ISSN 2529-9824

Research article

Teacher's perceptions of artificial intelligence and its applications in the field of entrepreneurial business

Percepciones docentes sobre la inteligencia artificial y sus aplicaciones en el ámbito del emprendimiento empresarial

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Receipt Date: 10/01/2026

Acceptance Date: 12/02/2026

Publication Date: 17/02/2026

How to cite the article

Salome Condori, E., Vilchez Palomares, G. D., Quevedo Calderón, N. L., Zapata Fuentes, A., & Salome Vilcas, L. C. (2026). Teacher's perceptions of artificial intelligence and its applications in the field of entrepreneurial business [Percepciones docentes sobre la inteligencia artificial y sus aplicaciones en el ámbito del emprendimiento empresarial]. *European Public & Social Innovation Review*, 11, 01-17. https://doi.org/10.31637/epsir-2026-2463

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Abstract
Introduction: Technological advances, such as artificial intelligence (AI), are changing various sectors, including the business world, whose development can be driven by school education. However, the application of AI tools in this field has been little explored. The objective of this study was to understand teachers' perceptions of AI and its applications in the field of business entrepreneurship. **Methodology:** Dichotomous surveys were administered to secondary school teachers and analyzed using descriptive and inferential statistics. **Results:** The results showed that 87,5% of teachers are familiar with AI, although only 47,5% integrate it into their curriculum planning. 90% believe that its use improves content comprehension, and 82,5% believe that it enhances critical thinking. In addition, a significant correlation ($\rho = 0,67$) was found between the use of digital tools and the development of entrepreneurship. **Discussions:** The results are consistent with previous research and show that teachers value the potential of AI for learning and strengthening business skills, but its use in curriculum planning remains limited. **Conclusions:** AI is perceived as a key resource for strengthening creativity, critical thinking, and entrepreneurial skills, although its implementation is still limited.

Keywords: Artificial intelligence; business education; teacher perception; entrepreneurial skills; digital tools; educational innovation; Satipo; perú.

Resumen
Introducción: Los avances tecnológicos, como la inteligencia artificial (IA), están cambiando diversos sectores, incluido el ámbito empresarial, cuyo desarrollo puede ser impulsado desde la educación escolar. Sin embargo, la aplicación de herramientas de IA en este ámbito ha sido poco explorada. El objetivo de este estudio fue comprender las percepciones de los docentes sobre la IA y sus aplicaciones en el ámbito del emprendimiento empresarial. **Metodología:** Se aplicaron encuestas dicotómicas a docentes de nivel secundario, y estas fueron analizados mediante estadísticas descriptivas e inferenciales. **Resultados:** Los resultados mostraron que el 87,5 % de los docentes conoce la IA, aunque solo el 47,5 % la integra en la planificación curricular. El 90% considera que su uso mejora la comprensión de contenidos y el 82,5 % que amplía el pensamiento crítico. **Discusión**: Los resultados son coherentes con investigaciones anteriores y muestran que los docentes valoran el potencial de la IA para el aprendizaje, fortalecer competencias empresariales, pero su uso en la planificación curricular sigue siendo limitado. **Conclusiones:** la IA es percibida como un recurso clave para fortalecer la creatividad, el pensamiento crítico y las competencias emprendedoras, aunque su implementación aún es limitada.

Palabras clave: Inteligencia artificial; educación empresarial; percepción docente; competencias emprendedoras; herramientas digitales; innovación educativa; Satipo, perú.

1. Introduction

In the last five years, technological advances have led to drastic transformations in multiple areas of knowledge (Ochoa-Tataje et al., 2024). In the field of education, various professionals have begun to adapt by incorporating new tools, including artificial intelligence (AI), into the development of their teaching methods (Rinaldy et al., 2023).

The presence of artificial intelligence provides great opportunities for those involved in research, as well as for teachers and students, facilitating the development of new teaching methodologies, personalizing learning, and optimizing educational management (e.g. Wang et al., 2023; Almufarreh and Arshad, 2023; Kuleto et al., 2021).

