



ORIGINAL

## Entrepreneurial Education at University in Health, Social Sciences, and Engineering: Analysis of Student Narratives on Prior Knowledge from the Resource-Based Theory

### Educación Emprendedora Universitaria en Salud, Ciencias Sociales e Ingenierías: Análisis de Narrativas Estudiantiles sobre Conocimientos Previos desde la Teoría Basada en los Recursos

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#### ABSTRACT

This article presents an exploration of the prior knowledge of entrepreneurship expressed by higher education students from various disciplines (health, social sciences, and engineering). A qualitative exploratory research design was created by asking students from areas such as Dentistry, Pharmaceutical Chemistry, and Public Accounting to write narratives about entrepreneurial stories they identified before taking an entrepreneurship course. The content expressed was analyzed using a theoretical coding approach based on the Resource-Based View (RBV) as the framework for investigating the students' narratives. The results showed that the student population emphasized human resources, social networks, innovation, adaptability, material and technological resources, and financial accessibility as critical factors for entrepreneurship. The narratives highlighted the importance of teamwork, community support, and continuous innovation in business development. The study concluded that students' prior knowledge of entrepreneurship is closely related to the availability and management of these resources, which are essential for both starting and sustaining a competitive business. The findings suggest that a solid understanding and management of these resources are fundamental for the success and sustainability of ventures valued by students from various disciplines, reinforcing the need to integrate these elements into entrepreneurship education across any academic field.

**Keywords:** Entrepreneurial Education; Higher Education; Prior Knowledge; Resource-Based View; Students; Multidisciplinary.

#### RESUMEN

El artículo presenta una exploración del conocimiento previo sobre emprendimiento que fue expresado entre estudiantes de nivel superior de diversas disciplinas (salud, ciencias sociales e ingenierías). Por lo que se diseñó una investigación con enfoque cualitativo exploratorio al solicitar a estudiantes de áreas como Odontología, Químico Farmacobiología y Contaduría Pública que redactaran narrativas sobre historias emprendedoras que identificaban previo a tomar un curso de emprendimiento. El contenido expresado, se analizó a través de una codificación teórica basada en los recursos (RBV) como marco para la indagación en las narrativas del estudiantado. Los resultados mostraron que la población estudiantil enfatizó en sus expresiones los recursos humanos, las redes sociales, la innovación, la adaptabilidad, los recursos materiales y tecnológicos, y la accesibilidad financiera como factores críticos para el emprendimiento. Las narrativas destacaron la importancia

de la colaboración en equipo, el apoyo comunitario y la innovación continua en el desarrollo empresarial. El estudio concluyó que el conocimiento previo del estudiantado sobre el emprendimiento está estrechamente relacionado con la disponibilidad y la gestión de estos recursos, que son esenciales tanto para iniciar como para sostener un negocio competitivo. Los hallazgos sugieren que una sólida comprensión y manejo de estos recursos es fundamental para el éxito y la sostenibilidad de los emprendimientos valorados desde estudiantes de diversas disciplinas, lo que refuerza la necesidad de integrar estos elementos en la formación educativa para el emprendimiento de cualquier área académica.

**Palabras clave:** Educación Emprendedora; Educación Superior; Conocimientos Previos; Teoría Basada en Recursos; Estudiantes; Multidisciplinar.

## INTRODUCTION

Entrepreneurial education at the university level has evolved significantly in recent decades, adopting a multidisciplinary approach that integrates different areas of knowledge. This interdisciplinary approach facilitates the development of key skills such as innovation, resilience, and the ability to solve complex problems, which are increasingly in demand in the global workplace.

