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*Artículos Científicos*

## **Comparación del perfil emprendedor en estudiantes del área empresarial e industrial México-Perú**

*Comparison of the entrepreneurial profile in students of the Mexico-Peru  
business and industrial area*

*Comparação do perfil empreendedor em estudantes da área comercial e  
industrial do México-Peru*

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## Resumen

Existen diversas estrategias diseñadas con la intención de fomentar el desarrollo y crecimiento económico en los países; una de ellas es el emprendimiento, principalmente entre los jóvenes. Por lo tanto, resulta fundamental el papel que desarrollan las instituciones de educación superior, especialmente las relacionadas de forma directa con el área empresarial e industrial. En la presente investigación se aborda dicho tema desde la teoría sistémica del emprendimiento, para lo cual se han considerado dos factores muy ligados entre sí: la cultura y la educación. El objetivo fue evaluar el perfil emprendedor de los estudiantes de educación superior del área empresarial e industrial de dos universidades (una mexicana y otra peruana) mediante el instrumento GUESSS (*Global University Entrepreneurial Spirit Student's Survey*). Como hipótesis se planteó que existe diferencia significativa entre el perfil emprendedor de los estudiantes de los dos países. Para ello, se desarrolló una investigación cuantitativa con alcance descriptivo. La recolección de datos se llevó a cabo mediante formularios de Google, los cuales se enviaron por correo electrónico a los alumnos seleccionados (276 mexicanos y 323 peruanos). Las respuestas conseguidas se pasaron a Excel y posteriormente a SPSS (versión 24) para realizar su análisis descriptivo. Los resultados indican que el perfil emprendedor de los estudiantes en México es de 4.32 y en Perú de 3.87. Esta diferencia resulta significativa entre los grupos mediante la prueba t de Student obteniendo  $f = 0.000$ , por lo que se comprueba la hipótesis de que existe diferencia significativa.

**Palabras clave:** intención emprendedora, GUESSS, estudiantes universitarios.

## Abstract

There are various strategies designed with the intention of promoting development and economic growth in the countries; one of them is entrepreneurship, mainly among young people. Therefore, the role played by higher education institutions is essential, especially those directly related to the business and industrial area. In the present investigation, this topic is approached from the systemic theory of entrepreneurship, for which two factors closely linked to each other have been considered: culture and education. The objective was to evaluate the entrepreneurial profile of higher education students from the business and industrial area of two universities (one Mexican and one Peruvian) through the GUESSS instrument (*Global University Entrepreneurial Spirit Student's Survey*). As a hypothesis, it was proposed that there is a significant difference between

the entrepreneurial profile of the students of the two countries. For this, a quantitative research with a descriptive scope was developed. Data collection was carried out using Google forms, which were sent by email to the selected students (276 Mexicans and 323 Peruvians). The answers obtained were transferred to Excel and later to SPSS (version 24) to carry out their descriptive analysis. The results indicate that the entrepreneurial profile of students in Mexico is 4.32 and in Peru 3.87. This difference is significant between the groups using the Student's t-test, obtaining  $f = 0.000$ , so the hypothesis that there is a significant difference is confirmed.

**Keywords:** Entrepreneurial intention, GUESSS, university students.

## Resumo

Existem várias estratégias elaboradas com a intenção de promover o desenvolvimento econômico e o crescimento nos países; Um deles é o empreendedorismo, principalmente entre os jovens. Portanto, é essencial o papel das instituições de ensino superior, especialmente aquelas diretamente relacionadas à área comercial e industrial. Esta pesquisa trata dessa questão a partir da teoria sistêmica do empreendedorismo, para a qual foram considerados dois fatores intimamente ligados: cultura e educação. O objetivo foi avaliar o perfil empreendedor de estudantes do ensino superior da área comercial e industrial de duas universidades (uma mexicana e uma peruana), utilizando o instrumento GUESSS (Pesquisa Global de Estudantes de Espírito Empresarial da Universidade). Como hipótese, afirmou-se que há uma diferença significativa entre o perfil empreendedor dos estudantes dos dois países. Para isso, foi desenvolvida uma investigação quantitativa com escopo descritivo. A coleta de dados foi realizada por meio de formulários do Google, que foram enviados por e-mail aos alunos selecionados (276 mexicanos e 323 peruanos). As respostas obtidas foram repassadas ao Excel e posteriormente ao SPSS (versão 24) para realizar sua análise descritiva. Os resultados indicam que o perfil empreendedor dos estudantes no México é 4,32 e no Peru 3,87. Essa diferença é significativa entre os grupos que utilizam o teste t de Student, obtendo  $f = 0,000$ , sendo verificada a hipótese de que há uma diferença significativa.

