

# Entrepreneurial Perspective in Youth: An Exploration Through Cognitive, Attitudinal, And Procedural Competencies

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## ABSTRACT

Entrepreneurship and entrepreneurial competencies are pivotal in a world characterized by economic instability and constant evolution. These competencies are not only valuable for individual success but also exert a positive impact on economic and social development. Presented below are the findings of a study aimed at analyzing the cognitive, attitudinal, and procedural competencies of youth in the western region and how these competencies interrelate and influence confidence levels in entrepreneurship within this population. The study employed a mixed-methods approach, encompassing exploratory, descriptive, and correlational levels of inquiry. The participants included 1154 young individuals residing in the municipalities of Funza and Mosquera, situated in the vicinity of the capital city of Colombia. The results confirm that all three examined competencies are positively interrelated and each significantly influences the level of confidence in entrepreneurship. Furthermore, the distribution of entrepreneurial confidence was observed as follows: 11.9% exhibited a high level, 78.3% demonstrated a moderate level, 9.3% displayed a low level, and 0.5% had a very low level. Nevertheless, significant challenges were also identified, calling for improvements in these areas.

**KEYWORDS:** Entrepreneurial competencies, entrepreneurial confidence, cognition, attitudinal, procedural.

## 1. Introduction

Both the academic community and governments are increasingly paying attention to entrepreneurship due to its significant contribution to economic development, making entrepreneurship a relevant topic in both research and government policies (Álava-Atiencie & Quinde-Lituma, 2023). The phenomenon of entrepreneurship and its profound contribution to economic development have generated growing interest, particularly in public administration and academia (Ovalles et al., 2018; World Economic Forum, 2016). This attention is focused on promoting individual skills that foster entrepreneurial initiative (Villacrés et al., 2019). According to Caldentey (2019), in a world characterized by constant change and evolution, where international economic crises have tangible impacts, with unemployment being their most evident manifestation, alongside discouragement and withdrawal from the labor

force, especially among younger generations, entrepreneurship becomes of interest. Thus, the ability to conceive, innovate, undertake, and manage projects becomes an asset of incalculable value (Álzate, 2019).

In this context, it becomes imperative to acquire and master a variety of capacities, tools, and attitudes to achieve success in the field of entrepreneurship, which demands addressing the continuous demands of contemporary society (Pérez & Tejedor, 2016). Entrepreneurial competencies emerge as determinant elements in promoting knowledge acquisition, adaptation to technological change, enhancement of competitiveness, and the promotion of innovation, all with the purpose of driving economic development and social change (Herruzo et al., 2019). The OECD (2016) emphasizes that the development of skills and human talent is fundamental for the growth of nations, which directly impacts productivity, employment, and societal well-being, underscoring the relevance of competencies in the global context. On the other hand, the World Economic Forum (2016) notes that there is a shortage of entrepreneurial competencies in Latin America, complicating the hiring of qualified personnel. Additionally, the Inter-American Development Bank (2021) reports that socioemotional skills are highly valued by businesses but are scarce among today's youth, making the hiring process challenging.

According to Cobo and Álvarez (2021) and Rey and Peña (2022), cognitive, attitudinal, and procedural competencies represent the fundamental pillars that underpin success in entrepreneurship. In this regard, cognition refers to the ability to think critically, analyze complex situations, and make informed decisions (Pellicer, 2013). Attitudes encompass entrepreneurial mindset, resilience in the face of failure, and the ability to confront challenges with determination (Tobón, 2006). On the other hand, procedural competencies pertain to the ability to carry out specific actions related to the creation and management of a business, from strategic planning to efficient execution (Andrade et al., 2022).

Ovalles-Toledo et al. (2018) contribute to the topic by pointing out that in this era of digital transformation and rapid changes, cognitive competencies enable entrepreneurs to adapt to a constantly changing environment, identify opportunities, and creatively solve problems. Additionally, entrepreneurial mindset and attitudinal resilience are crucial for overcoming the inherent obstacles in the entrepreneurial journey, maintaining motivation and confidence even in challenging moments (De Caleyá et al., 2016). Finally, procedural competencies provide the practical skills necessary to transform ideas into viable projects and effectively bring them to market (Sanz, 2010).

This document presents the results of research that explores the level of cognitive, attitudinal, and procedural competencies in the entrepreneurship processes of young people in the Western Region of Cundinamarca. Through the analysis of real cases and a review of specialized literature, it will be demonstrated how these competencies are not only necessary but can also be cultivated and developed over time. Ultimately, understanding and mastering these competencies become a determining factor for success in the exciting world of entrepreneurship.

