognize my emotions and their effects on my actions.	1,000	1,000	0,526	0,296	0,257	0,388
Behaviors: I take responsibility for my actions.	1,000	1,000	0,526	0,296	0,257	0,388
Behaviors: Persistence in achieving objectives	0,526	0,526	1,000	0,332	0,271	0,240
Rewards economic (obtain or increase) income)	0,296	0,296	0,332	1,000	0,621	0,502
Independence / Autonomy (personal freedom, being yourself) own boss	0,257	0,257	0,271	0,621	1,000	0,469
Rewards personal (recognition) public, personal growth)	0,388	0,388	0,240	0,502	0,469	1,000

Determinant: 0,000

This matrix is not definitely positive.

Source: Prepared by own

Recognizing emotions and their effects about the shares have a difference significant versus the desire to obtain or increase income in a correlation positive control from 29.2 % to 29.6 %; upon recognition public and personal growth from 38.5 % to 38.8 %. In a way Contrary to personal independence or autonomy, it can be inferred in a control correlation that decreases from 27% to 26%.

Likewise, assume responsibility for the actions has a difference significant versus the ability to define an idea and a business strategy for a new company in a correlation positive control of 29% to 30%; similarly, to recognition public and personal growth from 38% to 39%. In a way Contrary to personal independence or autonomy, it can be inferred in a control correlation that decreases from 27% to 26%.

Regarding persistence in achieving the goals have a difference significant versus the ability to define an idea and a business strategy for a new company, it is inferred in a control correlation that decreases from 50% to 33%, thus Likewise, personal independence or autonomy decreased from 55% to 27%. Similarly, recognition public and personal growth from 45% to 24%.

The above is supported by the reference “ Competencies emotional and background cognitive in

the formation of intention entrepreneur of the students : the paper education moderator entrepreneurial ”, that the thought analytical of competencies emotional and their influence, in particular, on the shaping of intentions business of the students university students, supported by a model extended behavioral theory Ajzen's planned, and analysis of the role education moderator entrepreneurial among the variables in study.

The findings show that the spirit student entrepreneur university student looks favored because of their abilities emotional, because his incidence in the intention business attitudes entrepreneurs and perception self-efficacy, and they claim that the students with a high level of abilities emotional formed in entrepreneurship they will have a greater intention business (Fernández, et al., 2019; Yildirim, et al., 2019).

Table 8. Influence of competency variables emotional and attitude entrepreneur control group

	Media	Deviation	Number of analyses
Behavior: I recognize my emotions and their effects on my actions.	4,22	1,008	77
Behavior: I take responsibility for my actions.	4,22	1,008	77
Behaviour: Persistence in achieving goals	4,49	0,805	77
Knowledge of entrepreneurial activity - Family member or friend	3,16	1,573	77
Knowledge of entrepreneurial activity - Manager/Supervisor	3,04	1,543	77
Knowledge of entrepreneurial activity - Teachers	2,70	1,470	77
Degree of attraction of career options: entrepreneur	4,51	0,883	77

Source: Prepared by own

Table 9. Influence of competency variables emotional and attitude entrepreneur experimental group

	Media	Deviation	Number of analyses
Behavior: I recognize my emotions and their effects on my actions.	4,43	0,577	141
Behavior: I take responsibility for my actions.	4,43	0,577	141
Behaviour: Persistence in achieving goals	4,61	0,607	141
Knowledge of entrepreneurial activity - Family member or friend	3,90	0,928	141
Knowledge of entrepreneurial activity - Manager/Supervisor	3,33	1,323	141
Knowledge of entrepreneurial activity - Teachers	2,55	1,312	141
Degree of attraction of career options: entrepreneur	4,68	0,601	141

Source: Prepared by own

Table 8 and Table 9 shows the descriptive of the indicators of the skills variable emotional and their influence in the attitude entrepreneurial. In this way, it is observed a decrease in the deviation standard, considering So a influence positive, which allows determine a difference significant of the variables in mention. In this context, is relevant consider in he individual that the recognition of emotions has effect Regarding actions, responsibility for actions, and persistence to achieve the objectives in a way positive in response to the activity entrepreneur agreed in families or friends, also to the activity entrepreneurial spirit, whether from the boss, superior, or teacher, and similar to the degree of attractiveness of the options professionals related to entrepreneurship.

