IMPACT OF NON-CURRICULAR COACHING IN FINANCE AND MARKETING ON FINAL-YEAR ENTREPRENEURIAL UNIVERSITY STUDENTS IN MANTA, MANABÍ

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ABSTRACT

This study analyzes the impact of non-curricular coaching on the development of financial and marketing competencies in final-year entrepreneurial university students in Manta, Manabí. A quantitative, non-experimental, cross-sectional, and correlational-explanatory design was applied, using a structured Likert-scale survey administered to 588 students from three private universities. Descriptive statistics revealed that coaching dimensions, particularly personalized feedback and financial guidance, were rated higher than competency development levels. A structural equation model (SEM) was estimated to evaluate the relationship between variables. The results showed adequate model fit in incremental indices (CFI = 0.945; TLI = 0.920) and low residual error (SRMR = 0.030), confirming the consistency of the measurement model. The structural analysis supports that non-curricular coaching positively influences financial decision-making and entrepreneurial performance, although its impact on marketing competencies remains moderate. The findings highlight the importance of integrating structured coaching strategies into higher education to strengthen applied entrepreneurial skills.

Keywords: Non-curricular coaching; entrepreneurial competencies; financial decision-making; marketing skills.

INTRODUCTION

It has acquired strategic relevance, particularly in emerging economies where job creation and productive development depend on innovative initiatives promoted by the university. In this scenario, the incorporation of non-traditional tools, such as non-curricular coaching, is positioned as a complementary mechanism to strengthen key competencies in critical areas such as finance and marketing. Various studies have shown that university entrepreneurial ecosystems require not only technical training, but also strategic support that allows students to translate knowledge into concrete market-oriented actions (Frazão et al., 2025; Dzakiy et al., 2025).

From a knowledge management perspective, non-curricular coaching can be understood as a flexible training intervention that enhances soft and cognitive skills, facilitating decision-making in environments of uncertainty. In this sense, recent literature highlights that personalized support processes have a positive impact on entrepreneurs' ability to interpret financial information and design effective marketing strategies, especially in the initial stages of their projects (Correa González et al., 2025; Padilla et al., 2025). This relationship is particularly relevant in students in the last university cycle, who are in a transition phase between academic training and insertion into the labor market or the creation of their own enterprises.

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In addition, digital transformation and the adoption of new learning methodologies have changed the way students acquire entrepreneurial skills. In this context, coaching emerges as a strategy that complements formal teaching systems, allowing gaps between theory and practice to close. Recent studies have shown that learning environments that integrate personalized accompaniment achieve better results in terms of innovation and sustainability of entrepreneurship (Azevedo et al., 2025; Rosero-García & Montoya-Restrepo, 2026). This is because coaching facilitates critical reflection and the contextualized application of knowledge, fundamental elements for business success.

On the other hand, the development of competencies in finance and marketing continues to be one of the main challenges in the training of university entrepreneurs. The literature shows that many students have difficulties in interpreting financial indicators, structuring sustainable business models, and designing market positioning strategies (Nassif et al., 2025; Silva et al., 2025). These limitations directly affect the viability of ventures, generating high failure rates in early stages. In this sense, non-curricular coaching can contribute to reducing these gaps through processes of practical guidance and strategic advice.

In the specific context of Manta, Manabí, university entrepreneurship has been consolidated as a relevant alternative to boost the local economy, especially in sectors related to commerce and services. However, the lack of specialized support limits the development of projects with high growth potential. Recent research suggests that the articulation between university, business environment, and mentoring or coaching processes is key to strengthening the entrepreneurial ecosystem (Apolinario et al., 2025; Braga et al., 2025). In this framework, analyzing the impact of non-curricular coaching in strategic areas such as finance and marketing is essential to understand its contribution to the development of entrepreneurial skills.

In the field of entrepreneurship-oriented university education, there is a persistent problem related to the limited effectiveness of teaching processes in the development of applied competencies in finance and marketing. One of the main causes of this situation lies in the predominance of traditional pedagogical approaches that prioritize the theoretical transmission of knowledge, without guaranteeing its practical application in real contexts. As a result, entrepreneurial students have difficulties interpreting financial information, structuring sustainable income models, and designing effective business strategies, which significantly reduces the viability of their business initiatives (Padilla et al., 2025; Silva et al., 2025).

Another relevant cause is associated with the poor integration of personalized support mechanisms within academic programs, which limits the development of prioritization skills necessary for decision-making in dynamic environments. The absence of processes such as non-curricular coaching prevents students from receiving timely and contextualized feedback, affecting their ability to adapt to market changes and effectively manage their ventures. This deficit of practical orientation generates as an effect a low consolidation of entrepreneurial projects and a high dropout rate in the initial stages (Frazão et al., 2025; Dzakiy et al., 2025).