**Palavras-chave:** intenção empreendedora, GUESSS, estudantes universitários.

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## Introduction

For some years, entrepreneurship has occupied various spaces in the academy, in research and in public policies, since this issue constitutes one of the essential factors to consolidate the business pyramid of the countries due to the contributions generated in the field of creation and development of new opportunities (Ministry of Economy, 2017).

Given the importance of the issue, in the national plan of Mexico 2013-2018 - specifically in the prosperous Mexico goal - efforts have been made to offer entrepreneurs the same opportunities in order to gradually eradicate assistance programs and thereby overcome poverty levels. In this sense, the primary care group is made up of young people, mainly those who are in their university preparation.

In accordance with this purpose, Peru joined the Global Entrepreneurship Monitor (GEM) project in 2003. According to the 2016/17 GEM report, this nation occupies the fourth place in terms of entrepreneurship in Latin America, since 25 out of every 100 Peruvians are involved in some type of entrepreneurial activity. The GEM classifies countries (more specifically, their economies) according to the stage of economic development in which they are found according to the categories used in the Global Competitiveness Report of the World Economic Forum (Schwab and Sala-I-Martin, 2012). This categorization is based on gross domestic product per capita and the proportion of primary goods in exports, among other indicators. Its categories are as follows: resource-based economies, efficiency-based economies and innovation-based economies.

According to Díaz (2010), in the last ten years in Peru there has been an increase in entrepreneurial activity due mainly to economic growth. This has led to an increase in purchasing power, as well as a greater saving and consumption capacity among young people who demand more innovative products and services and with greater added value. Likewise, a higher valuation towards entrepreneurs is perceived as people with courage to face new challenges. This, in addition to the existence of some programs aimed at generating self-employment, has produced a revaluation of the entrepreneur.

Many authors agree that knowing the entrepreneurship ecosystem is important because it allows determining its components, learning best practices, finding new opportunities and models to facilitate the path for new entrepreneurs (Hernández and González, 2016).

For all the above, higher education institutions (HEIs) must increasingly worry about training graduates who have the necessary skills to be competitive. The objective is to foster a

business mentality in students, especially in those whose profile is linked to the creation of their own companies.

Noting the above, it can be indicated that the importance of this research is that it is intended to offer a clear diagnosis of the differences in the entrepreneurial profile of students in the business and industrial area of Mexico and Peru, because that way they can promote actions that gradually strengthen the entrepreneurial initiative.

## Literature review

Training focused on the creation of companies is a strategic objective to raise the levels of innovation, competitiveness, economic growth and employment generation of a country, hence in young university students their skills and attitudes must be developed. To achieve this goal, however, their potentialities and weaknesses must first be identified so that the guidance strategies applied are adjusted to their realities.

Historically, entrepreneurship has been considered as a formula to generate employment and to achieve an alternative socio-economic development model, which incorporates and improves the social well-being of those individuals excluded from the formal labor market despite having a university career (Rangel , Alvarado and Sierra, 2016). Therefore, this issue has been of utmost importance for universities, the community and companies, as it seeks to create participation scenarios that are capable of offering productive alternatives and fostering an entrepreneurial culture (Fuentes and Sánchez, 2010).

Now, as for the term entrepreneur, Orrego (2008) points out that it is derived from the Latin word *prendre*, which means 'rush and try', hence it has been used in principle to refer to the pioneers who decided to take risks or launch an adventure. On the other hand, Gutiérrez and Amador (2011) report that the university entrepreneur is a person with higher education who has sufficient knowledge and is motivated to initiate and develop his dreams in an innovative, assertive and proactive way, leading him to produce impacts on the productive branch chosen.