In the business world, technological advances have driven the creation of new businesses capable of competing with existing markets (Nassar et al. 2025). According to Rasumov et al. (2025), integrating AI into business education fosters creativity, problem-solving, and adaptability, which are essential skills for successful entrepreneurship in changing environments. This integration can generate great potential for turning students into future entrepreneurs, providing them with greater opportunities in their professional lives while contributing to local and national economic development.

On the other hand, for artificial intelligence to be properly integrated into business education, teachers must master the use of these tools and make the most of their potential. In addition, they need to implement programs that range from basic to advanced levels (e.g. Briceño Álvarez et al., 2025). This training and pedagogical planning is essential to ensure that students develop solid skills in AI management, improve their capacity for innovation, and are better prepared to face the challenges of today's business environment.

Peru has around 55,358 educational institutions (ComexPeru, 2024) with approximately 548,621 teachers at different educational levels (National Institute of Statistics and Informatics [INEI], 2025). However, there are no exact figures on the number of teachers involved in business education in Peru. It is estimated that there is a growing demand for customized and executive education programs, which implies the need for a significant number of specialized teachers (e.g. Cornuel et al 2022).

A recent study has identified that 66,7% of teachers in Peru have incorporated AI into their teaching practices (Jurado-Enríquez et al 2025). However, due to the lack of specific information on entrepreneurship education provided by teachers, there remains a knowledge gap regarding teachers' understanding and perception of the use of artificial intelligence and its application in entrepreneurship. It is therefore essential to conduct studies that analyze these perceptions and identify best practices for establishing pedagogical strategies that optimize the integration of AI into entrepreneurship education, thereby enhancing students' entrepreneurial skills.

On the other hand, recent studies have revealed that many teachers perceive AI positively and recognize its potential (e.g. Salhab, 2025; Mujahidah et al., 2025) to improve teaching. Based on these observations, the hypothesis was proposed that teachers may have positive perceptions about the use of AI for application in the business field. Therefore, the objective of this research was to understand teachers' perceptions of artificial intelligence and its applications in the field of business entrepreneurship, using dichotomous question instruments. The results of this study underscore the importance of promoting the critical and strategic integration of these technologies into educational processes in order to enhance the development of entrepreneurial skills in line with the demands of the digital age.

2. Metodología

2.1. Study design and approach

This study is applied in nature, with a quantitative, descriptive, correlational approach and a non-experimental cross-sectional design. Secondary school teachers in the province of Satipo, Junín region, Peru, were surveyed (Figure 1A).

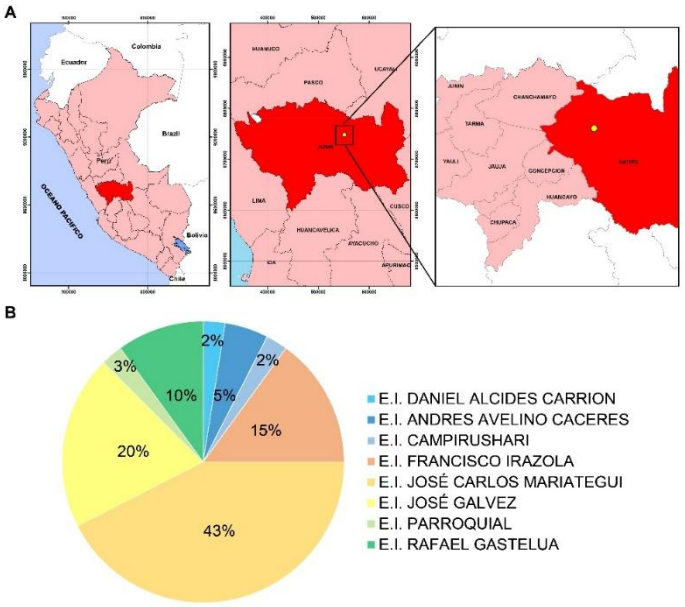
2.2. Population, inclusion and exclusion criteria, and sample

In this study, a virtual invitation was extended to all teachers in the province of Satipo, Junín, to voluntarily complete a 40-question questionnaire. The population consisted of 100 teachers from eight public secondary schools. Only those teachers who met the inclusion criteria were selected for the sample, i.e., practicing secondary school teachers, excluding those who belonged to other educational levels. Thus, the final sample consisted of 40 teachers who met these requirements (Figure 1B).