Likewise, a third cause is related to the limited articulation between the academic environment and the local business ecosystem, which restricts students' access to real market experiences. This disconnection means that the knowledge acquired does not respond to the current needs of the productive environment, generating enterprises with little competitive capacity. As a direct effect, there is a weak insertion of entrepreneurial students in the local economic fabric, as well as a reduced sustainability of their initiatives over time (Apolinario et al., 2025; Braga et al., 2025). Together, these causes show the need to incorporate innovative strategies that strengthen the

practical training of students, with non-curricular coaching being a relevant alternative to improve their competencies in finance and marketing, and, consequently, enhance the success of their ventures.

This research is justified from the theoretical approach by providing empirical evidence on the impact of non-curricular coaching as a complementary training strategy in the development of competencies in finance and marketing, expanding the traditional approaches to entrepreneurial training that have been focused on formal academic content. From the methodological perspective, the study adopts a non-experimental design that allows comparing results derived from the intervention, contributing to the strengthening of applied research in emerging educational and business contexts. In the practical field, the research seeks to generate inputs for decision-making in higher education institutions, aimed at improving entrepreneurial training programs through personalized support strategies that increase the sustainability of student entrepreneurship (Correa González et al., 2025; Nassif et al., 2025).

The object of study focuses on non-curricular coaching applied to training in finance and marketing, while the subject of study corresponds to entrepreneurial university students of the last cycle in the city of Manta, Manabí, who are in a critical stage of consolidation of their business projects and require practical tools for their development. In this sense, the following objectives are proposed: I. To analyze the impact of non-curricular coaching on the development of competencies in finance and marketing in entrepreneurial students at the last university cycle in Manta, Manabí. II. Evaluate the results of the non-experimental process by comparing performance indicators before and after the training intervention. III. To interpret the effects of coaching on the improvement of financial and strategic decision-making in marketing in student enterprises.

LITERATURE REVIEW

In the contemporary analysis of entrepreneurship and business training, several studies have addressed the interaction between social contexts, institutional structures, and individual capacities as determinants of organizational performance. In this sense, Bantim (2025) examines how urban appropriation processes and post-event dynamics in metropolitan environments influence the configuration of entrepreneurial initiatives, highlighting that economic actors reinterpret the available spaces to generate new business opportunities. This perspective allows us to understand that entrepreneurship does not arise only from individual skills, but also from contextual conditions that facilitate or limit innovation.

For his part, Batista (2025) analyzes the transformation of markets based on digital platforms, showing how the restructuring of the real estate sector through disruptive technologies modifies traditional business models. This approach is relevant to the study of university entrepreneurship, as it demonstrates that new entrepreneurs must adapt to highly digitalized environments, where market understanding and innovation capacity are essential for business sustainability.

In the field of decision-making and strategy building, Duarte et al. (2025) highlight the role of discourses, beliefs, and interests in shaping organizational policies and decisions. From this perspective, entrepreneurial behavior is influenced not only by technical factors, but also by cognitive and social frameworks that guide action. This approach reinforces the importance of incorporating support processes, such as coaching, that allow the entrepreneur to develop a critical and reflective vision of their environment.

Likewise, Feuser et al. (2025) address knowledge management and succession in family businesses through grounded theory, highlighting the relevance of intergenerational learning processes and

the transfer of experiences. This approach contributes to the analysis of university entrepreneurship by showing that the development of competencies does not depend exclusively on formal training, but also on processes of accompaniment and socialization of knowledge, which is related to the logic of non-curricular coaching.

In relation to public policies and entrepreneurship, Lasso Silva et al. (2025) analyze the use of certification marks as a mechanism to promote female entrepreneurship, showing that institutional strategies can strengthen the competitiveness and visibility of entrepreneurs. This contribution is relevant as it highlights the importance of the institutional environment in the consolidation of business initiatives, which complements the training perspective addressed in this study.

From a broader vision of contemporary society, Schulz (2025) examines the role of elites in contexts of digitalization, pointing out that processes of technological transformation generate new forms of leadership and power structures. This analysis allows us to understand that today's entrepreneurs must develop adaptive skills to insert themselves in complex and highly competitive environments, where knowledge and innovation are key factors.

On the other hand, Souza et al. (2025) analyzes the influence of capital on education systems, evidencing tensions between economic interests and training processes. This approach provides a critical look at higher education, suggesting that educational models must evolve to respond to market demands, particularly in relation to the training of entrepreneurs capable of generating economic and social value.