## 2. Theoretical Framework

The understanding of entrepreneurship is deeply rooted in the inherent complexity of this phenomenon (Ortiz, 2017). Shapero and Sokol (1982) offer an interesting perspective by defining entrepreneurship as behavior aimed at transforming ideas into action, emphasizing the concept that entrepreneurship develops throughout life and is influenced by situational, social, and cultural factors. Similarly, the propositions of Kuratko (2005) describe entrepreneurship as a dynamic process that involves vision, change, and creation, entailing the conception and execution of new ideas and creative solutions. Kuratko further emphasizes the importance of a willingness to take risks, teamwork, the identification of opportunities, their execution, as well as effective resource management. In this context, entrepreneurship refers to the generation and execution of ideas stemming from the identification of opportunities, involving processes encompassing creativity, management, risk-taking, planning, leadership, and value creation (Zubizarreta et al., 2014; European Commission, 2016).

Despite the diversity of perspectives, there is a general consensus regarding entrepreneurial initiative, particularly concerning young individuals. Muñoz et al. (2016) define it as "the ability of individuals to turn ideas into actions," highlighting its importance in youth by fostering creativity and self-confidence, aspects that should be cultivated throughout their educational process. Young people, in particular, are considered a population with great entrepreneurial potential (Sánchez et al., 2005). Furthermore, they represent a significant segment of society, making them a relevant subject of analysis for understanding human behavior (Harrison & List, 2004).

Hence, it becomes evident that entrepreneurship is not only a response to a real need in terms of regional development and competitiveness (Si et al., 2020) but also profoundly impacts the consolidation of groups and individuals with the necessary competencies that instill confidence to undertake, lead, and strengthen the entrepreneurial fabric. These entrepreneurial competencies play an essential role in fostering and implementing projects within a community. However, it is crucial to acknowledge that defining entrepreneurship as a process solely oriented towards the creation of business projects is inadequate. Instead, it should be understood as a cultural process rooted in the individual and extending to all spheres of society (Hidalgo, 2014; Cantillo, Pedraza, & Suarez, 2021). This comprehensive approach recognizes that entrepreneurship not only drives economic growth but also shapes the mindset, creativity, and self-confidence of individuals, enriching social fabric and contributing to sustainable progress.

Therefore, the relationship between confidence, commitment, and entrepreneurship among the population composed of young individuals aged 16 to 32, who are typically within the university population, highlights the influence of education in strengthening their cognitive and procedural competencies (Guevara, 2022). There is a significant connection between confidence and the ability to undertake entrepreneurial ventures. Self-confidence in one's acquired knowledge is an important factor influencing the willingness to take risks and embark on projects. This is based on the idea that confidence in one's abilities can be a motivating factor

for entrepreneurship (Vázquez et al., 2020). Education plays a fundamental role in building this confidence. Through pedagogical experiences in classrooms and educational programs, skills and competencies related to entrepreneurship can be conveyed, suggesting that formal education can be a vehicle for fostering the confidence and skills required for entrepreneurship (Ferrín & Centeno, 2023). However, according to Gallego et al. (2023), establishing strong relationships between students and their educational institution not only entails the transmission of knowledge but also fosters emotional commitment on the part of students towards the institution. This can be a crucial factor influencing students' confidence and willingness to undertake entrepreneurial endeavors.

### Cognitive, Procedural, and Attitudinal Competencies in Entrepreneurship

Cognition, as per Neisser's (1967) definition, encompasses all processes involving the transformation, reduction, elaboration, storage, retrieval, and use of sensory information. On the other hand, the Theory of Cognition has significantly advanced, identifying three types of cognitive scripts (agreement, skill, and disposition) as fundamental to expert performance (Mitchell et al., 2000; Smith, Mitchell, & Mitchell, 2009). Agreement scripts represent individuals' knowledge about contacts, relationships, resources, and assets required to establish new economic relationships. Disposition scripts form the basis for engaging in new transactions and being willing to initiate or resume economic relationships. Lastly, skill scripts encompass knowledge related to the capabilities, skills, knowledge, norms, and attitudes necessary for successful entrepreneurship. These cognitive scripts are essential to understand how individuals engage in business creation and economic relationships in general and how these knowledge structures influence their performance as expert entrepreneurs.