Table 10. Correlation matrix of competency variables emotional and attitude entrepreneur control group

	Behavior: I recognize my emotions and their effects on my actions.	Behavior: I take responsibility for my actions.	Behaviour: Persistence in achieving goals	Knowledge of entrepreneurial activity - Family member or friend	Knowledge of entrepreneurial activity - Manager/Supervisor	Knowledge of entrepreneurial activity - Teachers	Degree of attraction of career options: entrepreneur
Behavior: I recognize my emotions and their effects on my actions.	1,000	1,000	0,610	0,036	-0,090	-0,026	0,287
Behavior: I take responsibility for my actions.	1,000	1,000	0,610	0,036	-0,090	-0,026	0,287
Behaviour: Persistence in achieving goals	0,610	0,610	1,000	0,032	-0,079	-0,063	0,532
Knowledge of entrepreneurial activity - Family member or friend	0,036	0,036	0,032	1,000	0,724	0,589	0,208
Knowledge of entrepreneurial activity - Manager/Supervisor	-0,090	-0,090	-0,079	0,724	1,000	0,789	0,024
Knowledge of entrepreneurial activity - Teachers	-0,026	-0,026	-0,063	0,589	0,789	1,000	-0,034
Degree of attraction of career options: entrepreneur	0,287	0,287	0,532	0,208	0,024	-0,034	1,000

Determinant: 0,000

This matrix is not definitely positive.

Source: Own elaboration

Table 11. Correlation matrix of competency variables emotional and attitude entrepreneur experimental group

	Behavior: I recognize my emotions and their effects on my actions.	Behavior: I take responsibility for my actions.	Behaviour: Persistence in achieving goals	Knowledge of entrepreneurial activity - Family member or friend	Knowledge of entrepreneurial activity - Manager/Supervisor	Knowledge of entrepreneurial activity - Teachers	Degree of attraction of career options: entrepreneur
Behavior: I recognize my emotions and their effects on my actions.	1,000	1,000	0,526	0,094	0,141	0,054	0,051
Behavior: I take responsibility for my actions.	1,000	1,000	0,526	0,094	0,141	0,054	0,051
Behaviour: Persistence in achieving goals	0,526	0,526	1,000	0,121	0,186	0,108	0,107
Knowledge of entrepreneurial activity - Family member or friend	0,094	0,094	-0,121	1,000	0,393	0,180	0,109
Knowledge of entrepreneurial activity - Manager/Supervisor	0,141	0,141	0,186	0,393	1,000	0,498	0,195
Knowledge of entrepreneurial activity - Teachers	0,054	0,054	0,108	0,180	0,498	1,000	0,087
Degree of attraction of career options: entrepreneur	0,051	0,051	0,107	0,109	0,195	0,087	1,000

Determinant= 0,000

Source: Prepared by own

Recognizing emotions and their effects about the shares sample a difference significant in response to knowledge of the entrepreneurial activities of family members or friends, inferring in a correlation positive control of 4% to 9%; thus Likewise, to the knowledge of entrepreneurial activities directed by the boss from -9% to 14%; similarly, knowledge of entrepreneurial activities worked by teachers from -3% to 5% and the degree of attraction for being an entrepreneur, from 29% to 5%.

Thus, the variable: assuming responsibility for actions has a difference significant in the face of knowledge of the entrepreneurial activities of family members or friends, in a correlation positive control of 4% to 9%; thus Likewise, to the knowledge of entrepreneurial activities directed by the boss from -9% to 14%; similarly, knowledge of entrepreneurial activities worked by teachers from -3% to 5% and the degree of attraction for being an entrepreneur, from 29% to 5%.