Recent research highlights the importance of incorporating different disciplines into entrepreneurship education programs to prepare students to address the challenges of an interconnected and constantly changing business world. In particular, entrepreneurship programs that combine knowledge from different areas enable students to apply innovative approaches in various situations, improving their ability to identify opportunities and create effective solutions.<sup>(1)</sup> Furthermore, integrating concepts and methods from different disciplines promotes more comprehensive and contextualized learning, favoring informed and strategic decision-making.<sup>(2)</sup>

The social skills related to people management and teamwork are essential for the success of any entrepreneurial profile, and these skills are effectively developed when students are exposed to various disciplinary approaches.<sup>(3)</sup> On the other hand, scientific and technological disciplines, such as engineering and computer science, are fundamental in creating innovative products and solving technical problems, which complements entrepreneurial training by providing the necessary skills for the practical implementation of their ideas. Finally, by integrating different perspectives, more inclusive and resilient solutions are created, allowing for better adaptation to market fluctuations and changes in the needs of society. Therefore, university entrepreneurship education that fosters interdisciplinary collaboration improves academic training and prepares students to contribute meaningfully to innovation and social and economic development.<sup>(4)</sup>

### *Prior knowledge in entrepreneurship education*

In the educational context, prior knowledge refers to the student body's academic training or professional experience and psychological dispositions, such as attitudes and values toward entrepreneurship. According to Fayolle and Gailly,<sup>(1)</sup> entrepreneurship education significantly impacts entrepreneurial attitude and intention not only during the course but also in the long term, which is known as persistence. This implies that prior knowledge, mainly acquired through previous entrepreneurial experiences, can durably shape students' predisposition to start their businesses.

Studies on dynamic capabilities<sup>(5)</sup> also underline the importance of prior knowledge in the entrepreneurial capacity to adapt and respond to changing market conditions. Dynamic capabilities, defined as the ability to integrate, build, and reconfigure resources within the company, are closely related to prior knowledge. According to this approach, students who have a greater knowledge of management tools and practices or who have previously experienced a company's life cycle can develop a better ability to recognize opportunities and adapt to challenges. These factors are crucial for entrepreneurial success.

The Big Five model of personality<sup>(6)</sup> also offers a relevant perspective in this context since personality characteristics such as openness to new experiences and responsibility can influence an individual's willingness to undertake. In this case, previous knowledge includes academic and work experience and the psychological predispositions formed throughout the student's life; they may be better prepared to face the risks inherent in entrepreneurship.

Furthermore, entrepreneurial education promotes an "entrepreneurial culture" within educational institutions, representing the teaching of technical skills and forming an entrepreneurial mindset.<sup>(7)</sup> Students who have already been exposed to innovative ideas and entrepreneurial practices have a greater capacity to apply this knowledge to the real business environment, providing an environment that facilitates both learning and practice.

Entrepreneurial education must also recognize the importance of proactivity and cultural values.<sup>(8)</sup> Entrepreneurs in the early stages of setting up a company benefit from activating their prior knowledge, which includes both proactivity and the values they have in their cultural environment, as they have developed skills

of anticipation and resilience.

Finally, the report by the Organization for Economic Co-operation and Development (OECD)(9) on innovative and entrepreneurial universities in Latin America reinforces the idea that prior knowledge, specifically prior experience in creating innovative companies or projects, is key to forming the entrepreneurial ecosystem.

#### *Entrepreneurship from a resource-based theory*

Resource-Based View (RBV) is one of the most influential perspectives in the study of entrepreneurship. This theory postulates that new entrepreneurial initiatives can achieve a sustainable competitive advantage if they have valuable, rare, inimitable, and non-substitutable resources. According to Álvarez and Barney,<sup>(10)</sup> companies' strategic resources are fundamental for creating long-term value, given that these resources should be complex for competitors to replicate. In the context of entrepreneurship, the RBV focuses on the importance of internal resources, such as human capital, technological capabilities, relationships and social networks, and other intangible assets, which influence the performance and competitiveness of emerging companies.<sup>(11,12)</sup>

The BVR applied to entrepreneurship suggests that one must have an innovative idea and the necessary resources to turn that idea into a successful business. Human resources, such as the entrepreneurial team's knowledge, skills, and experience, are essential for success. An entrepreneurial profile with dynamic capabilities, such as adapting to rapid change and seizing new opportunities, has a competitive advantage in highly dynamic and globalized markets.<sup>(13,14)</sup>

A key element of the RBV is the ability to manage and deploy resources in the context of innovation. In this sense, innovation and adaptability are crucial in taking advantage of available resources and creating a unique value proposition. Huang and Zhou<sup>(15)</sup> emphasize that openness to external innovation, such as access to collaborative networks and knowledge sharing, allows startups to build sustainable business models that efficiently use available resources.