Entrepreneurship, meanwhile, can be defined as the ability of a person to identify opportunities in their environment, in order to achieve benefits and impact on society, for which they must run certain financial risks (Sepúlveda et al., 2017 ). Entrepreneurship logically demands the discovery, evaluation and exploitation of opportunities to introduce new goods and services, forms of organization, and processes and materials. (Delgado, Gómez, Romero, y Vázquez, 2008).

In addition to the above, the expression entrepreneurial initiative or entrepreneurial spirit is associated with the need to establish the entrepreneurial profile in individuals. In this regard, Lerma (2007) defines it as a profile that clearly shows the series of characteristics, skills and potentials that, as educators or holders of power, can be used as a frame of reference to identify, encourage and cultivate entrepreneurial human capital. In 1937, Ely and Hess (cited by Chan, Escalante and Robles, 2015) conceptualized the entrepreneurial profile as a set of characteristics that allow them to act in a certain way and show certain “abilities” to visualize, define and achieve objectives.

For Guerrero (2016), promoting entrepreneurial activity in HEI requires prior planning and knowledge of where you are at each moment, identifying with this the starting point, the intermediate phase and the final stage, as long as you want to achieve useful results; therefore, a correct diagnosis is imperative to direct concrete actions. In accordance with this idea, Fernández, Rueda and Herrero (2011) recommend that HEIs offer students courses that improve their business knowledge, which should be put into practice in real situations.

On the other hand, it is worth adding that various investigations consider that entrepreneurial action has a strong link with different psychological, contextual and sociodemographic factors (Espí, Arana, Heras and Díaz de Junguitu, 2007). One of the models of intention that has had the most impact is the planned behavior theory of Ajzen (1991), which refers to the ease or difficulty of people to achieve the achievement they seek through their behavior. This theory focuses on career choice intentions in general and entrepreneurial intentions in particular.

The intention of an individual is usually influenced by the personal attitude towards the results of the behavior, that is, towards the probable consequences of their action; secondly, it encompasses the perceived pressure of the subjective norms that underlie the environment and, finally, includes the perceived control of its future behavior (Ajzen, 1991). This means that the creation of a new business or company necessarily requires planning, so it represents the ideal type of planned behavior to study through a model of intention.

This theory is constituted by four dimensions: personal attitude towards entrepreneurship, control of perceived behavior, entrepreneurial intention and subjective norms, which, consequently, define a student's initiative towards entrepreneurship.

In the specific case of Mexico, however, authors such as Kantis (2004) point out that there is a decrease in entrepreneurial human capital, in entrepreneurial culture, as well as in the perception of policies regarding the subject. On the other hand, Hernández, Sánchez, Díaz and

Fernández (2017) affirm that educational institutions in Mexico, in a traditional way, have not trained students with entrepreneurial skills or abilities; Therefore, when graduating students do not have an entrepreneurial mindset, hence they are satisfied with working in an established company or in the public administration. But this situation can be reversed taking into account what was referred to by Guerrero (2016), who explains that an entrepreneurial spirit must be promoted among university students. Therefore, Niebles-Núñez, Hernández-Palma and Cardona-Arbeláez (2016) consider it important that representatives of educational institutions understand that knowledge management has positive impacts on the creation of development.

Likewise, the GEM (2014) recommends that Mexico's public policy contemplate two elements: financial capital for the formation of MSMEs and social capital for entrepreneurship; In this sense, there is an opportunity in education to generate entrepreneurial and business skills, mainly in matters of resistance, resilience and identification of opportunities, as well as the generation of innovative ideas seeking tolerance.

In the case of Peru, the suggestion focuses on the framework of growth promotion, poverty reduction and law enforcement in order to improve its entrepreneurial position. In this regard, Mitchelmore and Rowley (2010) indicate that the programs developed should ensure that the student faces critical development experiences, because that way the knowledge and skills acquired can be consolidated, which will result in positive results.