Figure 1.

A: Location of the province of Satipo

B: Percentage distribution of teachers according to participating educational institutions (E.I)



Source: Own design (2025).

2.3. Validation and structure of the instrument

Before administering the survey to teachers, the instrument underwent content validation through expert judgment. Four specialists with doctoral degrees in education independently evaluated each item in terms of clarity, relevance, and coherence with the construct. Content validity was quantified using Aiken's V coefficient (e.g. Merino-Soto, 2023).

Items with Aiken's V values ≥ 0.70 were considered acceptable and retained, whereas those below this threshold were revised according to the experts' recommendations. In addition, based on their suggestions, wording adjustments and minor modifications were made to improve conceptual precision and content adequacy. Only items that achieved agreement among the experts were included in the final version.

The survey was structured based on a questionnaire with closed dichotomous questions (YES/NO) and included two main variables. The first, referring to knowledge and use of AI in education, consisted of 20 questions distributed across three dimensions: D1: Knowledge and use of AI; D2: AI as pedagogical and learning support; and D3: Complementary digital tools.

The second variable, related to AI in business entrepreneurship, consisted of 20 questions corresponding to a single dimension: AI and business entrepreneurship. The questions were dichotomous in nature, with YES and NO answers (Holbrook et al. 2007; He & Wheadon 2013). The surveys were distributed digitally using the Google Forms tool (supplementary table 1).

For quantitative analysis, responses were coded in binary form, assigning a value of 1 to the affirmative response (Yes) and 0 to the negative response (No). To facilitate interpretation and comparison across variable dimensions and items, the scores obtained from the dichotomous responses (YES/NO) were transformed into a percentage scale, calculated as the ratio between the observed score and the maximum possible score, multiplied by 100.

2.4. Data collection and analysis procedure

Teachers from educational institutions in the province of Satipo were invited to participate voluntarily via the WhatsApp instant messaging application. They were provided with the corresponding link https://acortar.link/mmYYCv and asked for their consent to use the information collected for scientific publication purposes, guaranteeing the confidentiality of their personal data. The link was available for 45 days.

Descriptive statistics (absolute and relative frequencies) and inferential statistics (correlation) were applied to analyze the data. Spearman's coefficient and the corrplot package (Wei et al., 2024) were used to analyze correlations, considering any correlation with $-0{,}6 \leq \rho \geq 0{,}6$ to be strong. Statistical analyses were performed in R Studio, version 4.3.2.

2.5. Ethical considerations

The principles of autonomy, beneficence, and confidentiality in research involving human subjects were respected. The data collected were used exclusively for research purposes. A sworn statement of authorship and authorization for publication of the study was signed.

3. Resultados

3.1. Descriptive analysis of the dimensions of the variable of knowledge and use of AI in education

The results of the first dimension (Knowledge and use of AI) were addressed with seven questions (Table 1). Questions Q1, Q2, Q4, Q5, and Q7 obtained higher frequencies of YES responses, with 87,5%; 62,5%; 62,5%; 72,5%, and 72,5%, respectively. In question 3 (Q3), the highest frequency was for NO with 52,5%. On the other hand, question Q6 obtained a frequency of 50% for the YES and NO categories, respectively.

Table 1.