On the other hand, the RBV also emphasizes social networks and social capital. These networks not only provide material or financial resources but also allow access to knowledge and key relationships with suppliers, distributors, and other relevant elements of the business ecosystem. Creating strategic alliances and using links in the social environment contribute to the growth of the new company, particularly when financial resources are limited.<sup>(16,17)</sup>

It is important to note that the RBV is also closely related to the dynamic capabilities approach. Startups must develop skills to integrate, reconfigure, and renew their resources over time, essential to remain competitive in changing markets.<sup>(18)</sup> Adaptability becomes a strategic asset that allows entrepreneurs to effectively manage and redirect resources in the face of changes in the business or technological environment. An area of growing interest is the relationship between the VBR and social entrepreneurship.<sup>(19)</sup>

Therefore, the RBV offers a comprehensive perspective for understanding entrepreneurship, as it highlights the importance of internal resources and entrepreneurial skills in achieving a sustainable competitive advantage. This means that resources must be managed effectively, opportunities for innovation and adaptability must be seized, and strong social networks must be built to create successful companies that can sustain themselves in the long term in a competitive and changing business environment.

## **METHOD**

An exploratory study was conducted to investigate the previous knowledge about entrepreneurship of students studying for health, social sciences, and engineering degrees. Under educational research, a qualitative approach to the student body was established. Academic research is crucial in this type of study, as it allows us to capture students' perceptions, knowledge, and attitudes toward entrepreneurship, essential for designing educational strategies that foster an entrepreneurial mindset in future professionals.<sup>(7)</sup> Qualitative research, in particular, is suitable for exploring students' individual and subjective experiences, helping to understand their learning processes and how they interact with the concepts of entrepreneurship.<sup>(20)</sup>

In the first semester of 2025, students from various semesters belonging to three groups at a public university who were studying the subject of entrepreneurship in the degrees of Dentistry, Chemical Pharmacology, Biotechnology, and Public Accounting were asked to write a narrative about a local, state, national or international entrepreneurship story that was representative for each student. The aim of this was to investigate their initial concepts of entrepreneurship. According to Kirby,<sup>(21)</sup> narratives allow students' subjective experiences to be explored, facilitating understanding of their vision of entrepreneurship and motivations. The narrative approach has been widely used in educational research, as it provides a rich insight into the perceptions and beliefs of students, allowing an in-depth interpretation of the academic context in which they develop.<sup>(22)</sup>

Subsequently, a content and interpretative analysis was carried out on the narratives written about this knowledge. This analytical approach is appropriate in qualitative research, as it identifies patterns, meanings, and relationships within the narratives, which provides a deep understanding of the student's prior knowledge of entrepreneurship.<sup>(1)</sup> Through a previous theoretical codification based on resource theory, the study of the narratives about the resources each student points out when expressing the business stories they find

valuable was carried out. According to Teece, Pisano, and Shuen<sup>(6)</sup> (1997), a resource analysis is fundamental to understanding how entrepreneurs develop capabilities and achieve competitive advantages in the market. Content analysis is one of the most widely used techniques in qualitative research, allowing the content of narratives to be explored to identify recurring themes and patterns related to the phenomenon under study.<sup>(23)</sup>

## RESULTS

The results obtained were 113 narratives mentioned by the students about the types of entrepreneurship and their categories, which are described below:

1. Food and restaurants: 15 mentions
2. Sale of clothing and accessories: 14 mentions
3. Miscellaneous services (such as consulting, communication services, financial consulting): 11 mentions
4. Production and sale of various products (from food to cosmetics): 11 mentions
5. Specialized services (such as clinical laboratory, beauty salon, auto repair shop): 10 mentions
6. Handcrafted manufacturing (such as candles, hats, ceramics): 8 mentions
7. Education and courses (including diplomas and training): 3 mentions
8. Diverse retail (from groceries to pharmaceuticals): 8 mentions
9. Beauty and health services (hairstyling, dermatology clinic): 4 mentions
10. Others (such as laundry, music production, bread making): 29 mentions.