Today, in different latitudes, various investigations have been carried out regarding the entrepreneurial initiative in students. In Spain, for example, the works of Espí et al. (2007), who found that entrepreneurial profile of students of the University of the Basque Country is of medium-low type, while in an inquiry made at another public university in Spain, Fuentes and Sánchez (2010) showed that there is a smaller entrepreneurial initiative in the women. Similarly, the GUESSS (Global University Entrepreneurial Spirit Student's Survey) project carried out at the University of Granada shows that engineering and architecture students have a greater entrepreneurial vocation than those in the areas of social sciences and humanities (Fuentes et al., 2015 ).

Regarding the research carried out in Mexico, Espiritu (2011) focused on determining the influence that the three personality traits (locus of internal control, need for achievement and risk propensity) exert on the entrepreneurial intention of 333 career students Public Accountant and Bachelor of Administration from the University of Colima. The results reveal a significant high

positive relationship between the three personality traits and the intention to create their own companies.

In the same year, Gutiérrez and Amador (2011) conducted an investigation to compare the entrepreneurial potential of Accounting students in a university center in Peru and in one in Guadalajara (Mexico). The findings show that the initiative to undertake in both universities was at a midpoint, while the skills with better management in the students of the two schools were strength in the face of difficulties, learning and the desire to achieve. Instead, the ones that reached the greatest deficiency were the ability to take risks, the ability to make decisions, flexibility, time and work organization, and self-confidence.

Espiritu, González and Alcaraz (2012) analyzed the degree of entrepreneurial skills of 315 students in the Accounting and Administration areas, as well as the role that teachers play in order to know if they are encouraging the entrepreneurial attitude among their students. The results show that there is a greater probability of entrepreneurial intent in students of the Bachelor of Administration.

De Jorge (2013), meanwhile, analyzed the factors that promote the entrepreneurial intention of university students; Their results show that sociodemographic characteristics in terms of older age, male gender and the existence of a family business are explanatory causes of entrepreneurial intent. This author also explains that to specify a specific entrepreneurial behavior a positive attitude towards that behavior, the subjective norm or perceived support of the environment closest to the individual and the control of the perceived behavior are required.

Ibars, Corona, Trujillo, Torreblanca and Zazueta (2018), instead, they focused on analyzing whether the motivation of perceived internal causal origin has an impact on the permanence in the entrepreneurial incubation process of entrepreneurs in the Technological Institute of Veracruz (ITV). The results show that there is a low correlation between the internal motivation of entrepreneurs towards permanence in the incubation process; In addition, entrepreneurs who completed the incubation process tend to have greater passion than personal commitment to their projects.

Regarding the Peruvian background, it is worth mentioning the work of Pérez (2009), who urges the university to contribute to the training of students in business entrepreneurship, especially in regard to the development of skills, abilities and skills that allow a greater generation and use of the opportunities offered by the market. This approach requires the commitment of university



authorities, responsible for establishing the guidelines that guide the vision and mission of higher education centers.

Finally, Zorrilla (2013) focuses on identifying the market-oriented skills and entrepreneurial attitude that were applied in the Young Piles project, which has helped the participating entrepreneurs have improvements in their person, business and environment; therefore, the findings add contributions to the State policy for youth entrepreneurship and to mypes.

In short, it should be emphasized that educational institutions have to be interested in the formation of the entrepreneurial spirit of young people through the incorporation of subjects with a comprehensive training approach that covers various areas of knowledge and that allows students to consolidate this type of abilities (Solís, Alhuay, Hernández, Lingan y Rodríguez, 2017).

## **Problem Statement**

According to the National Development Plan 2013-2018, unemployment in Mexico is mainly concentrated in young people, since 53% of unemployed people are between 14 and 29 years of age, with an occupancy rate of 7.9%. These figures demonstrate a problem regarding the inclusion of this group of people in the labor market, although it also opens up the possibility of creating new opportunities that promote the entrepreneurial attitude. However, it should be noted that in practice initiatives of this type are scarce (Kantis, 2014), hence it is essential to analyze the role of institutions on this issue.

For this reason, the Entrepreneurial Talent Model used in the Technological National of Mexico stands out, which aims to encourage the creation of companies by future professionals. However, a specific diagnosis is still needed to know with certainty what the entrepreneurial intention of the students is and especially to identify the factors that must be developed in order to improve the execution of the aforementioned model; In addition to this, there is no study that addresses the issue of entrepreneurship from a predictive approach, as would happen with the theory of planned behavior.