Frequency analysis of the AI knowledge and use dimension

Category	Description	Absolute frequency	Relative frequency (%)
Question 01: Are you familiar with artificial intelligence?			
1	YES	35	87,5
0	NO	5	12,5
Total		40	100
Question 02: Have you participated in training or workshops on AI?			
1	YES	25	62,5
0	NO	15	37,5
Total		40	100
Question 03: Do you use AI to develop your curriculum planning?			
1	YES	19	47,5
0	NO	21	52,5
Total		40	100
Question 04: Do you consider formulating a good prompt to obtain information from AI?			
1	YES	25	62,5
0	NO	15	37,5
Total		40	100
Question 05: Are you familiar with any of these artificial intelligences: CHATGPT, COPILOT, META, MISTRAL, MAPIFY, GEMINE, NAPKIN?			
1	YES	29	72,5
0	NO	11	27,5
Total		40	100
Question 06: Are you proficient in AI for the development of knowledge organizers for the preparation of your educational materials?			
1	YES	20	50
0	NO	20	50
Total		40	100
Question 07: Can artificial intelligence give biased answers?			
1	YES	29	72,5
0	NO	11	27,5
Total		40	100

Source: Own design (2025)

In the second dimension (AI as pedagogical and learning support), the results were addressed with six questions (Table 2). All questions obtained frequencies greater than 60% for the YES category. Question Q4 (Do you think that teaching with artificial intelligence would help students to better understand the topics to be developed?) achieved a 95% YES response, and question Q1 (Do you adequately motivate your students to use AI?) obtained only 60%.

Table 2.

Frequency analysis of the AI dimension as pedagogical and learning support

Category	Description	Absolute frequency	Relative frequency (%)
Question 01: Do you adequately motivate your students to use AI?			
1	YES	24	60
0	NO	16	40
Total		40	100
Question 02: Does artificial intelligence help you to better understand the subject matter covered in class?			
1	YES	36	90
0	NO	4	10
Total		40	100
Question 03: Would AI help students gain a clear understanding of entrepreneurship?			
1	YES	35	87,5
0	NO	5	12,5
Total		40	100
Question 04: Do you think that artificial intelligence pedagogy would help students to better understand the topics to be developed?			
1	YES	38	95
0	NO	2	5
Total		40	100
Question 05: Will AI-based teaching improve education in our country?			
1	YES	31	77,5
0	NO	9	22,5
Total		40	100
Question 06: Does AI-based teaching help broaden students' thinking about the country's economic management?			
1	YES	33	82,5
0	NO	7	17,5
Total		40	100

Source: Own design (2025)

For the third dimension (Complementary digital tools), the results were addressed with seven questions (Table 3). All questions obtained frequencies greater than 70% for the YES category. Question Q7 (Are mind maps an effective strategy for teaching students?) achieved a 100% YES response, and question Q6 (Does Mapify AI help to enhance student knowledge?) obtained 70%.

Table 3.

Frequency analysis of the Complementary Digital Tools dimension

Category	Description	Absolute frequency	Relative frequency (%)
Question 01: Would the Canva design platform help students spread their entrepreneurial creativity?			
1	YES	38	95
0	NO	2	5
Total		40	100
Question 02: Do you think it is necessary in our teaching practice to know how to use Canva?			
1	YES	38	95
0	NO	2	5
Total		40	100
Question 03: Do you consider the use of the Canva platform necessary in secondary school EBR teaching?			
1	YES	38	95
0	NO	2	5
Total		40	100
Question 04: Do you think that using Canva helps develop students' creative thinking?			
1	YES	36	90
0	NO	4	10
Total		40	100
Question 05: Will students improve the design of their presentations to enhance their learning by using Canva?			
1	YES	34	85
0	NO	6	15
Total		40	100
Question 06: Does Mapify AI help enhance student knowledge?			
1	YES	28	70
0	NO	12	30
Total		40	100
Question 07: Are mind maps an effective strategy for teaching students?			
1	YES	40	100
0	NO	0	0
Total		40	100

Source: Own design (2025).

