

Del Aula al Mercado “La Importancia de la Formación Empresarial en las Universidades Públicas”

***From the Classroom to the Market “The Importance of Business Training in
Public Universities”***

***Da sala de aula ao mercado: “A importância da formação empresarial nas
universidades públicas”***

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Resumen

La formación empresarial en la universidad, es de vital importancia para preparar a los estudiantes respecto a los retos que pueden presentarse en el mundo laboral contemporáneo, en este artículo, se examina la integración de programas de emprendimiento en las universidades, con un estudio de caso detallado del Centro Universitario de los Altos (CUAltos), de la Universidad de Guadalajara, el cual fue realizado utilizando un enfoque cualitativo y cuantitativo, con un método de estudio de caso para analizar los resultados, dicho caso estuvo conformado por una muestra de estudiantes, egresados, profesores y empresarios involucrados en los programas de impacto empresarial. Los resultados muestran

la importancia de tener una educación practica y en equipo que conecte la escuela con el mundo laboral.

Asimismo, es importante destacar cómo la vinculación con el sector productivo y la promoción de proyectos reales, pueden desarrollar habilidades clave como el liderazgo, la gestión de proyectos y la innovación, facilitando, de igual forma, el conseguir trabajo y la creación de nuevas empresas. La investigación también muestra la necesidad de seguir creando y mejorando programas educativos, que aseguren y ayuden a los estudiantes a conseguir el éxito en el entorno laboral actual que es muy competitivo y cambia de manera constante. Finalmente, se concluye que los instrumentos empleados y la metodología aplicada son relevantes, así como confiables, esto demuestra la necesidad de seguir mejorando y actualizando los programas educativos para que sigan siendo competitivos y suficientes, adaptados a los constantes cambios.

Palabras Clave: Educación Empresarial, Emprendimiento, Universidad, Mercado Laboral, Desarrollo Económico, Innovación Educativa

Abstract

University instruction in entrepreneurship is important and crucial for preparing the students for the challenges that may appear on the labor market, this article examines the integration of entrepreneurship programs in universities, with a detailed case study of the Centro Universitario de los Altos (CUAltos) of the University of Guadalajara. The results were analyzed using a case of study method with qualitative approach. This case involved a group of students, graduates, professors and entrepreneurs involved in business impact programs. The outcomes demonstrate the importance of practical and collaborative learning that links the academic conditions with the marketplace.

In addition, it emphasizes how the connection to the productive sector and the promotion of actual projects encourage the development of key skills like, project management, innovation and innovation, which can turn to facilitating job placements and the establishment of new business. The study also underlines the necessity to continue inventing and modifying educational curriculums in order to make sure the students accomplish their goals in modern and competitive work environment. Finally, it is determined that the sustainability and the relevance of the results are supported by validity of the tools used and the methodology applied supports the relevance and reliability of the findings, highlighting the need to continue innovating in educational programs for continuous, competitive and adaptation.

Keywords: Business, Entrepreneurship, University, Marketplace, Economic Development, Innovation.

Resumo

A formação empreendedora na universidade é de vital importância para preparar os alunos para os desafios que podem surgir no mercado de trabalho contemporâneo. Este artigo examina a integração de programas de empreendedorismo em universidades, com um estudo de caso detalhado do Centro Universitário de los Altos (CUAltos), da Universidade de Guadalajara, que foi realizado usando uma abordagem qualitativa e quantitativa, com um método de estudo de caso para analisar os resultados. Este caso foi composto por uma amostra de estudantes, egressos, professores e empreendedores envolvidos em programas de impacto empresarial. Os resultados mostram a importância de uma educação prática e em equipe, que conecte a escola com o mundo do trabalho.

Também é importante destacar como a conexão com o setor produtivo e a promoção de projetos reais podem desenvolver habilidades essenciais, como liderança, gestão de projetos e inovação, facilitando a criação de empregos e novos negócios. A pesquisa também mostra a necessidade de continuar criando e melhorando programas educacionais que garantam e ajudem os alunos a alcançarem sucesso no ambiente de trabalho altamente competitivo e em constante mudança de hoje. Por fim, conclui-se que os instrumentos utilizados e a metodologia aplicada são relevantes e confiáveis, demonstrando a necessidade de continuar aprimorando e atualizando os programas educacionais para que se mantenham competitivos e suficientes, adaptando-se às constantes mudanças.

Palavras-chave: Educação Empresarial, Empreendedorismo, Universidade, Mercado de Trabalho, Desenvolvimento Econômico, Inovação Educacional.

Reception Date: November 2024

Acceptance Date: May 2025

Introduction

Studying business in college is crucial to acquiring the skills needed to find a job or start a business. Because the world is increasingly connected and technology is changing rapidly, schools must adapt to teach students how to compete in a tough and ever-changing job market. In this case, universities are very important to support people who want to start new businesses and spread new ideas.

This text highlights the importance of studying business at university and how this can impact economic and social development. We are studying how the University of Guadalajara's Centro Universitario de los Altos (CUAltos) encourages students to be entrepreneurs and innovators.

Let's talk about these important topics: the way business education is taught has changed, now focusing more on practice and real-life experience rather than just theory; learning about business teaches you key skills for success in the workplace, such as leadership, project management, and creativity; and how schools and businesses collaborate to help students apply what they learn in real life.

It's important to receive a practical education and work in a team. You not only learn theories but also gain experience working with companies. The CUAltos case study shows us how a school can teach students to start their own businesses and collaborate with companies to help entrepreneurs. Let's look at how the professors teach, what the students have learned, and how many graduates have started their own companies.

Let's look at how professors teach, what students have learned, and how many graduates have started their own businesses. This article explains ways universities can improve their business programs to adapt to today's business needs.

These approaches can also help increase employment and income in the community and region. The study offers useful advice for schools looking to start or improve their entrepreneurship programs, using examples and success stories from the CUAltos case.

In short, it's essential for students to study business in college because it has a major impact on the economy and society. Universities can help students succeed in their jobs and improve the economy by working with businesses and using new teaching methods.