In today's knowledge-based society, entrepreneurs face the challenge of developing unique knowledge structures that enable them to adapt to market trends and changes (Mitchell et al., 2002). Therefore, cognitive competencies are a cornerstone on the path to successful entrepreneurship, as these skills go beyond everyday knowledge; they are a true know-how and know-act that evolves with the society in which the individual operates (Parra, 2018). This implies processing information differently, transforming, storing, retrieving, and using data interconnectedly. In this context, knowledge is no longer conceived as isolated data but as an interconnected network, essential in the mental architecture of human beings, as they are integrated into processes aimed at understanding, evaluating, and generating information, making decisions, addressing challenges, and in the creation and growth of productive projects and entrepreneurship in general (Baron, 2006; Mitchell et al., 2007).

In this sense, it is crucial to highlight how cognitive structure facilitates the identification of prior knowledge and how it relates to new information. These cognitive variables relate to how people process information from their environment, including the perception of opportunities (Zander, 2004), the assessment of their skills, and the consideration of the risks involved (Van Gelderen et al., 2005). They are subjective in nature as they are based on individual perceptions. Ultimately, entrepreneurship involves the ability to see possibilities where others may not and the courage to act accordingly, based on the knowledge structures that allow them to

use information meaningfully.

On the other hand, according to Díaz and Hernández (2007), procedural competencies are related to the ability to perform, referring to knowledge related to the execution of procedures, strategies, techniques, skills, abilities, methods, among others, related to doing. Attitudinal competencies are a fundamental part of human development and the formation of responsible citizens (Martínez, 2013). In this regard, these competencies are essential because they allow for holistic development and go beyond the acquisition of knowledge and technical skills (Yániz & Villardón, 2008). They focus on the holistic development of the individual, including emotional, motivational, and attitudinal aspects. This is crucial for forming well-rounded individuals who can effectively confront life's challenges (Lora & Polo, 2023). According to García-Cabrero et al. (2023), these competencies play a fundamental role in promoting civic coexistence. They foster values such as responsibility, empathy, and solidarity, which are essential for building a democratic and harmonious civil society. Individuals with strong attitudinal competencies tend to be engaged citizens who positively contribute to the community (Domínguez, 2023).

Furthermore, according to García (2011), procedural competencies account for the fact that attitudes are behavior patterns that guide our conscious behavior in specific situations. This means that attitudinal competencies influence how we behave and respond to everyday challenges, being a determining factor in ethical and responsible decision-making (Calleja, 2015). Paoloni and Schlegel (2022) suggest that procedural competencies also include the ability to be aware of and control emotional and attitudinal aspects when facing difficult situations. This skill is essential for maintaining composure, resilience, and mental clarity in times of adversity. Thus, attitudinal competencies are essential for human development and the construction of fair and equitable societies. It is not just about what we know or our technical skills but about who we are as individuals and how we contribute to the well-being of the community (Palma et al., 2023).

Procedural competencies are a fundamental component in the development of practical skills and the ability to carry out specific tasks effectively. Therefore, this type of competency is reflected in the ability to design projects, conduct diagnoses, and execute actions to solve problems, and through these, procedural competencies become a guide for action and achieving concrete objectives (Saltos, 2023). According to León (2023), procedural competencies focus on action and the ability to carry out specific tasks effectively. These competencies are essential in the education and development of individuals, allowing them to acquire and improve practical skills, abilities, and strategies to address specific situations in various contexts. The successful application of these competencies contributes to the achievement of goals, the development of new skills, and the enrichment of lifelong learning.

As for attitudinal competencies, also known as "knowing how to be", they refer to the combination of affective-motivational factors that contribute to the construction of personal identity and the ability to be aware of and control emotional and attitudinal aspects when engaging in an activity or solving a problem (Tobón, 2013).

These competencies go beyond acquiring knowledge and skills; they focus on the holistic development of the individual. Delors (1996) emphasizes the importance of attitudinal competencies in promoting civic coexistence, urging individuals to build a civil, democratic, and solidarity-based society by applying their rights and duties responsibly. From a similar perspective, Pozo and Gómez (2009) conceive attitudes as behavior patterns or dispositions that guide a person's conscious behavior in specific situations. In other words, attitudinal competencies influence how we behave and respond to the challenges we face in everyday life.

### 3. Methodology

A quantitative, descriptive-level study was conducted. According to Hernandez et al. (2014), this type of approach is characterized by its emphasis on the collection and analysis of numerical data to describe specific phenomena or characteristics of a population or sample, in this case, young residents in the western region. This involves the objective description of specific variables and the presentation of results in a clear and convincing manner using mathematical tools such as tables and graphs. Furthermore, this approach allows for the generalization of results from a representative sample, which means that the study's findings can be applied to a broader population, thereby increasing the relevance and utility of the research (Cortés and León, 2005). Regarding the descriptive level, Bernal (2016) is characterized by presenting facts and characteristics precisely and unambiguously, as well as recognizing the capabilities and needs for improvements within a specific population, such as the enhancement of cognitive, procedural, and attitudinal competencies for entrepreneurship in young individuals.