In Peru, according to Falconi —expositor of the iLab Entrepreneurship Program of the University of Piura— there are two factors that hinder the task of undertaking: the first is people, since a direct relationship between trust and entrepreneurship has been demonstrated; In other words, the success of entrepreneurship is achieved only when you find reliable and committed

people who know how to work as a team. The second factor is the process of incorporation of companies and the lack of incentives, hence training in educational institutions that offer tools to entrepreneurs to overcome this failure must be provided (América Economía, 2015).

Therefore, the Peruvian Government has been developing entrepreneurship programs that seek to generate businesses that can be financed. Likewise, universities have sought to strengthen the entrepreneurial spirit of young people; A sample of this is the Catholic University San Pablo, in whose facilities the business entrepreneurship training was carried out by specialists from Korea and the GET (global entrepreneurship training) program, which has been endorsed by Unesco.

Thanks to this type of initiatives, according to Serida, Alzamora, Guerrero, Borda and Morales (2016), Peru has become one of the most entrepreneurial countries in Latin America, which can translate into great growth opportunities for entrepreneurs . Part of the growth opportunities mentioned are visible in the third quarter of 2017.

Having explained the above, it can be said that the question that has guided this research has been the following: what is the level of the entrepreneurial profile of students in the business and industrial area of two institutions of higher education in Mexico and Peru?

## **Justification**

This research seeks to contribute to the gradual improvement of the entrepreneurial profile of the students of two HEIs of Mexico and Peru, since it has been shown that the university is one of the most important spaces in terms of the generation of human and social capital for entrepreneurs ( González and Velázquez, 2015). On this aspect, it is significant to highlight that students require a solid training in entrepreneurship to manage their own companies (Duval-Couetil, Gotch and Yin, 2014).

Likewise, it is worth noting that the approach used (that is, the theory of planned behavior) can be used to predict what will happen and to establish strategies to strengthen the Entrepreneurial Talent Model, based on a diagnosis that determines the impact that the following have Factors: institution, educational program, gender, semester, history of entrepreneurship, training in entrepreneurship, entrepreneurial tradition, personal attitude towards entrepreneurship, subjective standards, perceived behavior control and entrepreneurial initiative in entrepreneurial intention (Espíritu, 2011; Medina, Bolívar y Lemes, 2014).

## Overall objective

Evaluate the entrepreneurial profile of students in the business and industrial area of two Higher Education Institutions, using the GUESSS instrument, in order to make a comparison between Mexico and Peru.

## Hypothesis

According to the evaluation of the entrepreneurial profile in higher education students, the following hypothesis is developed:

- There is a significant difference in the entrepreneurial profile of students in the business area of Mexico and Peru.

## Methodology

The present research was based on a quantitative approach, with a cross section, exploratory and descriptive. The dependent variable was the entrepreneurial profile, while the independent one was the student's country of origin (Mexico or Peru). The data were analyzed using the SPSS statistical software (version 25).

## Study development (discussion-analysis)

For the development of the investigation, in the first instance, the sample with which one would work according to each of the HEIs was determined, as indicated below.

## Sample

Being a comparative study, the formula for finite populations was used to carry out the sample calculation. In the case of Mexico, the total of engineering careers in Business Management, degree in Administration and Logistics engineering was taken. According to the enrollment of the January-June 2018 semester (date of application of the instrument), there were a total of 970 students distributed in the different semesters. Once this figure was known, the following formula was used:

$$n = \frac{(z)^2 p * q * N}{(N)(e)^2 + (z)^2 p * q}$$

As

$$\begin{aligned} & (1.96)^2 (0.50) * (0.50) * (941) \\ n = & (970) (0.05)^2 + (1.96)^2 (0.50) * (0.50) \\ & = 276 \end{aligned}$$

In the case of Peru, the total population of the Industrial Engineering degree was considered, so it was taken at ten semesters. The population consisted of 2048 students, so that the sample was determined as shown below:

$$n = \frac{(z)^2 p * q * N}{(N)(e)^2 + (z)^2 p * q}$$

As

$$\begin{aligned} & (1.96)^2 (0.50) * (0.50) * (941) \\ n = & (2048) (0.05)^2 + (1.96)^2 (0.50) * (0.50) \\ & = 323 \end{aligned}$$

In summary, the application was made to 276 students from Mexico and 323 from Peru.