Regarding persistence in achieving the goals has a difference significant in the face of knowledge of the entrepreneurial activities of family members or friends, in a correlation positive control from 3% to 12%; thus Likewise, to the knowledge of entrepreneurial activities directed by the boss from -8% to 19%; similarly, knowledge of entrepreneurial activities worked by teachers from -6% to 11% and the degree of attraction for being an entrepreneur, from 5% to 11%.

Table 12. Influence of competency variables emotional and self-efficacy entrepreneur control group

	Media	Deviation	Number of analyses
Behavior: I recognize my emotions and their effects on my actions.	4,22	1,008	77
Behavior: I take responsibility for my actions.	4,22	1,008	77
Behaviour: Persistence in achieving goals	4,49	0,805	77
Ability to define a business idea and strategy for a new company	4,26	0,894	77
Ability to recognize opportunities for the development of new products and services	4,29	0,792	77
Ability to build relationships with key individuals to raise capital	4,18	1,022	77

Source: Prepared by own

Table 13. Influence of competency variables emotional and self-efficacy entrepreneur experimental group

	Media	Deviation	Number of analyses
Behavior: I recognize my emotions and their effects on my actions.	4,43	0,577	141
Behavior: I take responsibility for my actions.	4,43	0,577	141
Behaviour: Persistence in achieving goals	4,61	0,607	141
Ability to define a business idea and strategy for a new company	4,24	0,716	141
Ability to recognize opportunities for the development of new products and services	4,31	0,523	141
Ability to build relationships with key individuals to raise capital	4,18	0,669	141

Source: Prepared by own

Table 13 shows the descriptive of the indicators of the skills variable emotional and their influence in self-efficacy entrepreneurial. In this way, it is observed a decrease in the deviation standard, considering So a influence positive, which allows determine a difference significant of the variables in mention. In this context, is relevant consider in he student that the recognition of emotions has effect Regarding actions, responsibility for actions, and persistence to achieve the objectives in a way positive versus the ability to realize a business decision for a new venture, identify opportunities for the generation of new products and services and the ability to establish relationships with people to obtain capital.

Table 14. Correlation matrix of competency variables emotional and self-efficacy entrepreneur control group

	Behavior: I recognize my emotions and their effects on my actions.	Behavior: I take responsibility for my actions.	Behaviour: Persistence in achieving goals	Ability to define a business idea and strategy for a new company	Ability to recognize opportunities for the development of new products and services	Ability to build relationships with key individuals to raise capital
Behavior: I recognize my emotions and their effects on my actions.	1,000	1,000	0,610	0,330	0,315	0,216
Behavior: I take responsibility for my actions.	1,000	1,000	0,610	0,330	0,315	0,216
Behaviour: Persistence in achieving goals	0,610	0,610	1,000	0,496	0,519	0,401
Ability to define a business idea and strategy for a new company	0,330	0,330	0,496	1,000	0,692	0,739
Ability to recognize opportunities for the development of new products and services	0,315	0,315	0,519	0,692	1,000	0,763
Ability to build relationships with key individuals to raise capital	0,216	0,216	0,401	0,739	0,763	1,000

Determinant: 0,000

This matrix is not definitely positive.