According to the analysis of the resources that their narratives stated, it was classified into four categories.

1. *Human resources*: considering a relationship with social networks, specific skills and community support.

a) *Human Resources and Social Networks*: in several cases, the importance of human resources and their impact on the development of entrepreneurship is emphasized, as well as the implementation of social networks to make themselves known, allowing them to position themselves in the preference of their clients, as described in the following narratives: "I think it was an effort that was made little by little, but with the dedication of my team, we managed to grow." "The importance of the network of contacts that has been achieved through fairs and events has been key to getting clients." "Teamwork has always been essential; we always had the support of people we could trust." "Thanks to my contacts, I found a strategic partner who helped me expand the business." "My team of collaborators has extensive experience in the sector, which facilitated the creation of a solid business plan."

b) *Human resources and specific skills*: Some cases mention that entrepreneurs benefit from specific skills acquired in their environment, such as vocational training or trade experience. These specialized skills and knowledge are valuable resources for running effective operations and improving the supply of products or services. As described below: "Forty years ago, Roberto had a family and wanted to get ahead. He and a friend went to Guadalajara to take tailoring courses. Roberto used what he learned, bought a sewing machine, and made some clothes at home."

c) *Social and community support resources*: The narratives also underline the importance of trust and social support from the community or family as a fundamental resource that allows entrepreneurs to overcome initial challenges and build lasting business relationships. Example: "Mr. Jorge worked as a cook in a restaurant called Santinis, and when he saw that he was not valued for his work experience, he decided to leave Santinis and open a restaurant called Pachinos, which is still very successful because he implemented new dishes and ingredients and had the support of his social network."

2. *Innovation resources*: Innovation and adaptability, material resources and continuous improvement are considered.

a) *Innovation and Adaptability* are important in entrepreneurial stories. Entrepreneurs mention the impact of identifying opportunities for innovation and adapting quickly to market changes to stay competitive. Some narratives and their analysis for each category are described below. "I am interested in this company because it has much to do with the technological innovation sector, especially in creating personalized products." "The new technology market forces us to innovate constantly, which has allowed us to remain competitive." "The business we created came about because we identified a need in the market that no one else was addressing." "We adopted digital tools and online sales to reach a wider audience." "Despite the difficulties, we always knew how to adapt to market changes, which allowed us to continue growing."

b) *Material resources and their adaptation*: Some stories highlight the importance of material resources, such as equipment or facilities, and how they are improved or adapted to facilitate business growth. This approach reflects the need for entrepreneurs to invest in tangible resources to scale up their operations. Example: "Several years later, Roberto moved to a larger location and bought more machines, hired several workers, and grew his business."

c) *Resources for innovation and continuous improvement*: Several entrepreneurs mention how they have



adopted new technologies or improved their processes to remain competitive and increase efficiency. This is a clear example of how resources, in terms of innovation and operational improvements, are fundamental for the sustainability and competitiveness of an enterprise. Example: "The manufacturing techniques changed. Initially, the clay was made entirely by hand, but as this was a somewhat slow process, electric machines were introduced."

**3. Material and technological resources:** students from various disciplines mention how investments in infrastructure, machinery, software, and technological platforms have been key to the development, efficiency, and expansion of the business. Some narratives and their analysis for each category are described below:

"We started the business with few resources, but over time, we managed to invest in specialized machinery that improved our production process." "Technology has been essential. We have invested in specialized software to manage production efficiently." "We have an adequate distribution infrastructure, which has allowed us to scale the business quickly." "Our online store is one of the main tools we use to reach more customers." "The technology we use in production has reduced costs and increased productivity."