De la Puente et al. (2025) address regulatory barriers in educational services and their impact on business competitiveness, highlighting that institutional limitations can affect the development of skills and the insertion of students in the productive environment. This finding reinforces the need to implement complementary strategies, such as non-curricular coaching, to overcome these limitations and strengthen entrepreneurial capacities.

Overall, the literature reviewed shows that entrepreneurship and the development of competencies do not depend exclusively on academic training, but on a complex interaction between contextual, institutional, technological, and cognitive factors. These contributions support the relevance of analyzing non-curricular coaching as an integrating mechanism that allows articulating these elements and enhancing the development of key skills in entrepreneurial university students.

METHODOLOGY

The research was developed under a quantitative approach because it allowed us to objectively measure the incidence of non-curricular coaching on the finance and marketing competencies of entrepreneurial university students of the last cycle. This approach was pertinent because it facilitated the collection of numerical data, its statistical processing and the identification of relationships between the variables of the study, especially in contexts of entrepreneurial training where it is interesting to explain patterns of behavior, performance and decision-making based on empirical evidence. In this sense, the quantitative analysis offered a robust basis for interpreting the effect of non-curricular accompaniment in university settings linked to entrepreneurship and applied knowledge management (Correa González et al., 2025; Frazão et al., 2025).

The research design was non-experimental, since the variables were not deliberately manipulated by the researchers, but observed in their natural context. This means that non-curricular coaching was analyzed as a practice already present or perceived by students within their formative experience, without introducing controlled treatments or assigning experimental or comparison

groups. Consequently, the study focused on examining how this accompaniment was linked to the strengthening of financial and marketing capacities in the participants, while maintaining the real conditions of the educational environment. This type of design is appropriate when seeking to understand formative and organizational phenomena without altering their original dynamics (Azevedo et al., 2025; Dzakiy et al., 2025).

Likewise, the study was cross-sectional, since the information was collected in a specific period between the months of July and November 2025, which allowed obtaining an X-ray of the phenomenon in that time interval. Although the survey process lasted several months, the analysis responded to transversal logic, because the data were integrated as a single body of observation corresponding to the same academic and entrepreneurial stage of the students. This temporal delimitation made it possible to examine the state of the variables at a given moment in the training process, without attempting to longitudinally follow their subsequent evolution (Padilla et al., 2025; Nassif et al., 2025).

Regarding its scope, the research was located at a correlational-explanatory level, since it not only sought to identify associations between non-curricular coaching and the development of competencies in finance and marketing, but also to assess the magnitude of its impact on the entrepreneurial performance of students. The correlational component allowed establishing the statistical relationship between the study variables, while the explanatory component oriented the analysis towards understanding the weight of non-curricular accompaniment in the improvement of strategic, management and marketing skills. This combination strengthened the interpretative capacity of the study and provided greater analytical depth to the expected results (Braga et al., 2025; Silva et al., 2025).

The study population was made up of entrepreneurial university students of the last cycle belonging to three private universities in Manta, Manabí, who participated in the data collection process. The sample was made up of 588 students, a figure that provided sufficient breadth to develop statistical analyses with adequate consistency. Due to the characteristics of access to the participating group and the institutional collaboration of the universities, the selection responded to a non-probabilistic criterion for convenience, considering those students who met the required profile and agreed to participate in the study. This type of sampling was functional in applied research in higher education, especially when the interest is focused on specific populations with defined characteristics, such as the condition of being in the last cycle and developing entrepreneurial activities (Apolinario et al., 2025; Giotto et al., 2025).

The data collection technique was a structured survey, applied to the 588 participants with the purpose of obtaining homogeneous and comparable information on the perception and effect of non-curricular coaching in two strategic areas: finance and marketing. The instrument was a questionnaire designed with a Likert scale of five response options, which allowed us to capture different levels of agreement regarding statements related to the support received, the usefulness of coaching, the improvement in financial understanding, commercial decision-making and market orientation. This type of instrument is suitable for quantitative studies in education and entrepreneurship, since it facilitates the measurement of abstract constructs through observable indicators (Correa González et al., 2025; Padilla et al., 2025).

Regarding data processing, the use of descriptive and inferential statistical techniques was foreseen. In the first phase, descriptive measures such as frequencies, percentages, means, and standard deviations were used to characterize the students' responses and determine general trends around

the variables analyzed. Subsequently, to evaluate the internal consistency of the instrument, Cronbach's Alpha coefficient was applied, to verify the reliability of the scale used.

In the third phase, it was proposed to develop correlational and explanatory analyses through the structural equation model (SEM), depending on the behavior of the data and the level of measurement of the variables. In this way, it was possible to determine the relationship and explanatory capacity of non-curricular coaching on the finance and marketing competencies of entrepreneurial students (Rosero-García & Montoya-Restrepo, 2026; Tizikara, 2025).