Source: Own elaboration

Table 15. Correlation matrix of competency variables emotional and self-efficacy entrepreneur experimental group

	Behavior: I recognize my emotions and their effects on my actions.	Behavior: I take responsibility for my actions.	Behaviour: Persistence in achieving goals	Ability to define a business idea and strategy for a new company	Ability to recognize opportunities for the development of new products and services	Ability to build relationships with key individuals to raise capital
Behavior: I recognize my emotions and their effects on my actions.	1,000	1,000	0,526	0,420	0,331	0,337
Behavior: I take responsibility for my actions.	1,000	1,000	0,526	0,420	0,331	0,337
Behaviour: Persistence in achieving goals	0,526	0,526	1,000	0,530	0,364	0,348
Ability to define a business idea and strategy for a new company	0,420	0,420	0,530	1,000	0,427	0,507
Ability to recognize opportunities for the development of new products and services	0,331	0,331	0,364	0,427	1,000	0,495
Ability to build relationships with key individuals to raise capital	0,337	0,337	0,348	0,507	0,495	1,000

Recognizing emotions and their effects about the shares have a difference significant versus the ability to define an idea and a business strategy for a new company in a correlation positive control from 33% to 42%; thus same, to the ability to examine advantages for new products and services from 31% to 33%, similarly, to the ability to establish relationships with key people to obtain capital of 22% to 34%.

Similarly, assume responsibility for your actions has a difference significant versus the ability to define an idea and a business strategy for a new company in a correlation positive control from 33% to 42%; likewise, to the ability to examine advantages for new products and services from 31% to 33%; similarly, the ability to establish relationships with key people to obtain capital of 22% to 34%.

Regarding persistence in achieving the goals have a difference significant versus the ability to define an idea and a business strategy for a new company in a correlation positive control of 50% to 53%. Otherwise, to the ability to visualize advantages for the generation of new products and services are inferred in a control correlation that decreases from 52% to 36%, of the same form, to the capacity to establish key alliances for obtaining financing are inferred in a control correlation that decreases from 40% to 35%.

Now it is revealed the results of the hypothesis proposed :

H1. The influence positive of the skills emotional in attitude, self-efficacy, and intention Entrepreneurial spirit is greater when one has received education entrepreneur

Table 16. Variable influence of education entrepreneur control group and experimental group

Statisticians descriptive Education Entrepreneur							
Variable	NG 2	Media G2	Deviation standard G2	NG1	Media G1	Deviation standard G1	Difference
In an entrepreneurship course - Introduction in situations real (case studies, market analyses, simulations, etc.)	141	4.61	0.652	77	4.49	0.955	Positive
In an entrepreneurship course - Development of a business plan.	141	4.61	0.641	77	4.70	0.745	Positive
In an entrepreneurship course - Relationship with entrepreneurs in the region.	141	4.65	0.632	77	4.65	0.855	Positive
In an entrepreneurship course - Attendance at places where they provide information on aid to the entrepreneurs	141	4.64	0.564	77	4.61	0.797	Positive
In an entrepreneurship course - Visits guided to companies, organizations or others associations.	141	4.64	0.601	77	4.56	0.819	Positive
Valid N (by list)	141			77			

Source: Prepared by own

Variables related to education entrepreneur from control group two show minor deviation standard with the variables of the control group. Thus, the variables in mention are more explanatory regarding a description positive, that is, that the spaces academics that relate the curriculum of the business administration program at Cesmag University they denote greater learning and guidance in entrepreneurial processes with respect to the control group.

The above relates directly with the research “Entrepreneurship Education and Students' Entrepreneurial Intention in Higher Education”, which describes the background of education business in the China 's higher education institutions and explores the influences of education business in the intention business of the students.

Using data from a survey about students in China, this study finds that students from different types of institutions and main fields They had a level different from participation in the spirit business. Furthermore, the larger the level of education business that received the students, it's stronger his self-efficacy in decision making business, and stronger is his intention business.

The delivery of educational courses has an effect positive in decision making business. Furthermore, the effect positive of decision -making self - efficacy business about the intention business was also Confirmed. Decision -making self - efficacy was also found. business juice he important mediating role between education for the entrepreneurship and intention entrepreneur (Mei, et al. 2020).

On the other hand, part, the study “Relationship between entrepreneurship education and entrepreneurial goal intentions: psychological traits as mediators”, it is stated that despite the opinion widespread belief that education and training business nourishes the futures entrepreneurs, little is known about the mechanism through which this intervention impact in the results planned.