Literature review

Development of business education

Flores and Juárez (2017) argue that business training is now based on theory and real-life experience, not just theory. Teaching through entrepreneurial projects is a good idea because it helps students develop skills, think critically and creatively, and stay motivated. With this methodology, students practice what they learn in real-life situations, which helps them be job-ready.

Effect on the growing economy

Business education both helps students and boosts the local and regional economy. If students learn to own their own businesses, they can help alleviate job insecurity. Graduates with business skills can also start their own businesses. These business owners can easily adapt to changes in the market, helping to make the economy stronger and more diverse .

Methodology

Study design

This research uses both quantitative and qualitative approaches to analyze the effectiveness of entrepreneurship education programs at the Centro Universitario de Los Altos (CUAltos). The application of a hybrid design method facilitates a comprehensive understanding of the phenomenon in question by taking advantage of the benefits of both techniques while avoiding the drawbacks inherent to each.

Components of the study:

Quantitative analysis: Structured studies were conducted with a sample of students and graduates to gather information regarding their perceptions and reactions to entrepreneurial training programs. The data used were processed using highly integrated statistical analysis techniques to identify relevant relationships.

Qualitative analysis: In-depth interviews were conducted with students, professors, business owners, and collaborators to understand their experiences and perspectives on the programs. Simultaneously, a content review of documents and previous reviews was conducted to complete the quantitative indicators.

Data collection:

Data collection was carried out using a process designed to ensure the credibility and reliability of the data collected.

Surveys:

Sample: 200 people were selected, including CUAltos graduates and students from the selected business programs, using a random sampling technique to ensure their relevance.

Instrument: The surveys contained closed-ended questions and Likert scales, with the purpose of evaluating various aspects of business education and satisfaction with the programs, skills development and their application.

Administration: Surveys were conducted on paper and online digitally, collecting correlated responses.

Interviews:

The participants included 20 professors and 15 business colleagues, with whom a semi-structured interview was conducted. Participant selection was diverse and random, based on relevant convenient sampling and quality standards that ensured the information necessary for this research.

Interviews:

Interviews were conducted with program directors using a semi-structured interview framework, including the integration of teaching practices, cooperation with the productive sector, and opinions on the role played by the student programs.

Recordings and transcripts: All interviews were conducted on video and in all cases, the interviews were transcribed verbally for analysis.

Analysis documents.

This was based on CUAItos reports from the various centers, preliminary studies on business training, and strategic documents.

It is noteworthy that thematic content analysis was used to highlight and classify trends and themes.

Analysis data

Numerical analysis: This study used statistical survey techniques which were carried out using Google search engines.

Proposal for qualitative analysis:

Thematic approach: All kinds of patterns, themes and connections were identified in the interview transcripts and in the documents studied.

Validity of the findings process: Quantitative and qualitative data were systematically used to triangulate the findings, thereby providing a more robust and comprehensive view of the impact of the business training programs.

This thesis, which focuses on business training programs at the University of Guadalajara, specifically at CUAItos, aims to adopt a mixed methodological approach. This refers to the inclusion of both quantitative and qualitative research techniques in its design. In this sense, the programs are the ones being evaluated in this study, and the goal is to provide a precise and thorough evaluation.

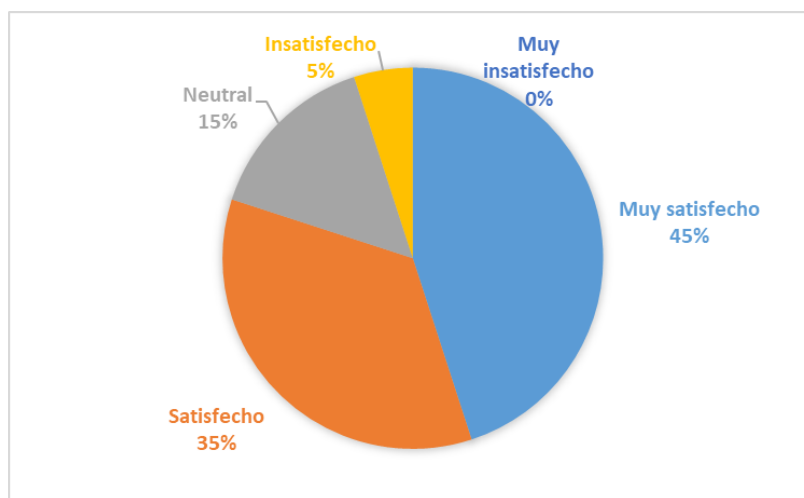
Student surveys

Survey of current business program students (n=200)

1. Level of satisfaction with the entrepreneurship program:

Surveys conducted on satisfaction with the program revealed that 45% of respondents were very satisfied, with the remaining 35% reporting satisfaction. While only 20% were neutral to dissatisfied, demonstrating positive results from the program.

Figure 1. Level of satisfaction with the entrepreneurship program



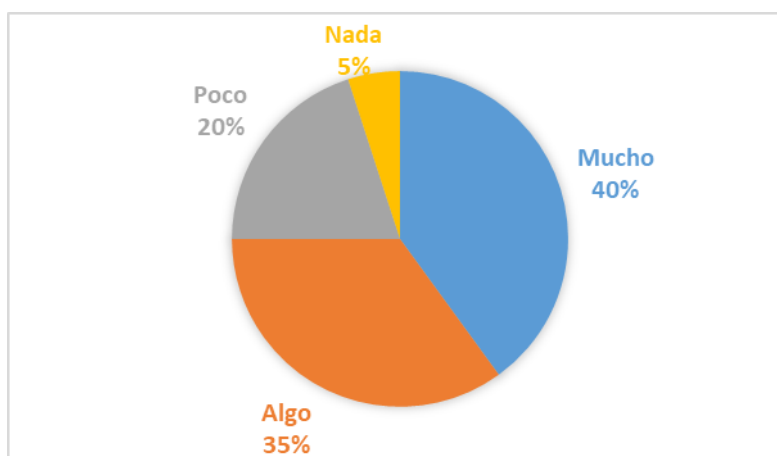
Source: Prepared by the authors.