The structural model (SEM) was specified with the purpose of analyzing the incidence of non-curricular coaching on finance and marketing competencies in entrepreneurial university students of the last cycle. To this end, a unidirectional causal relationship was established between the exogenous latent variable, corresponding to non-curricular coaching, and the endogenous latent variable, corresponding to competencies in finance and marketing. The first was measured through the dimension's strategic accompaniment, financial guidance, marketing advice and personalized feedback, while the second was represented through applied financial competence, financial decision-making, marketing competence and commercial positioning and sustainability. This specification allowed us to evaluate not only the validity of the measurement model, but also the magnitude and statistical importance of the structural effect between both variables.

For the statistical analysis of the study, the latent variables were constructed from the aggregation of their respective dimensions, which, in turn, were derived from the items of the Likert-type measurement instrument. This procedure made it possible to transform observed data into quantifiable constructs, guaranteeing coherence between the theoretical operationalization and the empirical treatment of the information.

First, each dimension was calculated as the arithmetic average of the items that compose it. Since each dimension was represented by two items, the formula used was:

$$D_j = \frac{X_{j1} + X_{j2}}{2}$$

where it represents the dimension and corresponds to the values of the items associated with that dimension on the Likert scale from 1 to 5.$D_j jX_{j1}, X_{j2}$

Subsequently, the independent variable called non-curricular coaching (Coach) was constructed as the average of its four dimensions:

$$Coach = \frac{D_1 + D_2 + D_3 + D_4}{4}$$

where:
D_1= Strategic accompaniment
D_2= Financial guidance
D_3= Marketing advice
D_4= Personalized feedback

Similarly, the dependent variable called competencies in finance and marketing (Competencies) was constructed by:

$$Competencias = \frac{D_5 + D_6 + D_7 + D_8}{4}$$

where:
D_5= Applied financial competence
D_6 = Financial decision-making
D_7= Marketing competence
D_8= Commercial positioning and sustainability

Table 1 of operationalization of variables was incorporated into the methodology with the purpose of establishing in a clear and systematic way the relationship between the theoretical constructs of the study and its empirical measurement, guaranteeing the internal coherence of the research process. In this sense, the decomposition of the independent variable, corresponding to non-curricular coaching, and the dependent variable, associated with competencies in finance and marketing, allowed translating abstract concepts into observable dimensions and measurable indicators through items structured on a Likert scale.

Table 1.

Operationalization of variables

Variable	Conceptual definition	Dimension	Dimension Definition	Survey Items	Base Source
Independent variable: Non-curricular coaching	Complementary training accompaniment process, not formally integrated into the curriculum, aimed at strengthening strategic, practical and decision-making capacities in entrepreneurial students, through guidance, advice and contextualized feedback.	Strategic support	Support aimed at clarifying goals, organizing actions and strengthening the planning of the enterprise.	1. Non-curricular coaching helped me to define more clearly the objectives of my venture. 2. The accompaniment I received strengthened my ability to plan concrete actions in my business.	Dzakiy et al. (2025); Frazão et al. (2025)
		Financial Guidance	Practical advice to understand revenues, costs, prices, profitability and use of financial information in entrepreneurship.	3. Non-curricular coaching improved my understanding of the costs, revenues, and profits of my venture. 4. The guidance I received allowed me to make financial decisions with greater confidence.	Azevedo et al. (2025); Padilla et al. (2025)
		Marketing Consulting	Support to understand customers, market, promotion, value proposition and commercial positioning.	5. Non-curricular coaching strengthened my ability to identify my target client. 6. The advice I received improved my way of promoting my entrepreneurship in the market.	Padilla et al. (2025); Braga et al. (2025)
		Personalized feedback	Guiding interaction based on specific observations about the student's entrepreneurship to improve their decisions and actions.	7. The coaching feedback responded to the real needs of my venture. 8. The feedback I received helped me correct errors in the management of my business.	Apolinario et al. (2025); Giotto et al. (2025)

		Applied financial competence	Ability to understand and use basic economic information in the management of the enterprise.	9. Currently I can clearly identify if my venture generates profit or loss. 10. I have a greater capacity to organize the economic resources of my enterprise.	Azevedo et al. (2025); Padilla et al. (2025)
Dependent variable: Finance and marketing competencies of the entrepreneurial student	A set of applied skills that allow students to interpret financial information, manage resources, understand the market, and design commercial actions to strengthen the sustainability of their enterprise.	Financial Decision Making	Ability to decide on prices, costs, investment and use of resources with analytical criteria.	11. I can make pricing decisions based on clearer financial criteria. 12. Before spending or investing, I better analyze the economic impact on my venture.	Azevedo et al. (2025); Correa González et al. (2025)
		Marketing Competence	Ability to understand the market, communicate value and generate customer attraction strategies.	13. I know how to best communicate the value of my product or service to my customers. 14. I have greater clarity in design strategies that attract new customers.	Braga et al. (2025); Padilla et al. (2025)
		Commercial positioning and sustainability	Ability to strengthen the permanence of the enterprise through market-oriented actions and the value proposition.	15. The marketing actions I apply to contribute to making my venture more visible. 16. My venture now has a better chance of staying in the market.	Frazão et al. (2025); Nassif et al. (2025)

Note. Prepared by the authors.