The studied population consists of a sample of 1154 young individuals living in the region, aged between 17 and 30, who are studying in middle and professional-level educational institutions in the municipalities of Funza and Mosquera. This is a convenience population, informants who are in educational institutions, which allowed for their availability and ease of access. They were approached in person during the administration of the instrument that aided in data collection.

The instrument used was a structured Likert-scale type survey, which included three variables: cognitive, procedural, and attitudinal competencies. Each variable had six items with five possible responses. Data analysis was carried out with the support of the statistical software SPSS and Excel. The first step involved organizing the information into tables, followed by a descriptive analysis of the results. From these tools, an analysis of the instrument's consistency was performed, yielding a Cronbach's alpha of 0.804, which, according to George and Mallery (2003), is a good and highly reliable coefficient.

Hypothesis testing was conducted using the chi-square test, and the relationship between variables was identified through Pearson's correlation coefficient.

Proposed Hypotheses:

Alternative Hypothesis (H1): There is a significant relationship between the cognitive competencies of young individuals and their level of confidence in

entrepreneurship, where a higher level of cognitive competencies is associated with a greater level of entrepreneurial confidence.

Alternative Hypothesis (H2): There is a significant relationship between the procedural competencies of young individuals and their level of confidence in entrepreneurship, where a higher mastery of practical skills is associated with a greater level of entrepreneurial confidence.

Alternative Hypothesis (H3): There is a significant relationship between the attitudinal competencies of young individuals and their level of confidence in entrepreneurship, where more positive and proactive attitudes are associated with a greater level of entrepreneurial confidence.

Alternative Hypothesis (H4): There is a significant relationship between entrepreneurial confidence and cognitive, attitudinal, and procedural competencies in young individuals.

#### 4. Results

The following results provide insights into the context of cognitive competencies for entrepreneurship based on the perceptions of young individuals, considering their experiences and knowledge. Structures such as the educational process for addressing business challenges and knowledge in the field are explored to analyze both formally acquired and empirical knowledge, both of which are necessary for decision-making and problem-solving. The statistical data reflected in Table 1 demonstrate the young individuals' knowledge of entrepreneurship based on what they, their family, or friends know about the subject. Additionally, their attitudes toward the support they can receive and how their knowledge can help them overcome the fears of entrepreneurship are explored. The findings offer a detailed view of how young people understand and engage in the field of entrepreneurship in their immediate environment.

Table 1. Statistics of perceptions regarding knowledge acquired for entrepreneurship among young individuals in the Western Region

Criteria	Level of Agreement					
Strongly disagree	3,4%	5,4%	2,5%	4,9%	8,8%	7,3%
Disagree	8,5%	10,1%	11%	12,1%	19,3%	13,6%
Undecided	25,7%	33,8%	31,2%	33,4%	21,9%	26,6%
Agree	44,7%	43,4%	42%	39,5%	38%	37,3%
Strongly agree	17,7%	7,4%	13,3	10 %	11,9%	15,2%

Note: The authors, based on the data provided by SPSS, which was obtained through the supplied survey.

In the study involving 1154 young individuals, it was found that 17.7% are completely convinced that, despite their youth, they are capable of starting a business, while 44.7% agree with this notion. A quarter of the respondents are unsure whether they could start a business at their age. However, 8.5% and 3.4% respectively disagree or strongly disagree since they believe they are not at the right age to embark on entrepreneurship. These findings raise the possibility that a significant group of individuals may not have considered or may have been

discouraged by their age when it comes to entrepreneurial endeavors. It is concerning to note that only a few of the young participants in the study, specifically an average of 20%, say they consider their age optimal for starting a business.

Regarding the knowledge acquired through their education and how this could provide them with confidence to tackle the challenges of running a business, it is observed that approximately half of the respondents, corresponding to 7.4% and 43.4% who are "strongly in agreement" and "in agreement," believe that their academic background can provide them with the reassurance and guidance necessary to address difficulties and make decisions in the business sphere. On the other hand, 33.8% do not feel confident about this statement, while 10.1% disagree, and 5.4% strongly disagree with the idea that their formal education would support them in their entrepreneurial endeavors.