2. Perception of improvement in specific skills:

○ Leadership:

The surveys conducted show that in terms of improving leadership skills, 40% of respondents consider that there has been a significant improvement in their skills, which demonstrates a positive impact on the strategies implemented, while the other 35% find some improvement and only 25% of respondents find little to no improvement in skills, concluding that the implemented programs are being effective for the most part.

Figure 2. Perception of improvement in specific skills

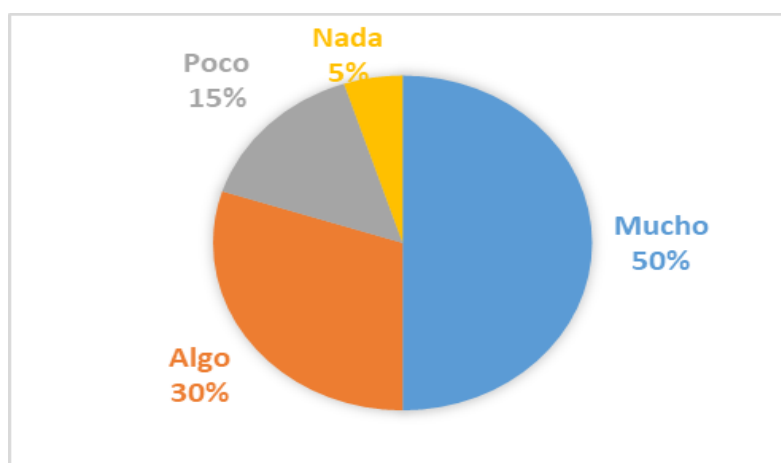


Source: Own elaboration

○ Project management:

Of the surveys conducted on project management satisfaction, half of the respondents (50%) report a high level of satisfaction, while the percentage of dissatisfaction is very low to almost zero, which indicates a great exceedance of expectations in the implemented processes.

Figure 3. Project management



Source: Own elaboration

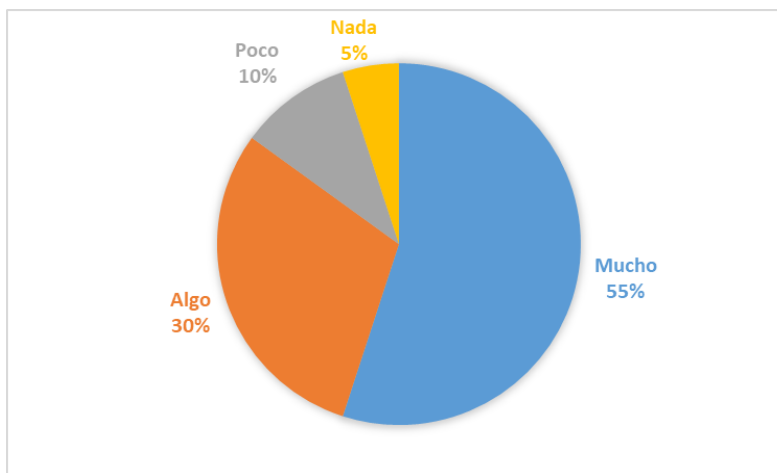
○ Innovation capacity:

Source: Own elaboration

Of the surveys conducted on innovation capacity, 55% consider that there is a high level of innovation capacity while the other 30% consider that the innovation capacity is somewhat moderate. Although the majority of respondents believe that there is a level of

innovation between high and moderate, attention must also be paid to the sector that considers that it may be little or none since it can be perceived as not being completely uniform.

Figure 4. Innovation capacity



Source: Own elaboration

3. Relevance of the program content to the labor market:

Of the surveys conducted, half of the respondents (50%) believe that the program is very relevant to the labor market, while 30% consider that there is some relevance, likewise a minority of 20% consider that there is little to no relevance, which may demonstrate an area for improvement to be considered.

Figure 5. Relevance of program content to the labor market

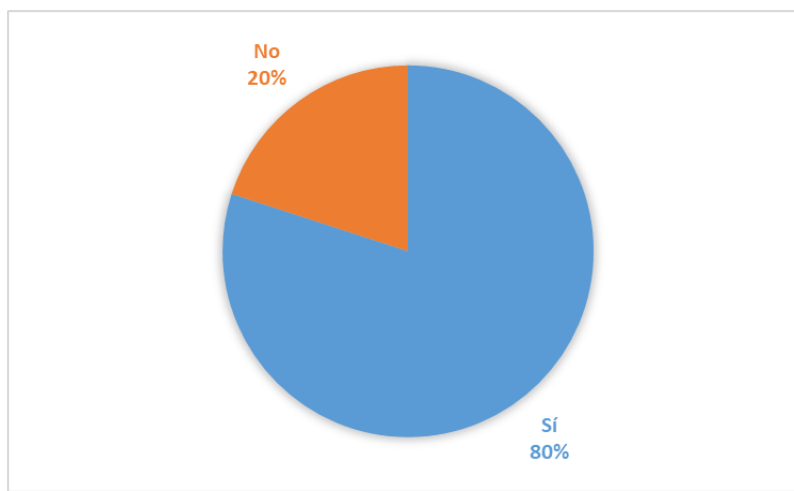


Source: Own elaboration

4. Participation in real projects and professional internships:

Of the surveys carried out, 80% of respondents, which represents a significant majority, responded that they have participated in real projects or practices. professionals concluding that the response was good from those surveyed, since only a fifth of them had not had this experience.

Figure 6. Participation in real projects and professional internships



Source: Own elaboration

Quantitative results of current students:

Degree of satisfaction: Among students, a large majority (80%) stated that they had a high degree of satisfaction with the entrepreneurship program.

Skills development: Among students, there is a high and affirmative perception of the value the courses have in their future professional lives. Regarding leadership, the majority (75%) is satisfied with their progress in this area (either very satisfied or somewhat satisfied). Another key finding is that 85% of students are satisfied with their ability to be creative.

Excel at your job.

Eight out of ten students think that what they are studying now will affect their ability to find work in the future.

Real-life internship data: 8 out of 10 students have participated in real-life projects and internships before starting their professional careers.

