



RESEARCH ARTICLE

PROFESIONAL FORMATION IN THE FACE OF THE NEW CHALLENGE OF THE IMPULSE OF ENTREPRENEURSHIP

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ABSTRACT

Nowadays, derived from the situation that exists in Mexico, the government has put special attention on the development plans and programs to the promotion of new companies, its main focus being the target market for young people. Thus, in the stage of professional training, actions are promoted within the study programs with contents related to entrepreneurship, generating subjects that focus on the creation of companies, whose ultimate goal is to consolidate and become sources generating jobs and that contribute to the gross domestic product. The objective of the research is to determine the relevance of the subject development of entrepreneurs, trying in the student the development of skills for the creation of a business project. The design of the research is descriptive, not experimental and transversal. The measuring instrument used was a questionnaire, which was applied to a universe of 312 students of the different degrees offered by the Faculty of Administrative Sciences belonging to the Autonomous University of Baja California, who are taking the subject "Entrepreneurship Development" and have developed a business project. Among the results obtained, they point out that more than 80% of the students consider that they have the skills to promote the business project before future investors, as well as the desire to formalize their company, in addition to claiming that there is a contribution of knowledge acquired in the entrepreneurship learning unit for their professional development.

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INTRODUCTION

To seek to foment a culture of entrepreneurship, the educational system becomes the most expeditious and effective means to convey, socialize and recreate culture, therefore, is from the school, at different levels, that the transforming effect can be materialize, including within the plan of study the culture of entrepreneurship in the training process, and from there project generations of job opportunities, attainment of wealth, through the synergies between different sectors and institutions. That way it will become essential for the Faculty of Administrative Sciences develop skills and provide tools to students, allowing them to create their own business and to thus contribute to the development of the country, promoting this how the entrepreneurial spirit.

Literature Review

Entrepreneurship: The entrepreneurship phenomenon can be defined within the multiple meanings that exist of the same, as

the development of a project that pursues one particular purpose economic, political or social, among others, and which possesses certain characteristics, mainly to it has a share of uncertainty and innovation (Formichela, 2004). It is important to point out that entrepreneurship is a way of thinking and acting facing wealth creation; it is a way of life focused on the opportunities, set with a global vision, carried out through a balanced leadership and the management of calculated risk. Its result is the creation of the beneficial value of the company, the economy and society (Arias and Castle, 2011).

Types of entrepreneurship

According with Duarte & Ruiz (2009), the entrepreneurship may arise from any field of knowledge; there are three types or categories which includes the different proposals:

- Business Entrepreneurship: It corresponds to the production of units of goods and services.
- Social entrepreneurship: It refers to projects that emphasize the social content, from areas such as: communication, training, medicine.

- Corporate entrepreneurship: It represents the proposals of change and innovation within the organizations and from any discipline or area of knowledge.

Entrepreneur

The entrepreneur is a person with the ability to create, carry out their ideas, generate goods and services, take risks and deal with problems. It is an individual who not only know how to look at its environment, but it can also see and discover opportunities that are hidden. According to Duarte and Ruiz (2009), the entrepreneur is identified because it is able to do something new, to give other use to something that already exists and participate in the transformation of its own life and its surroundings, has capacity to generate ideas, turn them, adapt them, propose alternatives and see an opportunity in a problem. We can say that entrepreneurial skills contribute positively in the development of a project and in the one of the community. The latter, through different paths: creating business, self-employment generation, growth of business already created and formation of social networks (Formichela, 2004).

Entrepreneurship in education

In the last two decades it has been evident in the academic and business environment the rise of entrepreneurship, with the participation of public, private and social institutions. Therefore, to create an entrepreneurial culture it was determined that education is the only means to achieve the transformation and the change of the society (Orrego, 2009). It is considered important the entrepreneurship as a proposal from the basic education that allows expanding the expectations of students and lay groundwork for their professional development, during the different educational stages. By virtue of the fact that the teaching seeks appropriate strategies to develop skills and knowledge that will enable participatory learning environments, therefore, the promotion of entrepreneurship in the educational field allows you to search habits and strategies for the exercise of undertaking (Ramos, 2017). One of the objectives that universities must have today is to gain the good will of entrepreneurship among students, through the creation of theme-related academic programs, where they take advantage of the talent in order to maximize the creativity and innovation. It stands out that students believe that the current profession will allow them to anticipate future potentiate to the creation of his own company (Flowers and palauan, 2013).