RESULTS

Descriptive analysis

4.1 Descriptive analysis of the variables

The descriptive analysis of the dimensions of the variables (Table 1) allowed us to identify the general behavior of the dimensions associated with non-curricular coaching and competencies in finance and marketing in entrepreneurial university students. First, it is observed that there is no missing data in any of the variables analyzed, which shows an adequate quality in the information collection process and guarantees the consistency of the subsequent statistical analysis. In terms of central tendency, the means obtained are in values close to the upper midpoint of the Likert scale, which indicates a moderately favorable perception on the part of students regarding the influence of non-curricular coaching on their entrepreneurial training.

In relation to the independent variable, the dimensions of non-curricular coaching have homogeneous values. Personalized feedback shows the highest meaning (M = 3.53; SD = 1.24), which suggests that students perceive this component as one of the most relevant within the accompaniment process. Similarly, financial guidance (M = 3.44; SD = 1.15) and strategic accompaniment (M = 3.44; SD = 1.13) reflect similar levels of assessment, evidencing that coaching contributes significantly to the clarification of objectives and to the understanding of economic aspects of entrepreneurship. On the other hand, marketing consulting has slightly lower means (M = 3.23; SD = 1.11), which could indicate a lower perception of support in this specific area compared to other dimensions of coaching.

Regarding the dependent variable, competencies in finance and marketing show differentiated behavior. The applied financial competence reaches an average of 3.46 (SD = 1.22), positioning itself as one of the dimensions with the greatest development perceived by students, which shows an improvement in the ability to manage economic resources and understand the financial situation of their enterprises. In contrast, marketing competition has the lowest means (M = 2.99; SD = 1.09), suggesting that students still face difficulties in aspects related to value communication and customer attraction. Likewise, financial decision-making (M = 3.08; SD = 1.10) and commercial positioning and sustainability (M = 3.22; SD = 1.12) reflect intermediate levels, indicating that, although there is progress in these competencies, there is still room for improvement in their practical application.

In terms of dispersion, standard deviations range from 1.09 to 1.24, indicating moderate variability in participants' responses. This suggests that, although there is an overall positive trend, there are also significant differences in students' perception of the impact of non-curricular coaching. Finally, the minimum and maximum values recorded in all variables show the complete use of the response scale, which confirms the sensitivity of the instrument to capture diverse levels of perception and reinforces the validity of the results obtained.

Table 2.

Descriptive Dimension Statistics

Dimensions of Variables	Lost	Media	Medium	OF	Minimum	Maximum
Financial Guidance	0	3.44	4.00	1.15	1.00	5.00
Personalized feedback	0	3.53	4.00	1.24	1.00	5.00
Marketing Consulting	0	3.23	3.50	1.11	1.00	4.50
Marketing competition	0	2.99	3.50	1.09	1.00	4.00
Commercial sustainability positioning	0	3.22	4.00	1.12	1.00	4.50
Making financial decisions	0	3.08	3.50	1.10	1.00	4.50
Strategic support	0	3.44	4.00	1.13	1.00	4.50
Applied financial competence	0	3.46	4.00	1.22	1.00	5.00

Source: Own elaboration

The descriptive analysis of the aggregate variables (Table 2) allowed us to synthesize the general behavior of non-curricular coaching and competencies in finance and marketing in entrepreneurial university students. First, it is evident that there are no missing values in any of the variables analyzed, which confirms the integrity of the database and the reliability of the information collection process. In terms of central tendency, the non-curricular coaching variable presents a mean of 3.41 and a median of 3.75, which indicates that the perception of students is above the midpoint of the scale, reflecting a favorable assessment of the accompaniment received in their training process.

On the other hand, the variable competencies in finance and marketing register a mean of 3.19 and a median of 3.63 (table 3), which suggests a moderate level of development in these skills within the group studied. Although the average value is lower than that of coaching, it also remains above the neutral point of the scale, which shows that students perceive advances in their skills, although with less intensity compared to the assessment of the accompaniment received. This difference between the two means can be interpreted as an indication that, although non-curricular coaching is perceived positively, its impact on the development of competencies has not yet reached fully consolidated levels.