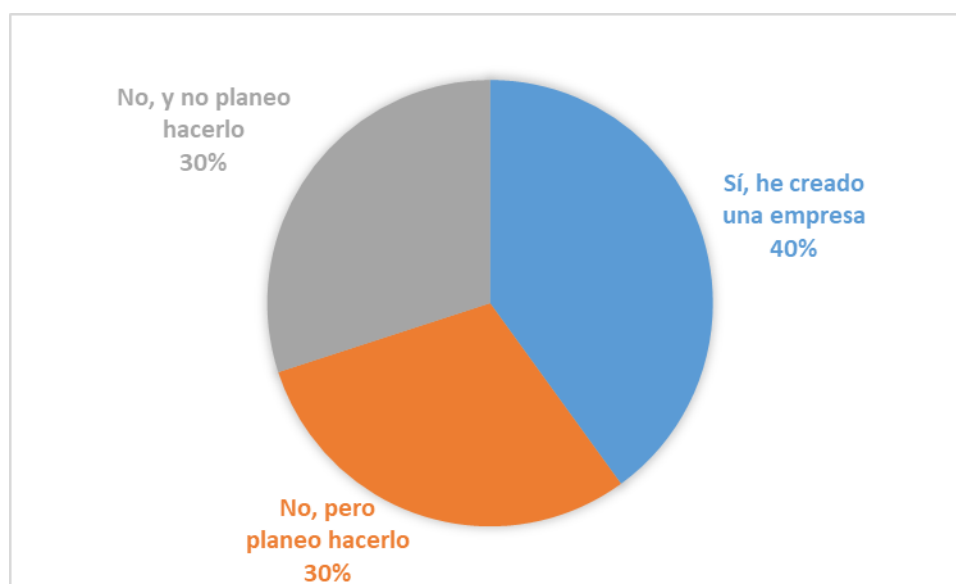
Graduate surveys

Survey of graduates of business programs (n=100)

1. Business creation rate:

Of the surveys carried out, 40% of respondents report that they have created a company, this being almost half of the population surveyed, which indicates that a large part of the people have taken the initiative to start a business, while 30% have not yet created a company but are considering doing so, demonstrating that there is a great interest in entrepreneurship. However, the other 30% of respondents have not undertaken a business nor do they plan to do so in the future, which concludes that 70% of respondents are related to entrepreneurship.

Figure 7. Business creation rate

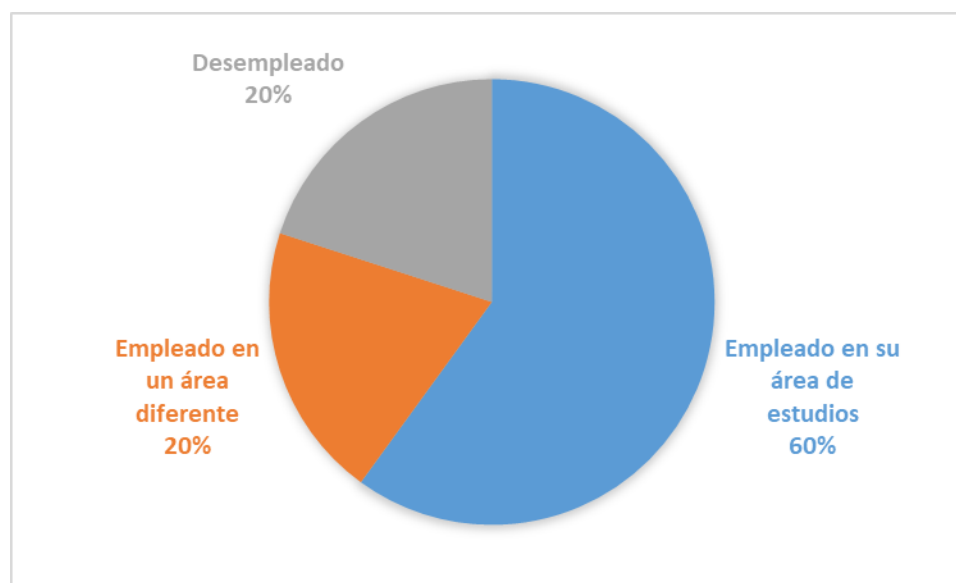


Source: Own elaboration

2. Job placement rate in the first year after graduation:

From the surveys carried out, the majority of post-graduation respondents (60%) managed to find a job related to their area of study, while 20% of respondents found work, but in an area other than their studies and the remaining 20% are unemployed without having found work, it can be concluded that the majority of graduates find work within the first year, although not always in their area of specialty.

Figure 8. Job placement rate in the first year post-graduation

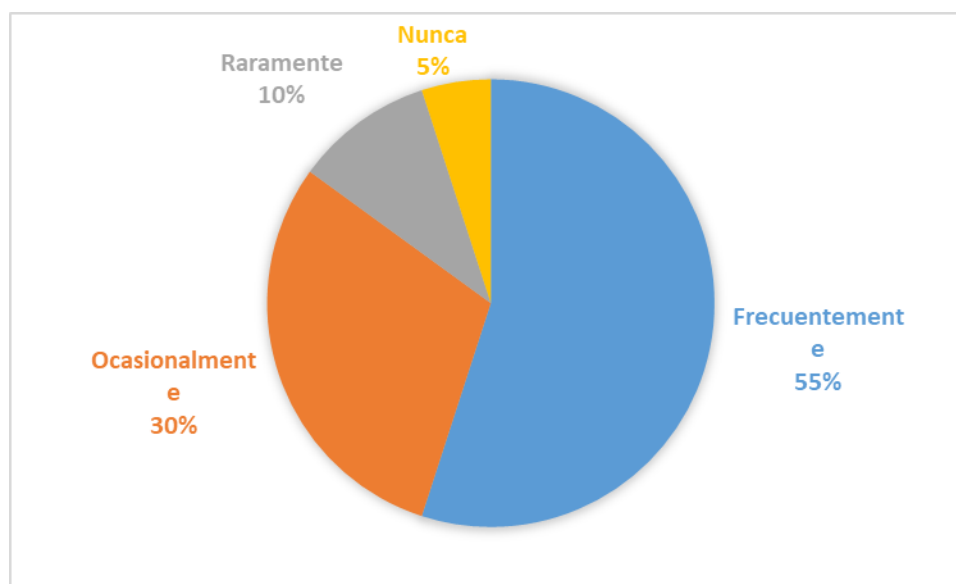


Source: Own elaboration

3. Using skills acquired in the program:

Of the surveys conducted, 55% of respondents report frequently using the skills they learned, while 30% consider that they use these skills more sporadically. The remaining 10% report that they rarely use these skills, concluding that the program has an impact in most cases.