### Measuring instrument

The instrument used was an adaptation of the GUESSS (Global University Entrepreneurial Spirit Student's Survey), which aims to understand the intention and entrepreneurial activity of university students (Medina et al., 2014). This consists of three sections: the first one was used to know the sociodemographic variables (institution, educational program, gender and semester). The second was made up of closed-ended questions that allowed the collection of information on the background in entrepreneurship, the entrepreneurial tradition and training in entrepreneurship, as well as the intention of choosing the university career with a focus on the past and future. Finally,

the third was developed with 18 items focused on four factors of the entrepreneurial profile: entrepreneurial intention, personal attitude towards entrepreneurship, control of perceived behavior and subjective norms. The scale used was of the Likert type (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree). The instrument was validated in a pilot test, in which a Cronbach's alpha was obtained from 0.912.

### **Information Collection**

Data collection was carried out using Google forms, which were sent by email to the selected students. The responses obtained were passed to Excel and later to SPSS (version 24) to perform its descriptive analysis. In this way the hypothesis was contrasted with the Student's t-test for independent samples.

### **Results**

The results of this study indicate that of the total number of respondents, 46% study at the University of Mexico and 54% at the University of Peru. Also, 37.3% are men and 62.7% women.

Regarding the intention to undertake, in table 1 it is evident that in the three analyzed moments (intention to choose a career, completion of a career and five years after completing it) the purpose of being a founder and working in your own company predominates, while in a smaller percentage the option To be a successor in a family business is located; This last figure shows that the majority of students do not have family members dedicated to business.

**Tabla 1.** Intención de elección de carrera

Descripción	¿Cuál fue la intención al elegir la carrera?	¿Cuál es su intención al terminar la carrera?	¿Cuál es su intención 5 años después de terminarla?
Trabajar en una empresa privada al terminar la carrera.	28.8	36.3	16.5
Trabajar en una empresa pública al terminar la carrera	10.5	10.5	5.7
Ser fundador y trabajar en su propia empresa	51.8	45.0	70.0
Ser sucesor en empresa familiar	3.3	2.8	2.3
No lo sé todavía.	5.5	5.3	5.5
Total	100.0	100.0	100.0

Fuente: Elaboración propia

From the above, the results of the central hypothesis of the present work are presented:

- H1: There is a significant difference in the entrepreneurial profile of students in the business area between Mexico and Peru.

In relation to the hypothesis proposed, table 2 and figure 1 show the results of the comparison of means in the first instance for independent samples; In this regard, the evaluation of the entrepreneurial profile constituted by four dimensions was considered: the entrepreneurial initiative, the control of perceived behavior, the subjective norms and the personal attitude towards entrepreneurship. These, when analyzed comprehensively, generate the entrepreneurial profile according to the GUESSS instrument applied in the two countries.

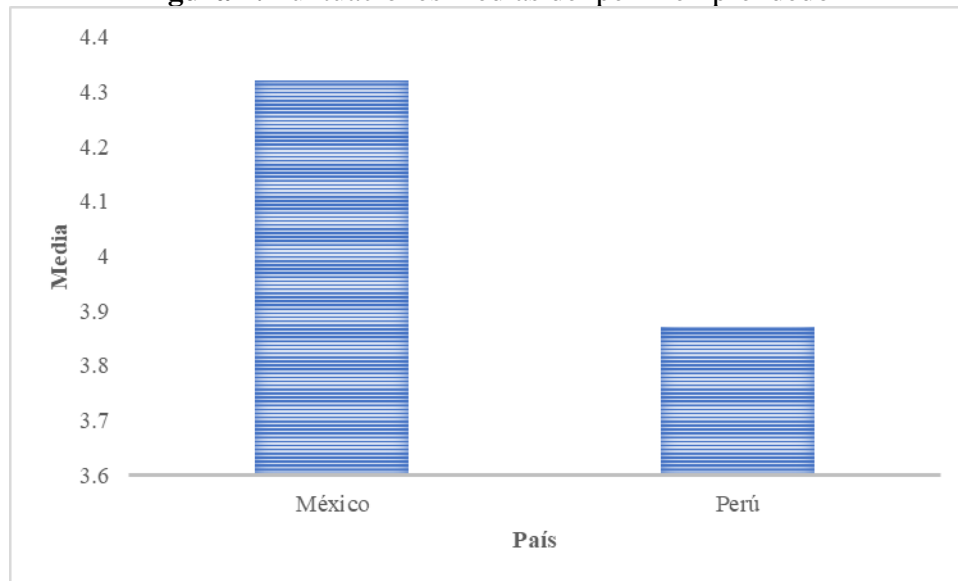
The figures indicate that the difference in averages in Mexico was 4.32, while in Peru it was 3.87. Therefore, it can be said that the entrepreneurial profile is higher in the case of Mexico.