**4. Financial resources and accessibility to capital, efficient use of capital and reinvestment of profits**

a) Financial Resources and Access to Capital: Access to sources of capital is another essential resource that students mention based on their previous knowledge. Through loans, private investors, personal savings, or financing programs, they have covered their financial needs to launch and grow their businesses. Below, we describe some narratives and their analysis for each category. "To begin with, I resorted to a bank loan that allowed me to finance the acquisition of the necessary resources for the company." "The financial support of private investors has been fundamental for the company's expansion." "The initial capital came from my savings, but as the business grew, we sought external financing." "Thanks to a subsidy for entrepreneurs, we could invest in marketing and technology." "The funds obtained through crowdfunding allowed us to launch the product on the market."

b) Financial resources and efficient use of capital: The effective management of financial resources is also highlighted in several narratives, where entrepreneurs started with small resources and used them efficiently to expand their businesses. This strategic use of financial resources is key to sustained growth. Example: "After working together for a long time, they bought a small truck and a dump truck to transport and haul earth for its construction."

c) Financial resources and reinvestment of profits: The narratives show how entrepreneurs start with limited resources and use their first profits to reinvest in the business and seek to expand it. This reflects how financial resources are essential for sustainable growth. Example: "After working together, they managed to buy a small truck and a dump truck to transport and haul the earth for its construction."

By way of summary, the following table presents the elements that emerged from the entrepreneurial narratives based on the resources that were highlighted from the businesses considered as prior knowledge.

**Table 1.** Resources identified in entrepreneurial narratives.

Type of Resource	Concepts of the narratives
Human Resources and Social Networks	Teamwork, network of stakeholders, support from people we trust, strategic partnerships.
Innovation and Adaptability	Identification of innovation opportunities, adaptability to the market, digital tools.
Material and Technological Resources	Equipment, infrastructure, specialized software, online store, specialized machinery.
Financial Resources and Accessibility to Capital	Bank loans, investment of savings, subsidies, financing funds, reinvestment of profits.

Analysis of these cases reinforces the idea that human, material, financial and innovation resources are key for entrepreneurs from the very beginning and in the ongoing development of their businesses, in accordance with Resource Theory. The use of material and technological resources also stands out in the narratives. The entrepreneurs mention how investments in infrastructure, machinery, software and technological platforms have been key to the development, efficiency and expansion of the business.

## DISCUSSION

The analysis of the students' narratives reveals the relevance of the resources identified in entrepreneurial training, ranging from human and social aspects to technological and financial factors. In line with Fayolle and Gailly,<sup>(1)</sup> entrepreneurial education significantly impacts students' entrepreneurial attitudes and intentions. Students highlighted human resources, such as social networks and community support, as key factors for

their growth and positioning in the market. These findings corroborate the idea that teamwork skills and relationships of trust are fundamental for entrepreneurship.<sup>(7)</sup>

On the other hand, technological resources, such as innovation and adaptability, were recurrently mentioned in the narratives, which is in line with the ideas of Teece, Pisano, and Shuen<sup>(5)</sup> on dynamic capabilities, emphasizing the ability to adapt quickly to market changes, which was corroborated by students when they pointed out that the use of new technologies and adaptation to new trends were factors that allowed them to remain competitive.

In addition, the narratives' access to financial resources and strategic management were key elements, reflecting the need to optimize capital use for the ventures' sustainable growth. This point aligns with studies on the importance of efficiency in managing financial resources, as indicated by Zhao and Seibert,<sup>(3)</sup> about the extent of available resources for entrepreneurs.

Therefore, the analysis of material and technological resources emphasizes how entrepreneurs have used the available infrastructure and machinery to improve their production processes. This highlights the connection between physical resources and the sustainability of emerging companies, as proposed.<sup>(12)</sup> The student body recognizes that investments in material resources are essential for their businesses' expansion and operational efficiency.

In conclusion, based on resource theory, this study provides a comprehensive view of students' prior knowledge of entrepreneurship. Human resources, innovation, technological and financial resources, and social support were key aspects of entrepreneurial training. A multidisciplinary approach to entrepreneurial education, especially in areas as diverse as health, social sciences, and engineering, is crucial for the successful development of sustainable ventures. This approach enables students to address the challenges of the business environment with diverse tools and skills.

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## CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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