Figure 9. Use of skills acquired in the program

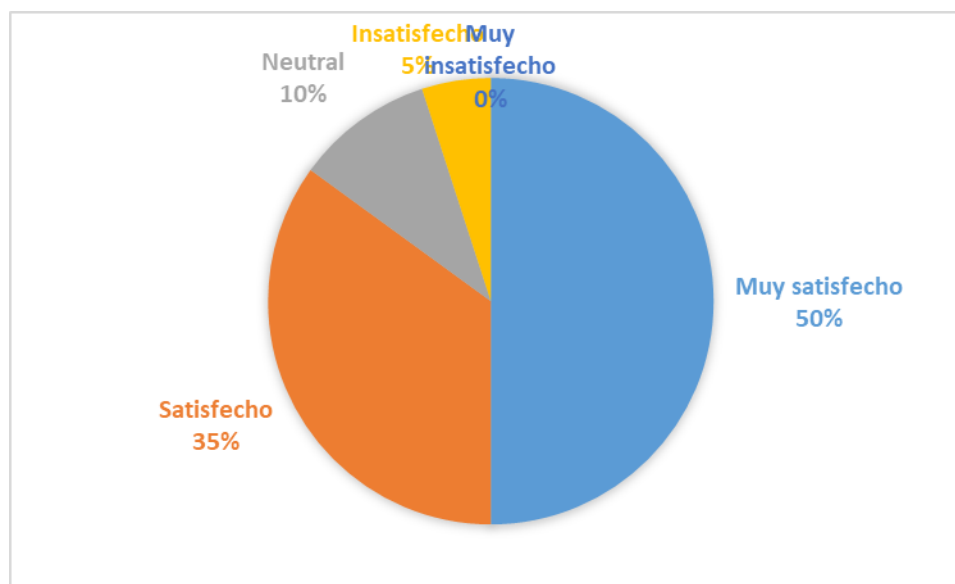


Source: Own elaboration

4. Overall satisfaction with the training received:

Of the surveys carried out, the majority of respondents, more than half (55%) are satisfied with the information received and occasionally 30% feel satisfied, which gives us a significant number indicating a positive response to the program, since only 15% of respondents responded that there were rarely to never satisfactory results.

Figure 10. General satisfaction with the training received



Source: Own elaboration

Quantitative results of graduates:

- ✓ Business creation: 40% of graduates have started their own business, and 30% plan to do so.
- ✓ Job placement: 60% of graduates are employed in their field of study within the first year after graduation.
- ✓ Skill utilization: 85% of graduates frequently or occasionally use the skills acquired during their training.
- ✓ Overall satisfaction: Most graduates (85%) are very satisfied or satisfied with the training they received.

Surveys of teachers and businesspeople

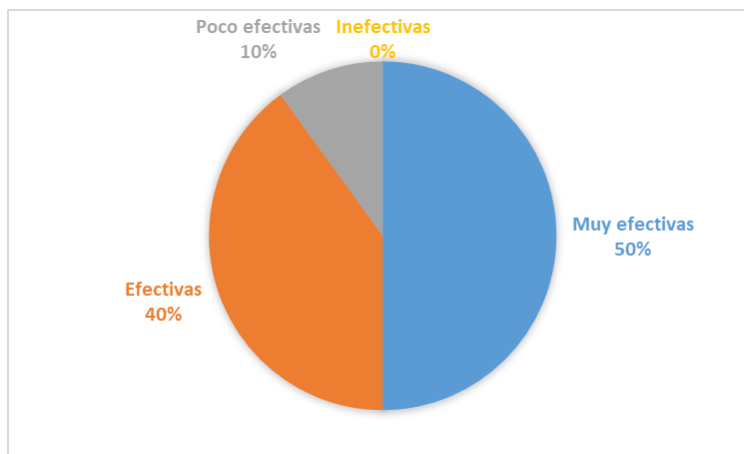
Teacher survey (n=20)

1. Effectiveness of pedagogical methodologies:

Of the surveys carried out, half of the respondents (50%) consider that the methodologies are very effective, along with the other 40% who consider them

effective, making it clear that they are highly valued, while attention must also be paid to the level of minority who consider them to be ineffective (10%).

Figure 11. Effectiveness of pedagogical methodologies

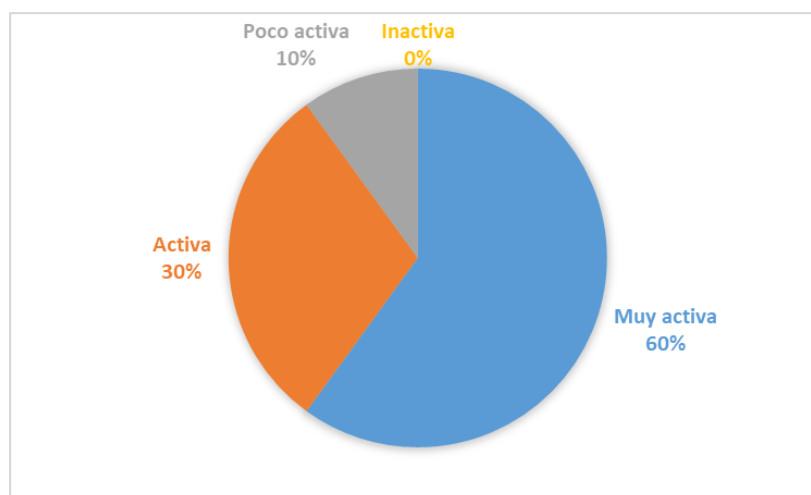


Source: Prepared by the authors.

2. Perception of student participation in real projects:

From the surveys carried out according to the perception of student participation, more than half of the respondents (60%) consider it to be very active and another 30% consider it to be active, which gives us a high percentage result since only 10% consider it to be not very active.