The purpose of the study was proved yeah, the traits psychological selected (need for achievement, propensity) to (assume risks, internal locus of control) measure the correspondence predictive between the assessment of the effects of education business and business purposes. It was carried out a cross-sectional survey of a sample of 308 education students professional in Zimbabwe.

The results show that the effects of entrepreneurship with the education variable they had a relationship positively and statistically significant with the need for achievements, propensity to assume risks, internal locus of control and intentions entrepreneurial women. Furthermore, the need for achievement, the propensity to assume risks and locus of control represented an amount statistically significant variance in the intentions business.

However, of the three traits Psychological, only the need for achievement half partially the relationship between the effects of education for the spirit business and objectives Business. The result has implications in the design and approach of the education programs business (Ndfirepi, 2020).

Conclusions

Among the variables that influence in the intention entrepreneur of the It is inferred that the convenience for students is perceived influences to a large extent, insofar as viability It is perceived, but in a minor degree, both significantly. Now, the other variables such as education entrepreneur, experience entrepreneur, gender, membership in a university public, and be currently last semesters of the degree, present the influence was low, and the results were not

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significant. The study of the education variables entrepreneur gives as result of participating in educational courses entrepreneur increases the intention, since these raise values conducive to entrepreneurship and help effectively to strengthen practices and capacities business of the students.

How much the more skills are strengthened emotional, it is more likely that students of the business administration program consider he spirit business as a career option; with the improvement of their background cognitive, are more likely to develop an intention entrepreneur. Apart from having the intention to undertake the students must have an appropriate intelligence emotional, to manage their emotions and achieve success in generating an entrepreneurial venture.

The training in entrepreneurship allows take best provisions Regarding the career business and, are acquired perceptions realistic about he meaning of entrepreneur, where some university students They decide that being entrepreneurs is not the best choice for them. The training in Entrepreneurship is not the only factor that has an impact in the project business.

The implementation appropriate of a competency- based curriculum model emotional has the potential to increase the number of the ventures of the students of the Business Administration Program at Cesmag University. However, it is recognized that the increase will be made after 4 years since the first student promotion in the new plan with the inclusion of skills emotional in the curriculum.

The surveys carried out provide a solid foundation for future validations empirical. But it must be had in account that the intentions entrepreneurs could evolve and change with the time, although attempts have been made reduce the magnitude of this problem, since the characteristics dynamics and the factors causal factors can determine if the relationships are based in fundamentals theorists.

Recommendations

A curriculum model based in skills emotional for the increase in entrepreneurship students of the Business Administration program at Cesmag University It involves not only the transformation of the curriculum but also the curriculum design in the function's substantive aspects of Research, Extension and Academics, and this with the Management support University administrator.

It is necessary promote future research that delves deeper in he development of an approach more comprehensive skills emotional, which considers not only the skills individual members of the students, but also the conditions provided by the University in this case Cesmag. The integration of both factors is fundamental to achieving results outstanding in the management of entrepreneurship.

Management programs they must rethink the type of training they provide for the future. The emergence of artificial intelligence on the platform's digital transformation, job losses, and the evolution of businesses in response to change institutional rethinks he role of the administrator and the role of the entrepreneur who becomes in the employment modality emerging.

Education entrepreneur ought form part of the university 's mission and vision and not be considered scope exclusive to one faculty or program In particular. Therefore, the entrepreneurship It should be transversal to the University and be promoted from the beginning of the stage university, without being limited to last years or like training complementary.

Cesmag University has to propitiate strategies that stimulate her development of entrepreneurial activities led by the Entrepreneurship Unit, a strategy under which a teacher may work in the foundation of knowledge entrepreneur with flexibility in the development of the syllabus for the corresponding subject. In this way, the Entrepreneurship Unit will be able to advise the teacher

in the activities in support of creativity, innovation and entrepreneurship.

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