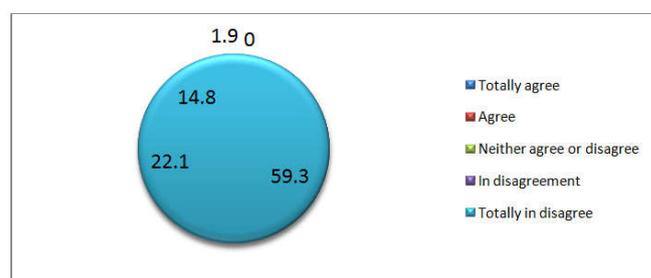
MATERIALS AND METHODS

This research is not experimental, with a transactional type design or transverse study. Likewise the design is also a research transactional or transverse to the data that was collected in a single moment, i.e. at a single time. The design is correlational transactional in the sense that it seeks to describe and measure the relationships between the existing variables. The measurement instrument used was a questionnaire consisting of 20 items, composed of a Likert scale. To determine the size of the population it was considered students of Faculty of Administrative Sciences of Autonomous University of Baja California, who presented their business projects, in the entrepreneur expo in the period 2016-2, being 312 student surveyed, who belong to the educational programs

in accounting, business administration, computer science, international business, marketing and tourism management. Once applied the measuring instrument to the entire population we proceeded to the analysis of the data through the use of statistical systems to carry out the interpretation and description of them, making this a discussion and processing the conclusion of this research. In this case the statistical program SPSS version 20 was used.

RESULTS

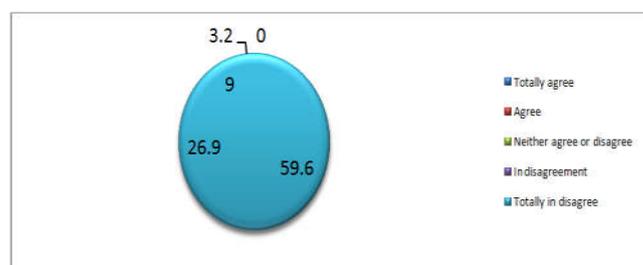
As part of the results it stands out that according to the population of students of the faculty the work of teaching of the teacher is a priority, in that sense more than 59% is fully in agreement on this, 22% accepts it, which manifests itself in the fact that most consider that teachers have knowledge, however, as shown in figure 1 is not the totality of students who think that the teacher is trained to teach this learning unit.



Source: own elaboration with data from survey applied to students of entrepreneurs.

Figure 1. Domain of teachers at the learning unit

The formation of an entrepreneurial attitude in students is directly related to innovation, so it requires a favorable environment and an atmosphere that supports it. The role of the educator should enable that students be able to explain why things happen in a certain way. Students were also questioned if the teacher had provided them with the tools and knowledge necessary to carry out the development of their project, which, according to the figure 2, 59.60% agree completely that they obtained those tools, 26.90% agree, 9% were neither in agreement or disagreement and the rest of the students considered that they did not obtain the knowledge necessary to carry out their project.

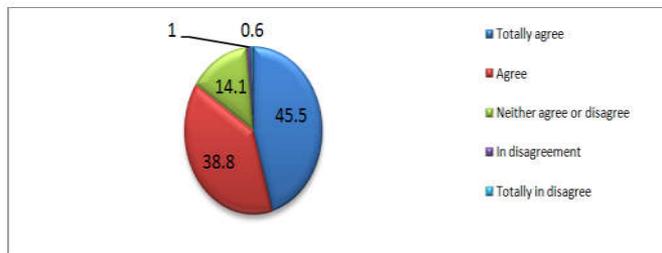


Source: own elaboration with data from survey applied to students of entrepreneurs

Figure 2. Tools for the development of the project

To knowledge that the skills associated with the practice will enable innovation that would facilitate the development of such personal entrepreneurial characteristics. Thus, the entrepreneur is able to act in accordance with this dynamic, assimilating the information, the integration of knowledge and transforming the skills in entrepreneurship (Leite, 2013). With regard to the