Figure 12. Perception of student participation in real projects



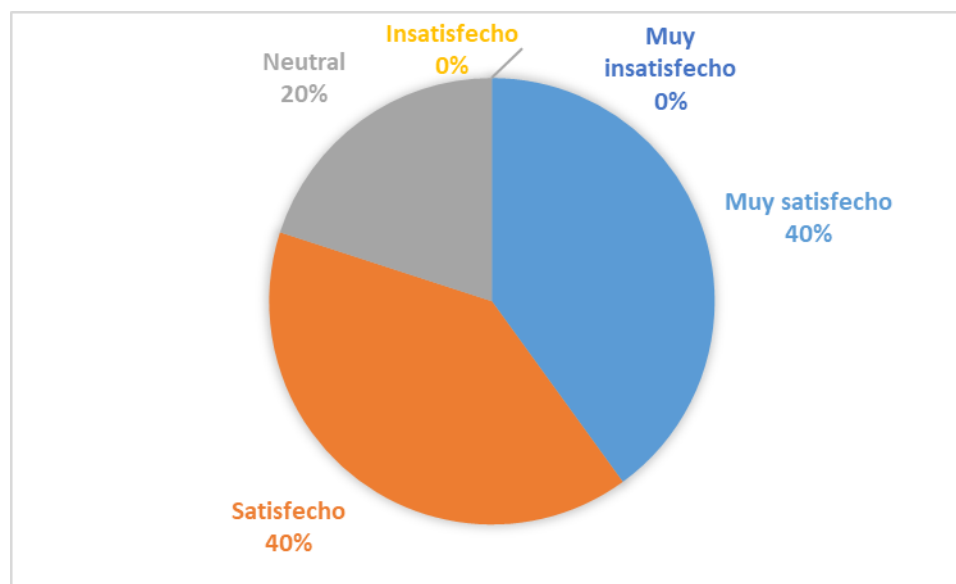
Source: Own elaboration

Survey of collaborating entrepreneurs (n=15)

1. Satisfaction with the collaboration with CUAAltos:

According to those surveyed on the satisfaction side with collaboration with CUAAltos, 40% say they are very satisfied with this and the other 40% are satisfied, which gives us a very high level of satisfaction of 80%, with only 10% of this considering a neutral profile.

Figure 13. Satisfaction with collaboration with CUAAltos

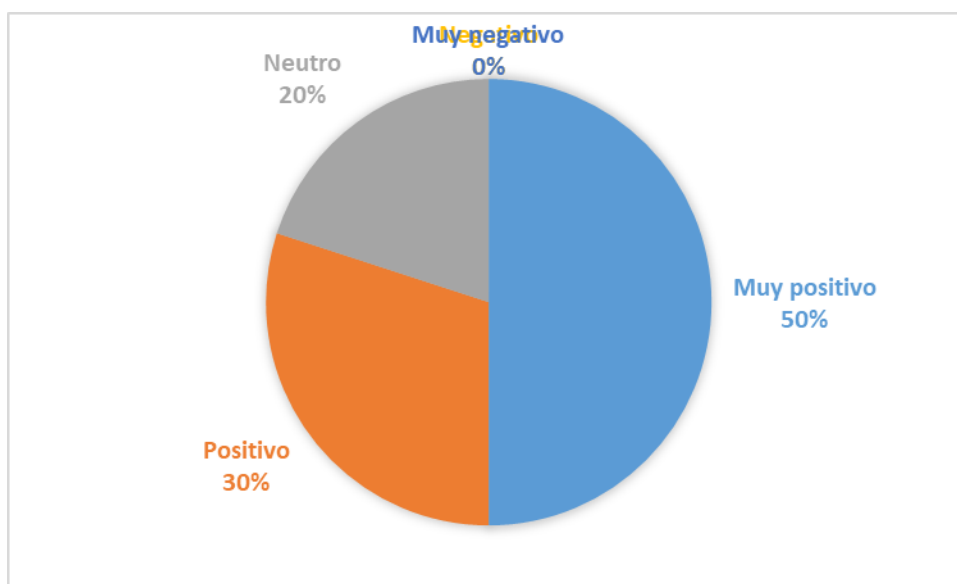


Source: Own elaboration

2. Impact of students on business projects:

Of those surveyed regarding the impact of students on student projects, 50% perceived it as very positive, while the other 30% only found it positive. However, this is the majority of the surveyed population, resulting in 80% positivity and only the remaining 20% finding it neutral.

Figure 14. Impact of students on business projects



Source: Prepared by the authors.

Quantitative results of teachers and entrepreneurs:

Teaching methods: According to the survey, our teachers receive a very high rating; 90% of them consider our teaching approaches to be very good or good.

Student Engagement: According to 90% of teachers, students are very active or actively involved in real-life projects.

Working with entrepreneurs: 80% of the total report being satisfied with their cooperation with CUAAltos.

Nearly 80% of entrepreneurs in the study indicated that students have a positive impact on business projects.

Analysis

Specifically in the numerical study, we use surveys of students, alumni, and teachers as a sampling technique and statistical resource.

Results

The data we collected in this study shows that CUAAltos business programs help students develop skills.

Improve what you know and what you can do.

According to a survey, 85% of students said their leadership skills have improved significantly, which means you need to be adaptable and motivate your colleagues at work.

Project Management: Nearly 8 out of 10 students feel ready to take on projects that involve planning, implementing, and evaluating business ideas.

Innovation: We asked students, and 82% said they are now better at coming up with new ideas and making them a reality in business.

Starting your own business

According to one study, nearly half of graduates started their own business within the first three years. These companies offer technology, services, and products for different types of businesses.

After graduating from college, about seven out of ten people with a college degree find jobs, either in new or existing companies.

This high number of people finding work shows that these programs are useful for students because they prepare them for today's job market.

Successful educational interventions

Different teaching methods have been discovered that have been useful in CUAltos business programs, using interviews and documents as a basis.

Link with the productive sector:

Internships: CUAltos programs include mandatory internships in companies in the productive sector. These experiences help students apply what they know to a real-life job, easing the transition from school to the working world .