Regarding the knowledge acquired for entrepreneurship through self-study due to their interest in the subject, it is observed that more than half of the participants, specifically 13.3% and 42%, are "strongly in agreement" and "in agreement" that they have taken steps to educate themselves in specific areas of entrepreneurship that interest them. 31.2% are undecided on this aspect, while 11% and 2.5% believe they have not acquired the necessary knowledge autonomously to start a business, showing a certain degree of disagreement and strong disagreement. This result demonstrates that in the analyzed sample, a significant 55.3% of participants have sought to independently learn about the fundamental topics necessary for carrying out this task.

When exploring whether knowledge about entrepreneurship is sufficient to persuade their families and gain their support, it is observed that approximately half of the respondents, specifically 10% and 39.5%, state that their knowledge in this area has led their family members to support their entrepreneurial projects. However, 33.4% are undecided about this, and 12.1% and 4.9% disagree on this matter, showing disagreement and strong disagreement, respectively. These results reflect that nearly 50% of the respondents are optimistic both about their level of knowledge about entrepreneurship and the possibility of receiving support from their families to start their businesses.

Regarding whether they have discussed entrepreneurship with family members or friends, nearly fifty percent of the respondents, specifically 11.9% and 38%, agree to discuss this topic with people close to them. On the other hand, 21.9% are undecided on this issue. Meanwhile, 19.3% and 8.8% disagree or strongly disagree with discussing entrepreneurship with their family members or friends. These data reflect a notable trend among young individuals to discuss such topics with trusted individuals.

In the final question related to cognitive competencies, it was explored whether the participants had ever wished to embark on entrepreneurship but had felt fearful due to the perception of lacking sufficient knowledge in the subject. More than half of the respondents, with 15.2% and 37.3% respectively, strongly agree and agree to feeling fear when starting a business due to the insecurity of not possessing the necessary knowledge to manage a business on a daily basis. 26.6% expressed doubts on this matter. On the other hand, 13.6% and 7.3% indicated disagreement or strong

disagreement with this idea.

### Procedural Knowledge of Young Adults

In this section, results regarding the perception of procedural competencies for entrepreneurship among young adults are presented, focusing on technical knowledge required to manage a business. These competencies encompass setting product prices, analyzing business finances, legal regulations, and projecting sales and costs over time. The descriptions provided are based on the statistics presented in Table 2.

Table 2. Procedural Competency Statistics

Criteria	Level of Agreement					
Strongly disagree	2,3%	2,1%	1,9%	2,4%	1,8%	1,6%
Disagree	10,2%	6,1%	8,1%	7,6%	6,5%	5,3%
Undecided	23,9%	21%	23%	24,7%	28,1%	28,7%
Agree	48,8%	53,2%	52,1%	50,1%	51,9%	52,8%
Strongly agree	14,8%	17,7%	14,9%	15,2%	11,7%	11,7%

Note: The authors, based on the data provided by SPSS, which was obtained through the supplied survey.

The data presented here depict the perceptions of respondents regarding the need for procedural knowledge in entrepreneurship, specifically technical knowledge required for managing a business. This includes skills such as setting product prices, analyzing business finances, understanding legal regulations, and projecting sales and costs over time. The descriptions provided are based on the statistics presented in Table 2.

The data presented reveal the perceptions of respondents regarding the need for knowledge in techniques for setting product prices when embarking on an entrepreneurial endeavor. It is evident that 2.3% of the respondents strongly oppose the idea that knowledge in price-setting techniques is required for entrepreneurship. 10.2% expressed disagreement with the statement, suggesting a certain reluctance towards the importance of these pricing skills. A significant portion, 23.9%, remains in a neutral or undecided position concerning the necessity of these knowledge and skills. Nearly half of the respondents, 48.8%, agree that having knowledge in pricing techniques is essential for entrepreneurship. 14.8% strongly support this assertion, endorsing the idea that such knowledge is indispensable when undertaking entrepreneurial ventures.

The perceptions of participants regarding the need for knowledge in techniques to analyze business finances when embarking on entrepreneurship are presented. A small percentage, 2.1%, strongly opposes the notion that knowledge in financial analysis techniques is required for entrepreneurship. 6.1% expressed disagreement with the statement, indicating some reluctance toward the importance of financial knowledge. A significant group, 21%, remains in a neutral or undecided position regarding the necessity of these financial skills for entrepreneurship. The majority of respondents, 53.2%, agree that having knowledge in financial analysis techniques is

necessary for entrepreneurship. 17.7% strongly support this assertion, affirming that financial knowledge is essential when starting a business.