Descriptive analysis of the AI variable in entrepreneurial ventures

The results of the dimension (AI and entrepreneurial venture) of the AI variable in entrepreneurial ventures were addressed with twenty questions. All questions obtained frequencies greater than 52,5% in YES, except for question Q10, which obtained a lower frequency (47,5%). On the other hand, questions Q2 and Q8 achieved 100% YES responses (Figure 2).

Figure 2.

Frequency of questions on the AI variable in entrepreneurial ventures

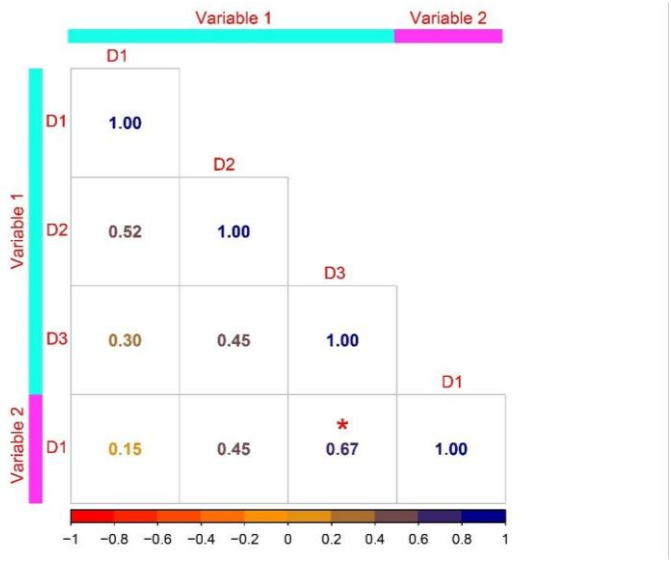
Source: Own design (2025).

3.2. Correlation analysis of the variables of knowledge and use of AI in education and entrepreneurial ventures

Correlation analyses between the variables and their dimensions showed positive relationships in all cases ($p < 0,05$). In particular, the business entrepreneurship variable (V2) had a correlation coefficient of $\rho = 0,67$ with the complementary digital tools dimension (D3) of the AI knowledge and use in education variable (V1). On the other hand, the correlations for the other variables and dimensions ranged from $0,15 < \rho < 0,45$ (Figure 3).

Figure 3.

Correlation of variables and dimensions



Source: Own design (2025).

4. Discussions

The integration of artificial intelligence (AI) into entrepreneur training provided by teachers is vital for preparing students as future entrepreneurs, while also contributing to improved operational efficiency and decision-making in the business world (Jeremiah, 2025). This research identified that secondary school teachers in the province of Satipo, Junín region, Peru, have basic knowledge of AI and are currently receiving training on the subject (Table 1); however, its application in curriculum planning is still limited.

Similar results were reported by Estrada-Araoz et al. (2024) and Robinig et al. (2025), who state that many teachers have basic knowledge of AI and are currently receiving training to improve their understanding and skills in this area. Likewise, it was observed that 50% of teachers demonstrate proficiency in the use of AI for the preparation of educational materials, in line with the findings of Srinivasan et al. 2025. Within this group, it was noted that they always consider the generation of *prompts* as a strategy to optimize AI generative responses, although they are also aware that such responses may be biased.

According to Kovalchuk et al. (2025), the adoption of AI technologies among educators is growing, and many recognize the potential of AI to improve personalized learning and educational outcomes. Regarding the results of dimension 2 (D2): AI as pedagogical and learning support, it was found that 60% of teachers encourage students to use AI tools. On the other hand, for Crompton & Burke (2022), AI can help teachers by automating administrative tasks (e.g. grading and monitoring students), allowing them to focus more on instructional activities.

This coincides with the 90% of teachers in this study who stated that AI contributes to a deeper understanding of the topics covered in class and facilitates comprehension of the content. Similarly, 82,5% considered that AI-supported pedagogy can broaden students' critical thinking in economics and entrepreneurship (Table 2).