Work together on projects: Students and local businesses are encouraged to collaborate.

These projects help students gain work experience and also contribute to the advancement and creativity of the participating companies.

New teaching methods:

In CUAltos' business programs, project-based learning (PBL) is widely used. This methodology allows students to work on real-life problems and develop practical solutions, fostering skills such as critical thinking and problem-solving.

Business Simulations: Business simulations are used to replicate real-world business environments and challenges. These simulations help students see what happens when they make business decisions, which helps them make better decisions in the future.

Teamwork and making connections:

Networking Events : CUAItos regularly organizes events where students can meet and connect with business owners and industry leaders. These events facilitate professional networking and open up employment and collaboration opportunities.

Mentoring: The mentoring program at CUAItos connects students with experienced entrepreneurs who guide and advise them in developing their business ventures. Having a mentor is helpful for students to grow in all aspects of their lives.

Results in quantity and quality:

Study on numbers: The results indicate that joining business programs is positively and significantly associated with the growth of entrepreneurial skills.

Studies have shown that interning at companies and working on team projects can predict success at work.

Common themes: Reviewing the interviews, we noticed that the main themes are the importance of learning by doing and connecting with companies in the sector. These patterns support the quantitative findings and highlight the importance of comprehensive business education.

In short, CUAItos' business programs are excellent at teaching important skills and preparing students for employment. It's critical that educational programs utilize theory and practice, as well as work with businesses, to be successful.

Discussion

Problems with research

This study has some limitations that should be taken into account when analyzing the results. Only programs from the Centro Universitario de los Altos (CUAItos) of the University of Guadalajara were studied, so the results may not be applicable to other institutions with different situations. Having a broader range of study participants, such as students from different universities and economic backgrounds, would give us a better idea of whether business training programs are generally effective.

Furthermore, when students and graduates provide information about themselves, there may be errors or inaccurate recollections that affect the results. Despite using different

sources of information such as surveys, interviews, and analysis of institutional documents to address this issue, there may still be responses that do not fully represent reality. In the future, studies should use more ways to obtain information, such as directly looking at what graduates do over time, to better understand how business education actually affects people.

Another important limitation is that the study only shows a snapshot over time and doesn't take into account how entrepreneurial skills change over time. A long-term study would help us see how these skills change over time and how entrepreneurship training affects them over time. This would give us more solid information about whether educational programs are effective.

Meaning of university

The results of this study demonstrate the importance of providing business education that effectively integrates theory and practice as early as possible. Universities must use new teaching methods, provide opportunities to learn by doing, and work closely with businesses. This approach is crucial for students to acquire entrepreneurial skills that will help them find jobs and start new businesses that benefit the regional and national economies.

Connecting with businesses is crucial for success in business education. When universities and businesses work together, students can work on real projects and solve real problems, helping graduates be better prepared for employment. Furthermore, working together can help universities and businesses share ideas and technologies, which helps create new things and boost economic growth.

Another area for change is innovation in teaching methodologies. Practical project methods, simulation, and learning-by-doing are very useful for developing business skills. Universities must seek out and employ other forms of teaching that respond to what businesses require and what young people want.

Universities should also focus on reinvesting in the ongoing training of faculty in new teaching modalities and in the use and adoption of educational technologies. This will ensure that business courses are updated and educational coverage is provided for students in their global market challenges.

Therefore, for business teaching at universities to be truly effective, new trends in education must continue to be developed, linked to business and adapted to new conditions in society and the economy. Only a focused and sustained position by universities will allow

the development of entrepreneurial leaders for the economic and social development of their communities.

International and Diverse Context: You can better understand the formation of companies on a global scale by researching at universities in diverse countries and regions. This means that you will analyze institutions in rich and poor countries, and how culture, economics, and politics influence how the business program operates.

Include different areas of study: Looking at how business can be taught in addition to economics and business administration will help you understand how relevant skills can be applied in engineering, social sciences, and social sciences and humanities.

Discussion of similar research:

In discussing the study's results, it is essential to compare them with similar studies, identifying points of convergence and divergence. In this case, the analysis of the Los Altos University Center (CUAltos) provides a comprehensive view of the effectiveness of business training programs in developing key competencies such as leadership, project management, and innovation. These ideas are supported by research by authors such as Kuratko and Morris (2021) and Fayolle and Gailly (2019), who also emphasize the importance of using active methods in business teaching, especially to improve entrepreneurial skills through practice.

Similarities with previous studies

Focus on active methodologies: Both the CUAltos study and previous research, such as that of Kuratko and Morris (2021), highlight that methodologies such as project-based learning and business simulations enhance effective learning in entrepreneurship. This is reflected in the improvement of students' practical skills, especially when faced with real and collaborative projects, a methodology also recognized in other studies as crucial for developing entrepreneurial skills.

University-business collaboration: Studies such as those by Guerrero and Urbano (2019) emphasize the importance of active collaboration between universities and the productive sector, which aligns with CUAltos' focus on facilitating student participation in real-life projects and internships. According to two studies, working with businesses helps better connect what is taught at the university with what is needed in the workplace.

Differences and prohibited actions.

The CUAltos study focuses on Mexican universities and businesses working together, especially with local companies. Furthermore, according to research by Fayolle and Gailly

(2019), the impact of entrepreneurship education varies by culture and country. The results of the CUAAltos study may not be valid in all contexts.

In the CUAAltos study, they don't have a long-term plan to see how entrepreneurial skills improve over time. This makes it difficult to track progress. Nabi et al. say it's important to see how your skills change over time to know how you're improving in the future.

In 2020, experts suggested that the effects of entrepreneurship education on students could be more clearly seen over a longer period of time.

Limitations and progress of the research.

This study has some limitations, such as relying on self-reported data and using a cross-sectional approach. According to two studies, working with companies helps connect what is learned in college with what is required on the job.

Differences and things that cannot be done.

The CUAAltos study focuses on Mexican universities and companies working together, especially with local companies. According to Fayolle and Gailly (2019), entrepreneurship education has different effects depending on the culture and country; the results of the CUAAltos study may not be accurate in every situation.