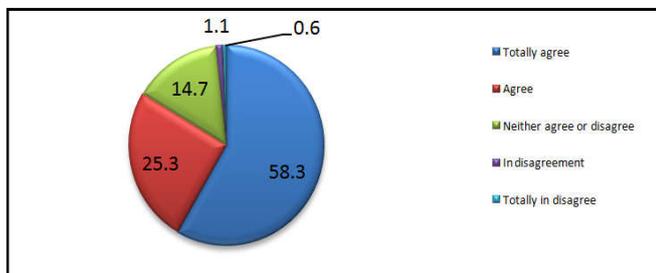
skills that have students to promote and sell the project to potential investors was found that 45.50% is fully in agreement that is qualified to do so, the 38.80% is OK, as shown in the figure 3, 84.30% has those skills and confidence to offer your product or service.



Source: own elaboration with data from survey applied to students of entrepreneurs

Figure 3. Abilities in order to promote and sell the project to investors

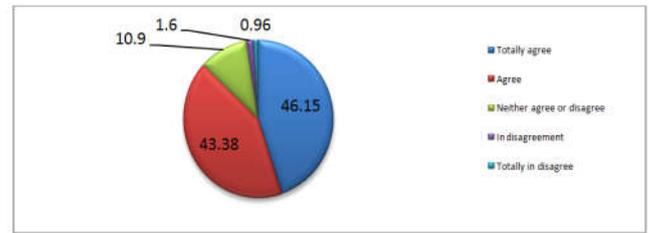
It is not enough only with teaching, but is important to students to reflect about topics such as the initiative for the search for opportunities and perseverance necessary to meet the challenges that arise along the way. One of the most important results in imparting the learning unit of entrepreneurs is precisely; motivate the student to create their own company, offering products or services that they have designed in this subject, as well as to implement the knowledge acquired not only of this unit of learning, but everything learned during their academic training. In relation to this point, you can see in Figure 4, 83.60% of students have interest in formalizing their project, being the minority in the 16.40% who have no intention of doing so.



Source: own elaboration with data from survey applied to students of entrepreneurs

Figure 4. Formalization of the project of entrepreneurs

We must be clear in transmitting to students who, to create a company, that is the role of the Entrepreneur As an entrepreneur, in addition to the product or service, you must prove that it knows the market and technology applied to your project will solve a problem. Hence should highlight the importance of planning activities and information necessary to develop a business model, for which the practice and use of dynamics is fundamental. In relation to the contribution of the knowledge acquired in the learning unit for professional development of the student, in a 46.15% are fully in accordance with this, as shown in figure 5, 34% agree, in a 10.90% neither are in agreement nor disagreement, although the majority believes that this subject contributes to their professional training, must be analyzed why it is not the 100% that has this perception.



Source: own elaboration with data from survey applied to students of entrepreneurs

Figure 5. Subject of entrepreneurs and their contribution to the professional development

Cano et al (2003) highlighted in its analysis of entrepreneurial attitudes of university students, which, in relation to the promotion of entrepreneurial culture the interest has resulted in a variety of actions as the inclusion of specific courses on business creation in some plans of study.

Conclusion

When developing the research we were able to see that we can have a considerable number of previous studies that address the theme of the entrepreneurship, which supports the importance, in current times, and how relevant is the forward in the vocational training of students. The impulse to professional entrepreneurs should begin with an assessment of the inherent talents that can be measured with any of the tools available for this purpose. The design of the training of entrepreneurs and the development of relevant skills is not just a matter of transmitting knowledge and teaching tools, requires the establishment of strategic guidelines that encourage and develop personal enterprise features. In such way that we need to view entrepreneurship as a solution to the phenomenon of unemployment through the generation of jobs, contributing to the local economy, state and national levels. In addition to that, with the advice and adequate training, new entrepreneurs regardless of the size at which to start their company, may remain in operation for several years. It is for this reason that is increasingly important in society, to stimulate entrepreneurial culture, being the universities responsible for developing the capacities of entrepreneurship undergraduate and graduate level. Additionally, it is necessary to the fact that we must find the ways and means necessary to provide more information and diffusion of different government programs that are offered for young entrepreneurs, which give many benefits for that to motivate them to create their companies, offering not only economic type support, but also provide them with advice of the different areas that integrate to a company. This is important due to the fact that this type of support is essential to achieve its permanence in the market or increase their competitiveness.

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