Regarding dispersion, both variables present similar standard deviations (SD = 1.08 for coaching and SD = 1.05 for competencies), which indicates a moderate variability in the participants' responses. This behavior suggests that, although there is an overall positive trend, there are also individual differences in the perception of the impact of coaching and in the level of competence development. Likewise, the minimum and maximum values recorded show

that the participants used most of the range of the Likert scale, which confirms the ability of the instrument to capture diverse levels of perception.

Overall, the descriptive results show that non-curricular coaching is positively valued by students and that competencies in finance and marketing present an intermediate level of development, which supports the relevance of analyzing the relationship between both variables in later phases of the study, especially through inferential techniques that allow determining the degree of incidence of accompaniment in the strengthening of entrepreneurial capacities.

Table 3.

Descriptive statistics of variables

	Lost	Media	Medium	OF	Minimum	Maximum
Independent variable: Non-curricular coaching	0	3.41	3.75	1.08	1.00	4.50
Dependent variable: Finance and marketing competencies of the entrepreneurial student	0	3.19	3.63	1.05	1.00	4.25

Source: Own elaboration

4.2 Structural Equation Model (SEM)

To analyze the relationship between non-curricular coaching and the development of competencies in finance and marketing in entrepreneurial university students, a structural equation model was estimated that allowed to simultaneously evaluate both the measurement model and the structural relationship between the latent variables of the study. This approach is pertinent in correlational-explanatory research since it makes it possible to examine complex relationships between theoretical constructs through the integration of observed and latent variables in a single analytical model.

First, the measurement model evidenced an adequate internal consistency in the variables analyzed, reflected in the factor loads of the dimensions that make up each construct. In the case of the non-curricular coaching variable, the dimensions corresponding to strategic accompaniment, financial guidance, marketing advice and personalized feedback presented high loads, which confirms that they adequately represent the theoretical construct. Similarly, the variable competencies in finance and marketing showed an adequate factor structure through its dimensions related to applied financial competence, financial decision-making, marketing competence and commercial positioning and sustainability. These results show that the measurement instrument used has convergent validity and allows them to adequately capture the phenomena analyzed.

Subsequently, the structural model was estimated (Table 4), incorporating a direct trajectory between the latent variable non-curricular coaching and the latent variable competencies in finance and marketing, with the aim of evaluating the hypothesis raised in the research. The inclusion of this relationship made it possible to analyze the degree of incidence of non-curricular accompaniment on the development of key skills in entrepreneurial students, particularly in strategic areas for the management of their ventures.

The analysis of the structural model showed a positive and statistically significant relationship between non-curricular coaching and finance and marketing competencies in entrepreneurial university students. In quantitative terms, a standardized coefficient of $\beta = 1.006$ was obtained, with a value $z = 15.5$ and a significance level $p < 0.001$, which confirms the existence of a highly significant association between both latent variables.

This result indicates that, as the perception of non-curricular coaching increases, the level of development of competencies in finance and marketing also increases. However, the high value of the coefficient suggests a strong interdependence between the variables, which implies that both could share similar conceptual components within the analyzed model. The model presented a warning related to the non-positively defined covariance matrix, indicating the possible existence of collinearity between the latent variables. In this sense, the results should be interpreted as a strong association between the constructs, rather than as a strict causal relationship.

Table 4.

Variances and Covariances

				95% Confidence Intervals				
Variable 1	Variable 2	Estimate	SE	Lower	Upper	β	z	p
Marketing competition	Marketing competition	0.2776	0.01698	0.2444	0.311	0.2358	16.4	<.001
Commercial sustainability positioning	Commercial sustainability positioning	0.2903	0.01778	0.2555	0.325	0.2312	16.3	<.001
Applied financial competence	Applied financial competence	0.1113	0.00888	0.0939	0.129	0.0746	12.5	<.001
Making financial decisions	Making financial decisions	0.3757	0.02259	0.3314	0.420	0.3088	16.6	<.001
Financial Guidance	Financial Guidance	0.1543	0.01022	0.1343	0.174	0.1179	15.1	<.001
Personalized feedback	Personalized feedback	0.0958	0.00750	0.0811	0.111	0.0622	12.8	<.001
Marketing Consulting	Marketing Consulting	0.4616	0.02762	0.4075	0.516	0.3785	16.7	<.001
Strategic support	Strategic support	0.1002	0.00726	0.0860	0.114	0.0780	13.8	<.001
Exogenous1	Exogenous1	0.8996	0.06691	0.7684	1.031	1.0000	13.4	<.001
Endogenous1	Endogenous1	1.1546	0.07596	1.0058	1.304	1.0000	15.2	<.001
Exogenous1	Endogenous1	1.0255	0.06601	0.8961	1.155	1.0062	15.5	<.001

Source: Own elaboration

However, the RMSEA index presented a high value (RMSEA = 0.184), which suggests a limited absolute adjustment. This result can be explained by the low number of degrees of freedom of the model and by the size of the sample, factors that tend to affect this indicator in models of less complexity. In this sense, the joint evaluation of the fit indices allows us to conclude that the model presents an acceptable overall fit, although with certain limitations that must be considered in the interpretation of the results.