Regarding the third dimension, more than 70% of teachers indicated that the use of digital tools such as Canva, Mapify, and mind maps contributes significantly to students' business education. These findings coincide with those of Moro (2024) and Wu & Chen (2025), who highlight that the use of Canva and digital mind maps not only increases student participation and motivation but also encourages them to expand their knowledge.

Entrepreneurship is a key driver of economic growth because it contributes to job creation, improves per capita gross domestic product (GDP), and fosters innovation and competitiveness (Wilton & Toh, 2011). It is associated with AI, which can foster innovation and enable more informed decision-making (Okafor & Murphy, 2025). In addition, entrepreneurs have a positive impact on regional growth and the creation of new opportunities (Van Praag & Versloot, 2007).

Integrating AI into entrepreneurial education from school age can significantly improve the learning experience, foster essential business skills, and prepare students for future challenges. By developing a personalized curriculum, employing innovative teaching methods, and addressing ethical considerations, schools can lay a solid foundation for entrepreneurial education in the age of AI (Dunan et al. 2025). In this study, it was found that all teachers responded mostly with "Yes" (52,5%) to each of the questions.

Likewise, 92,5% stated that artificial intelligence can contribute to the training of entrepreneurs, motivating them through various business activities. In addition, they pointed out that AI can offer multiple business ideas, facilitate the analysis of risks and opportunities, and support the consolidation of micro-enterprises capable of generating foreign exchange for the country, thus contributing to economic improvement, coinciding with the findings reported by Ibrahimi & Benchekroun (2024). These results reinforced the hypothesis, confirming that teachers have positive perceptions about the use of AI for application in the business field.

On the other hand, teachers stated that it is possible to orient their courses toward a business approach, which would encourage the creation of business initiatives. They also agreed on the importance of forming small entrepreneurial groups as a strategy to enhance applied learning. Finally, they highlighted that parents are interested in their children receiving training with an entrepreneurial mindset, as this could improve their families' economic status.

Regarding the question "*Can the development of class sessions in different areas be related to entrepreneurialism?*", 100% of teachers agreed that it is possible, in addition to noting that all students would be willing to become entrepreneurs. These findings differ from those reported by Wasim et al. (2023); Arranz et al. (2018), and Al-Dmour et al. (2019), who argue that students tend to have diverse views about what they want to be in the future.

On the other hand, 52,5% of respondents considered that it is not necessary to have considerable capital to start a business, which coincides with the findings of Bicen & Johnson (2014); Brush (2008), who affirm that companies founded by people with high experience and low initial investment can perform comparably to those with greater financial resources but less experience.

Furthermore, a significant correlation was identified between business success and the use of complementary digital tools ($\rho = 0,67$). Similar results were reported by Lopes et al. (2025), who highlighted higher performance, especially in small and medium-sized enterprises (SMEs) and in the service sector.

5. Conclusions

This research showed that perceptions about the integration of artificial intelligence (AI) are key to strengthening entrepreneurship education for schoolchildren. It was found that secondary school teachers in the province of Satipo have basic knowledge of AI and are receiving training, although its application in curriculum planning is still limited. However, a significant proportion of teachers already use AI as an educational support, while recognizing the existence of possible biases in generative responses.

On the other hand, teachers pointed out that AI contributes to deepening content and fostering critical thinking, motivating students and promoting the linking of practical activities to strengthen entrepreneurial skills. Likewise, the use of digital tools such as Canva, Mapify, and mind maps can increase motivation, participation, and the development of entrepreneurial skills.

In terms of perceptions, all teachers agreed that it is possible to link different curricular areas with entrepreneurship, showing an optimistic view of students' willingness to become entrepreneurs. In addition, more than half of those surveyed considered that it is not necessary to have a large initial capital to start a business, which coincides with evidence that highlights the importance of experience and innovation over financial resources.

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Funding: This research received external funding.

Acknowledgements: We would like to thank the teachers who voluntarily participated in the survey for the development of this article, as well as the authors of previous studies, whose work contributed significantly to the present study.

Conflict of interest: There are no conflicts of interest.

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