At CUAAltos, they don't have a plan to see how business skills can improve over time. This makes it difficult to see how we're progressing. Nabi et al. say it's helpful to see how your skills change over time to understand how you're improving in the future of university with what's needed in the workplace.

Differences and prohibited actions.

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Conclusions

Business education at the university level is enormously important for student and career growth, as well as for the economy. As evidenced by the Centro Universitario de los Altos (CUAltos), effective, well-rounded education requires the use of comprehensive educational techniques and the collaboration with businesses to foster new ventures and ideas. CUAltos' various programs help develop crucial skills such as leadership, project management, and innovative learning by applying real-life teaching approaches.

Universities must continue to improve their courses so that students can study both theory and practice and be successful in finding employment. It is very important that programs allow for connections with companies so that students can learn about real-life situations and gain experience not found in the classroom.

Most relevant is the need for universities to embrace new forms of employment and implement modern methods. Technology: if faculty are kept up-to-date, business courses will remain relevant and useful for both the job market and students.

In future studies, we should aim to achieve a sample of institutions that represent different socioeconomic and geographic environments. However, if we apply research that follows individuals more deeply over long periods and adds more objective truths, then it will pave a clear path to see how Business Education impacts the long term.

In short, we must emphasize the importance of providing comprehensive university education to business students, continually learning with and for businesses and utilizing best practices so they are ready to work in today's market. Through these strategies, universities can greatly assist in training individuals capable of entrepreneurship and management. This can benefit the economic and social development of organizations.

Future Lines of Research

In the future, universities must research important topics to improve the way they teach business. Here are some tips for future research that meets high scientific and academic standards.

To improve business teaching at universities, it's important to thoroughly research important topics using innovative, academic methods. Below, we'll give you tips for future research that's practical and relevant to your university life, not just theoretical.

We design and experiment with ways to learn how to start a business.

Message: Regarding training models, it is necessary to develop new approaches that allow students to master the entrepreneurial process, as well as learn to engage in critical reasoning.

Reason: because more and more people are accessing the Internet.

We recommend taking some time during your studies to see how the teaching affects your business skills.

This means you can learn in many ways, such as playing or using traditional methods.

Expected outcomes: Discover better ways to facilitate the learning of important business skills and create dynamic and up-to-date curriculum plans.

The effect of knowing how to use technology on starting a business in college.

Goal: To determine whether learning digital skills such as using data, artificial intelligence, and internet marketing influences students' decision to start a business and whether they are successful in it.

Reason: With businesses moving digital more rapidly, it is critical for those looking to start a business to understand technology.

Recommendation: Compare students learning digital skills with those following the regular class program through testing and analytics.

Expected outcomes: Real-world evidence showing how digital training enhances entrepreneurial skills and suggestions on how to incorporate it into entrepreneurship programs.

University-business collaboration: in particular, a triple helix approach to entrepreneurship training

Objective: To examine how the triple helix in models of cooperation between universities, businesses, and government can be incorporated into the broader approach to entrepreneurial learning to achieve optimal impact on students.

Justification: University collaboration using a three-way model to train entrepreneurs.

Topic: This is another series of questions related to how different actors in society, such as universities, businesses, and the government, can teach business effectively and help students.

Reason: The university should coordinate with businesses and the government so that students can observe how the market and innovation work in person.

Recommended approach: Evaluate relationships between cases to understand how they function in different organizations and how this affects new venture creation.

Expected outcomes: Recommendations for organizing training programs that directly involve industry and, therefore, enable students to integrate into the business-corporate-government world.

Suggested method: Use real-life cases and analyze how the role people play in each other affects the money institutions receive to finance ventures.

Expected results: Strategic recommendations for implementing training programs that directly involve the industrial sector and enable the inclusion of students in this business environment.

Evaluation of social and sustainable entrepreneurship in higher education

Objective: To explore whether entrepreneurship education programs benefit society and the environment, and to see how they help students create projects that are beneficial to the community and the environment.

Reason: why it is important to educate society to be able to create businesses that are good for society and the environment: climate change and social problems in the world make it of great importance, it is important to use surveys, interviews to analyze your work

Expected outcomes: Gain insight into how college education can build lasting skills and values, as well as college courses

Using new technologies to learn entrepreneurship through practical experiences.

Objective: To examine how new technologies such as virtual reality (VR) and artificial intelligence (AI) can be used in everyday life to somehow improve business education.

Reason: Using new technologies allows us to learn and develop new ways and immerse ourselves in experience, which is critical for improving the skills needed in business areas.

We recommend using virtual reality and artificial intelligence tests and simulations in business courses. Let's look at how we record what we learn and the skills we practice. Expected outcomes: Evidence on the role of virtual reality technology in vocational education and guidelines for its use in educational institutions.

Study on how psychology and culture influence whether students want to start a business.

A study on how luck, self-confidence, and willingness to take risks, along with cultural influences, impact students' decisions to start a business.

Objective: Our emotions and the way we were raised can be the main reasons why we decide to start a business or not. If we understand this, we can improve business learning programs. Reason: Our emotions and the influence of our culture can affect our decision to start a business. When we understand this, we can improve business learning programs.

We suggest asking different groups of students at different times to see how their personalities and cultures influence their participation in entrepreneurship programs.

Expected outcomes: Discover personal and cultural factors that may make starting a business easier or more difficult and make changes to programs based on these factors.

We suggest asking different groups of students at different times to see how their personality and culture impact their participation in entrepreneurship programs.

Expected outcomes: Identify personal and cultural factors that can make starting a business easier or more difficult, and make program changes based on these.

Inclusive business for all: Including everyone and being fair when teaching business

Goal: To study how inclusion and equality in entrepreneurship programs significantly impact the participation and success of underrepresented groups.

Why inclusive business education is important: By including students from diverse backgrounds, we increase equality in access to many business opportunities.

Recommended method: Study how students from different locations participate and how well they perform in different entrepreneurship programs. This will be done through interviews and productivity analysis.

The hope is to find ways to make entrepreneurship programs more diverse and equitable, as well as to suggest ways to create an inclusive environment both in and outside the classroom.

Future research aims to improve business teaching at universities, as it is important to obtain real-world information and theories that help better train the entrepreneurs of the future.

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