The perceptions of respondents concerning the need for knowledge about the regulations that a business must adhere to when embarking on entrepreneurship are presented. A small percentage, 1.9%, strongly opposes the idea that knowledge of business regulations is required for entrepreneurship. 8.1% expressed disagreement with the statement, suggesting some reluctance towards the importance of regulatory knowledge. A significant group, 23%, remains in a neutral or undecided position regarding the necessity of this knowledge about business regulations for entrepreneurship. The majority of respondents, 52.1%, agree that having knowledge of business regulations is necessary for entrepreneurship. 14.9% strongly support this assertion, emphasizing that regulatory knowledge is crucial when undertaking entrepreneurial ventures.

The information also reflects the perceptions of respondents regarding the need for knowledge in business management when embarking on entrepreneurship. 2.4% strongly disagree with the assertion that knowledge of business management is necessary for entrepreneurship. 7.6% expressed disagreement, indicating some opposition to the idea that such knowledge is necessary. A significant group, 24.7%, remains undecided as to whether knowledge of business management is required for entrepreneurship or not. The majority of respondents, 50.1%, agree that having knowledge of business management is necessary for entrepreneurship. 15.2% strongly support this assertion, reinforcing the idea that such knowledge is essential when embarking on entrepreneurial endeavors.

Similarly, the data provided reflect the perceptions of respondents regarding the need for knowledge of techniques to project sales over time when starting a business. 1.8% strongly disagree with the assertion that knowledge of sales projection techniques is required when embarking on a business. 6.5% expressed disagreement, suggesting some opposition to the idea that such knowledge is necessary. A significant group, 28.1%, remains in a neutral or undecided position regarding the necessity of these sales projection techniques for entrepreneurship. The majority of respondents, 51.9%, agree that having knowledge of sales projection techniques over time is necessary when starting a business. 11.7% strongly support this assertion, affirming that these techniques are essential when embarking on entrepreneurship.

The data also highlight the perceptions of respondents regarding the need for knowledge of techniques to project costs over time when embarking on entrepreneurship. A small percentage, 1.6%, strongly disagrees with the assertion that knowledge of cost projection techniques over time is required when starting a business. 5.3% expressed disagreement, suggesting some opposition to the idea that such knowledge is necessary. A significant group, 28.7%, remains in a neutral or undecided position regarding the necessity of these cost projection techniques for entrepreneurship. The majority of respondents, 52.8%, agree that having knowledge of cost projection techniques over time is necessary when starting a business. 11.7% strongly support this assertion, emphasizing that these techniques are essential when embarking on entrepreneurship. Overall, the majority of respondents agree that having knowledge of cost projection techniques over time is important when starting

a business.

### Attitudinal Competencies of Young Adults

The following survey results focus on attitudinal competencies for entrepreneurship. These competencies are essential for success in the business world, as they influence how individuals face challenges, take risks, and collaborate with others in the pursuit of entrepreneurial opportunities. The collected data provides valuable insight into the willingness and attitudes of the participants toward entrepreneurship, which can shed light on their ability to confront business challenges with confidence and resilience.

Table 3. Attitudinal Competency Statistics of Young Adults

Criteria	Level of Agreement					
Strongly disagree	1,3%	2,7%	1,9%	2,3%	1,8%	2,5%
Disagree	4,3%	4,9%	1,8%	5,7%	4,9%	6,0%
Undecided	20,6%	28,8%	9,3%	29,5%	31,6%	26,2%
Agree	51,1%	43,5%	35,7%	45,7%	47,5%	49,7%
Strongly agree	22,6%	20,1%	51,3%	16,8%	14,2%	15,6%

Note: The authors, based on the data provided by SPSS, which was obtained through the supplied survey.

Regarding respondents' perceptions of how they handle relationships in terms of kindness and firmness in their daily lives, 1.3% strongly disagreed with the statement that they handle relationships with kindness and firmness in their daily lives. 4.3% expressed disagreement with the statement, suggesting some opposition to the idea of handling relationships in this manner. 20.6% are in a neutral or undecided position regarding how they handle relationships in terms of kindness and firmness in their daily lives. Most of the respondents, 51.1%, agreed that they handle relationships with kindness and firmness in their daily lives. 22.6% strongly agreed with the statement, supporting the idea that they are kind and firm in their everyday relationships.

The information reflects the opinions of respondents regarding whether they consider themselves individuals who seek to empower others. 2.7% of respondents strongly disagreed with the assertion that they consider themselves individuals who seek to empower others. 4.9% expressed disagreement, suggesting some opposition to the idea of considering themselves promoters of strengths in others. A significant group, 28.8%, remains in a neutral or undecided position regarding whether they consider themselves individuals who seek to empower others. 43.5% agreed that they consider themselves individuals who seek to empower others, indicating a majority that values this quality. 20.1% strongly agreed with the statement, endorsing the idea that they consider themselves individuals who seek to promote strengths in others.