In structural terms, the model allows us to demonstrate that non-curricular coaching is a relevant explanatory factor in the development of competencies in finance and marketing in entrepreneurial university students. The structure of the model shows that the accompaniment received through non-curricular strategies influences the improvement of skills related to financial decision-making,

the understanding of economic management, the application of marketing strategies and the strengthening of the commercial positioning of the enterprises.

The comparative analysis between the proposed model and the base model (Table 5) showed an adequate global fit, reflected in high incremental indices such as CFI = 0.945, TLI = 0.920, NNFI = 0.920 and IFI = 0.946, which exceed the minimum criteria recommended in the literature. Likewise, indicators such as NFI = 0.943, RFI = 0.916 and RNI = 0.945 confirm the substantial improvement of the estimated model compared to the null model. On the other hand, the PNFI parsimony index = 0.640 suggests an acceptable level of balance between fit and simplicity of the model. Taken together, these results support the structural validity of the proposed model and its ability to adequately represent the relationships between the variables analyzed.

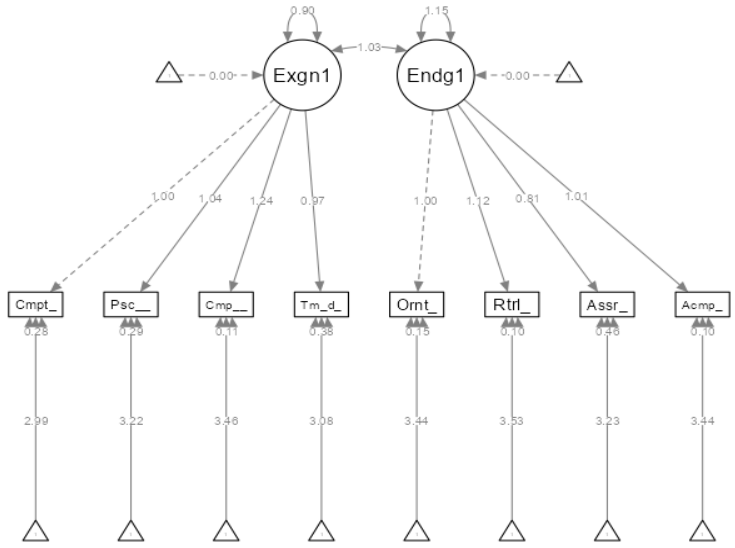
Table 5.
User model versus baseline model

	Model
Comparative Fit Index (CFI)	0.945
Tucker-Lewis Index (TLI)	0.920
Bentler-Bonett Non-normed Fit Index (NNFI)	0.920
Relative Noncentrality Index (RNI)	0.945
Bentler-Bonett Normed Fit Index (NFI)	0.943
Bollen's Relative Fit Index (RFI)	0.916
Bollen's Incremental Fit Index (IFI)	0.946
Parsimony Normed Fit Index (PNFI)	0.640

Source: Own elaboration

Figure 1.

Structural equation model



Source: Prepared in Jamovi by authors

The analysis of the structural model showed that non-curricular coaching has a positive and statistically significant effect on the competencies in finance and marketing in entrepreneurial university students. In quantitative terms, a structural coefficient of $\beta = 0.928$ was obtained, with a significance level $p < 0.001$, which confirms the existence of a direct and highly significant relationship between both variables. Likewise, the coefficient of determination ($R^2 = 0.918$) indicates that non-curricular coaching explains 91.8% of the variability in the development of competencies, evidencing a high explanatory power of the model.

These results allow us to affirm that non-curricular support is a determining factor in the formation of entrepreneurial skills, particularly in relation to financial management and decision-making. However, the high level of explanation observed suggests the possible existence of a strong interdependence between the variables analyzed, which implies that both could share similar conceptual components, an aspect that should be considered in the interpretation of the results. Based on the results obtained, the research hypothesis (H1) is accepted, which establishes that non-curricular coaching has a significant impact on the development of competencies in finance and marketing in entrepreneurial university students of the last cycle.