**Tabla 2.** Comparación de medias del perfil emprendedor (México y Perú)

País	N	Media	Desviación estándar	Error estándar
México	276	4.32	0.960	0.058
Perú	323	3.87	1.310	0.073

Fuente: Elaboración propia

**Figura 1.** Puntuaciones medias del perfil emprendedor



Fuente: Elaboración propia

However, as already indicated, the Student's t-test was used for independent samples, where in the first instance it is considered to be working with equal variances due to the significance value of .000, since the value is less than .005 . In order to test the hypothesis, the t data were taken and the decision rule was followed, that is, if the level of significance calculated is less than or equal to 0.05, the hypothesis must be accepted. Therefore, it is considered that there is a significant difference in the entrepreneurial profile of students in the business area between Mexico and Peru.

**Tabla 3.** Prueba t de Student para comparar el perfil emprendedor México y Perú

Perfil emprendedor		F	Sig.	t	Significancia bilateral
	Se asumen varianzas iguales	51.377	.000	4.674	0.000
	No se asumen varianzas iguales			4.786	0.000

Fuente: Elaboración propia

## Discussion

This research was carried out in two moments and with the support of the Academic Body of Business Management (in the case of Mexico) and of the teacher Jeanette Fabiola Díaz Quintanilla (in the case of Peru). It is also worth mentioning that there is a possibility that the study can be complemented with interviews in subsequent studies. In fact, you can specify the entrepreneurial profile of students according to gender and according to the degree of progress in the career they are studying. In addition, a longitudinal inquiry could be made to compare the data obtained, considering the public policies implemented in the two countries. In fact, being these two Latin American nations with many similarities, there is the possibility of generating proposals that can be developed to improve their levels of entrepreneurship.

## Conclusions

Currently, economic dynamics demand the promotion of entrepreneurship as an option to strengthen the development of countries and to become a labor option for future professionals. Therefore, the role assumed by HEIs as entrepreneurs trainers is essential, especially those that offer educational programs in the business and industrial area.

With this research, the objective of analyzing the entrepreneurial profile of students in the business and industrial area of two universities (one from Mexico and one from Peru) has been achieved. In this sense, it can be said that in these institutions the students (not only at the beginning and end of the degree, but even five years after completing it) intend to be founders and work in their own company. This means that the professional training offered in the analyzed HEI develops the entrepreneurial spirit of the students, which must continue to be consolidated so that this intention manages to materialize in the best way. In other words, you can think about the opening or constant updating of the subjects related to entrepreneurship. As Asai, Flores, Montiel, Saavedra and Tapia (2015) point out, a mission of current HEIs is to promote entrepreneurship and the generation of companies with high added value that are capable of innovating for prosperity.

On the other hand, it has been shown that women constitute the largest number of students in the careers analyzed and that there is a higher level of development in Mexico than in Peru, which offers the opportunity to deepen the reasons for these differences. In addition to this, it



should be considered that in the present study only two universities were taken into account, so the sample should be expanded to have a broader view of this topic.

In general, it can be concluded that aspects such as the limited offer of work and the difficulties associated with the search for the first job have generated favorable pressure to stimulate the entrepreneurial spirit of the students.

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