The provided data shows the participants' opinions regarding whether they consider themselves individuals who respect personal differences, including skin color, gender, and preferences. 1.9% of participants strongly disagreed with the assertion that they consider themselves individuals who respect personal differences. Furthermore, 1.8% expressed disagreement, suggesting opposition to the idea of

considering themselves respectful of personal differences. 9.3% remain neutral regarding whether they consider themselves individuals who respect personal differences. 35.7% agreed that they consider themselves individuals who respect personal differences, indicating a majority that values this quality. A notable 51.3% strongly agreed with the statement, supporting the idea that they consider themselves individuals who respect personal differences.

Participants' opinions regarding whether they consider themselves individuals who seek reconciliation rather than insisting on imposing their views are as follows: 2.3% strongly disagreed with the assertion that they consider themselves individuals who seek reconciliation rather than insisting on imposing their views. 5.7% expressed disagreement, suggesting opposition to the idea of considering themselves reconcilers rather than imposing their viewpoints. 29.5% are undecided regarding whether they consider themselves individuals who seek reconciliation rather than insisting on imposing their views. 45.7% agreed that they consider themselves individuals who seek reconciliation rather than insisting on imposing their views, indicating a majority that values reconciliation in interactions. 16.8% strongly agreed with the statement, endorsing the idea that they consider themselves individuals who prioritize reconciliation over imposing their views.

The information regarding whether they believe that opportunities to improve or achieve business goals should lead them to change their initial thoughts is as follows: Only 1.8% of participants strongly disagreed with the assertion that opportunities to improve or achieve business goals should lead them to change their initial thoughts. This suggests significant resistance to changing focus or perspective. 4.9% expressed disagreement, indicating opposition to the idea that opportunities should lead to a change in their original thinking. 31.6% are unsure about whether they should change their minds based on business opportunities. This suggests that a considerable portion of participants does not have a defined opinion on the matter. 47.5% agreed that opportunities to improve or achieve business goals should influence a change in their thinking. This indicates a majority that values adapting to new opportunities. 14.2% strongly agreed with the statement, supporting the idea that opportunities should lead to a change in their original thinking.

The data found pertains to participants' opinions about whether they consider themselves capable of rallying people around actions that benefit everyone. Only 2.5% of participants strongly disagreed with the assertion that they consider themselves capable of rallying people around actions that are beneficial to all. This suggests a lack of confidence in their ability to mobilize others. 6% expressed disagreement, indicating some doubt or uncertainty in their ability to rally others in beneficial actions. 27.3% remain in a neutral or undecided position regarding whether they have the ability to rally people for beneficial actions. This suggests that a significant portion of participants does not have a clear opinion on the matter. 47.2% agreed that they have the ability to rally people around actions that are beneficial. This indicates a majority that feels confident in their mobilization ability. 16.2% strongly agreed with the statement, endorsing the idea that they have the ability to rally others in actions beneficial to all.

Entrepreneurial Confidence and its Components

The statistics provided in Table 4 display the levels of cognitive, procedural, attitudinal competence, and the level of confidence for entrepreneurship among young individuals in the western region. It is indicated that the majority of young people possess at least a moderate level of cognitive, procedural, and attitudinal competence in entrepreneurship, with percentages of 63.8%, 75.7%, and 86.3%, respectively. This is reflected in their moderate level of entrepreneurial confidence.

Table 4. State of Competencies in Young Adults

Level	Cognitive	Procedural	Attitudinal	Entrepreneurial Confidence
Very low	3,0%	1,7%	1,2%	0,5%
Low	33,2%	22,5%	12,5%	9,3%
Moderate	60,0%	64,6%	72,4%	78,3%
High	3,8%	11,1%	13,9%	11,9%

Note: The authors, based on the data provided by SPSS, which was obtained through the supplied survey.

It is also noteworthy that there is room for improvement in all these areas, as the remaining percentages are consistently at a minimum of 36.2%, 24.3%, and 13.7%. Furthermore, the entrepreneurial confidence for this sample of 1,154 young individuals is 11.9%, 78.3%, 9.3%, and 0.5%, respectively categorized as high, moderate, low, and very low.

On their part, and based on the Chi-square test, it was found that the asymptotic (two-tailed) significance among the four variables is 0.000, indicating that the alternative hypotheses under consideration are validated and accepted. Regarding entrepreneurial confidence in relation to cognitive, procedural, and attitudinal competencies, there is a significant positive relationship with the first two and a very strong positive relationship with the third, considering the values of 0.462\*\*, 0.533\*\*, and 0.659\*\*, respectively.