DISCUSSION

The results of this study, integrating descriptive analysis with structural equation modeling, reveal a positive and highly significant relationship between non-curricular coaching and the development of finance and marketing skills in entrepreneurial university students. The descriptive analysis identified that the dimensions associated with coaching, particularly personalized feedback, strategic support, and financial guidance, received higher ratings than the skills themselves, suggesting that students recognize the value of the support they received, although its translation into applied skills occurs gradually. This gap between perceived support and skills development aligns with the findings of Correa González et al. (2025), who point out that the adoption of innovative training tools in educational contexts does not always translate immediately into practical results, especially in emerging environments.

The structural model reinforces this interpretation by demonstrating a strong association between non-curricular coaching and entrepreneurial skills, thus validating the coherence of the proposed theoretical framework. However, the high interdependence observed between the variables suggests that both constructs share conceptual elements, which aligns with the arguments of Feuser et al. (2025), who emphasize that capacity building in organizational settings occurs through integrated learning processes, where formal training and practical experience overlap. In this sense, non-curricular coaching does not act as an isolated external element, but rather as a mechanism for articulating applied learning.

From a contextual perspective, the results can also be interpreted in light of structural changes in entrepreneurial ecosystems. Bantim (2025) argues that entrepreneurship is conditioned by territorial and social dynamics that redefine economic opportunities, while Batista (2025) demonstrates how digitalization transforms traditional business models, forcing entrepreneurs to develop new skills. In this study, the lower valuation of the marketing dimension compared to the financial dimension could be explained precisely by the complexity of these digital environments, where business skills require greater adaptation and practical experience.

Likewise, Duarte et al. (2025) offer a relevant perspective by pointing out that decisions in organizational contexts are influenced by beliefs and discursive frameworks, reinforcing the importance of coaching as a space for critical reflection. This is directly related to the dimension

of personalized feedback, which the results position as one of the most relevant components of coaching, allowing students to reinterpret their entrepreneurial experience and improve their decision-making.

At the institutional level, the findings also align with those of de la Puente et al. (2025), who highlight that regulatory barriers in educational systems can limit the development of entrepreneurial skills. In this sense, non-curricular coaching emerges as a complementary strategy that allows students to overcome these limitations, facilitating more flexible learning adapted to their real needs. Similarly, Souza et al. (2025) warn of the tensions between the interests of capital and education, which reinforces the need to incorporate training approaches oriented toward practice and the development of applied skills.

On the other hand, Lasso Silva et al. (2025) highlight the role of public policies in promoting entrepreneurship, demonstrating that certification mechanisms and institutional support can strengthen competitiveness. This approach is complemented by the results of the present study, which show that non-curricular coaching can play a similar role at the micro level, acting as a facilitator for the development of strategic competencies. Likewise, Schulz (2025) argues that digitalization generates new forms of leadership and power structures, requiring entrepreneurs to develop adaptive capabilities, an aspect reflected in the need to strengthen marketing and positioning skills.

Overall, the evidence obtained allows us to affirm that non-curricular coaching plays a relevant role in the development of entrepreneurial competencies, although its impact is not uniform across all dimensions. Financial competencies show a higher level of consolidation, while marketing competencies exhibit more moderate development, suggesting the need to design differentiated interventions. As a contribution of the study, it is highlighted that

CONCLUSIONS

In relation to the general objective, aimed at analyzing the relationship between non-curricular coaching and the development of competencies in finance and marketing in entrepreneurial university students, it is concluded that there is a positive and highly significant association between both variables. The results of the structural equation model show that non-curricular coaching is linked to the strengthening of prioritization skills, especially in the financial field, which confirms its relevance as a training mechanism in the university context.

Regarding the first specific objective, related to the theoretical analysis of non-curricular coaching, it is concluded that this type of accompaniment constitutes a key element in entrepreneurial training, as it allows the integration between academic knowledge and business practice. The dimensions identified, such as strategic accompaniment, financial guidance, marketing advice and personalized feedback, show a high conceptual coherence within the model, especially those linked to individualized support in the learning process.

Regarding the second specific objective, focused on the evaluation of the model using quantitative techniques, it is concluded that the instrument has adequate validity and internal consistency, supported by the high factor loads observed in the measurement model. Likewise, the adjustment indices show an adequate behavior in incremental and residual terms, although with limitations in absolute adjustment, which is consistent with models of low complexity and high interdependence between variables.

Finally, in relation to the third specific objective, aimed at interpreting the relationship between coaching and the development of competencies, it is concluded that this relationship is particularly strong, evidencing a high interdependence between both constructs. This result suggests that non-curricular coaching and competencies in finance and marketing share conceptual and practical elements, implying that their link should be interpreted as a meaningful association rather than a strict causal relationship. In this sense, the study provides evidence on the importance of training accompaniment in the development of entrepreneurial skills, although it recognizes the need to delve into models that allow us to differentiate more precisely the causal effects between variables.

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