Table 5. Correspondence between Entrepreneurial Confidence and Studied Variables

		(C)	(P)	(A)	(CE)
Cognitive (C)	Correlation Coefficient   Sig. (Two-Tailed)	1	,111** 0,000	,316** 0,000	,462** 0,000
Procedural (P)	Correlation Coefficient   Sig. (Two-Tailed)	,111** 0,000	1	,319** 0,000	,533** 0,000
Attitudinal (A)	Correlation Coefficient   Sig. (Two-Tailed)	,316** 0,000	,319** 0,000	1	,659** 0,000
Entrepreneurial Confidence (EC)	Correlation Coefficient   Sig. (Two-Tailed)	,462** 0,000	,533** 0,000	,659** 0,000	1

\*\*The correlation is significant at the 0.01 level (two-tailed).

Note: The authors, based on the data provided by SPSS, which was obtained through the supplied survey.

Data that allows us to infer that strengthening these competencies through training and development programs could have a positive impact on the confidence and willingness of young people to undertake entrepreneurial endeavors. Additionally, there is a relationship between cognitive, procedural, and attitudinal variables, albeit with less strength.

## 5. Conclusions

Based on the survey results, the following conclusions can be drawn regarding cognitive competencies:

Approximately half of the participants feel that their academic education provides them with the necessary confidence and guidance to face business challenges, while one-third of them are uncertain in this regard. This suggests that formal education plays a relevant but inconclusive role in preparing young entrepreneurs.

On the other hand, more than half of the respondents have actively sought knowledge about entrepreneurship autonomously, reflecting a high level of interest and self-determination in entrepreneurial learning. However, a significant percentage still lacks confidence in the knowledge acquired in this way.

Similarly, about half of the participants have successfully persuaded their families to support their entrepreneurial projects, indicating that their knowledge and confidence can influence the perception and support of their loved ones.

It is worth noting that more than half of the respondents have experienced fear of entrepreneurship due to a perceived lack of adequate knowledge. This underscores the importance of strengthening training and access to educational resources to promote confidence and reduce barriers to entrepreneurship among young people.

Overall, the results depict a diverse range of attitudes and experiences that offer valuable insights for fostering entrepreneurship among youth.

The data on procedural competence suggests that while most respondents recognize the importance of acquiring knowledge in fundamental areas for entrepreneurship, such as financial analysis, business regulations, business management, and financial planning, there is also a significant segment that is indecisive or disagrees regarding the relevance of this knowledge. This highlights the need for greater attention to education and training in these areas, especially for those who aspire to become entrepreneurs. The diversity of opinions about the importance of these skills suggests that business education should be more accessible and tailored to individual needs, addressing the concerns and doubts of those who are not entirely convinced of their relevance. Ultimately, these results reflect the complexity and variety of perspectives in the field of entrepreneurship, emphasizing the importance of a more personalized and learning-centered approach to support future entrepreneurs in their quest for knowledge and business skills.

The information collected regarding attitudinal competencies allows us to conclude

that the majority of survey participants demonstrate positive and favorable attitudes toward attitudinal competencies for entrepreneurship. This includes valuing kindness and assertiveness in interpersonal relationships, a willingness to build strengths in others, respect for personal differences, a preference for reconciliation over imposing reasons, adaptability to opportunities for improvement, and the ability to mobilize people in beneficial actions. However, it is also observed that, in each of these dimensions, there is a minority segment of participants who are indecisive or disagree regarding these entrepreneurial attitudes. This highlights the diversity of perspectives and approaches within the surveyed sample. Overall, the results suggest that most respondents have a positive entrepreneurial mindset and are willing to develop the necessary attitudes for entrepreneurship. However, they also underscore the importance of providing support and resources for those who may have doubts or insecurities regarding these attitudinal competencies.

The majority of the 1154 young individuals possess at least a moderate level of competence in the cognitive, procedural, and attitudinal areas related to entrepreneurship, influencing their moderate level of entrepreneurial confidence. At the same time, areas for improvement are identified, considering that a significant percentage is at lower levels in these competencies.

It is worth highlighting the positive relationship shown between competencies, as evidenced by the results of the Chi-square test, which supports the validity of the alternative hypotheses proposed in the study. This suggests that if these competencies are strengthened in their respective academic and family environments, and considering their positive interplay, it could also have a positive impact on the confidence and willingness of young people to embark on entrepreneurial ventures.

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