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Artículos científicos

Factores que influyen en estudiantes de administración para emprender en México

***Factors that Influence the Entrepreneurship of Administration Students in
Mexico***

***Fatores que influenciam os estudantes de administração a empreender no
México***

José Manuel Cruz Cardoso

Universidad Autónoma del Estado de México, Unidad Académica Profesional Tejupilco,
México

j.m98962@gmail.com

<https://orcid.org/0000-0003-4487-5127>

Daniel Cardoso Jimenez

Universidad Autónoma del Estado de México, Unidad Académica Profesional Tejupilco,
México

dcj400_@hotmail.com

<https://orcid.org/0000-0002-1762-1511>

Yaneth Karina Garduño Espinoza

Universidad Autónoma del Estado de México, Unidad Académica Profesional Tejupilco,
México

bryseyda8683@gmail.com

<https://orcid.org/0000-0002-0654-8064>

Josué Ociel Márquez Gómez*

Universidad Autónoma del Estado de México, Unidad Académica Profesional Tejupilco,
México

josuemar12@gmail.com

<https://orcid.org/0000-0001-5940-0832>

*Autor correspondencia josuemar12@gmail.com



Resumen

La presente investigación tuvo como objetivo identificar factores que influyen en la actitud de emprender de estudiantes de la licenciatura en Administración de la Universidad Autónoma del Estado de México (UAEM). La muestra fue de 128 alumnos. La investigación es de carácter descriptivo y correlacional. Entre los resultados, destaca que el género no tiene correlación alguna con la edad, el semestre, la intención emprendedora, las habilidades de ser, la formación, las habilidades impersonales, la familia y el docente; estadísticamente se puede decir que no influye en la intención de emprender. Además, los estudiantes ven el emprendimiento como una vía para obtener beneficios económicos. Sin embargo, a pesar de estar en una continua preparación, no tienen la suficiente inteligencia emocional y disciplina, al menos así lo consideran los participantes, lo cual trae un efecto negativo en el momento de emprender. Asimismo, estadísticamente la familia influye en los estudiantes a la hora de crear su propio negocio. Finalmente, la universidad y los docentes ayudan a que exista un mayor emprendimiento, según los datos obtenidos. En conclusión, las instituciones educativas, ya sea privadas o públicas, son el motor para impulsar la intención emprendedora a través de unidades de aprendizaje y contenidos más prácticos. Los docentes deben fomentar la creatividad y la innovación a través de la resolución de problemas del contexto real para que los alumnos vean esas necesidades como un área de oportunidad.

Palabras clave: creatividad, educación, emprendimiento, habilidades, resiliencia.

Abstract

The objective of this research was to identify factors that influence the intention to undertake in students of the Bachelor of Administration of the Universidad Autónoma del Estado de México (UAEM). The sample was 128 students. The research is descriptive and correlational. Among the results, it stands out that gender has no correlation with age, semester, entrepreneurial intention, skills of being, training, impersonal skills, family and teacher; statistically, it can be said that it does not influence the intention to start a business. In addition, students see entrepreneurship as a way to obtain economic benefits. However, despite being in continuous preparation, they do not have sufficient emotional intelligence and discipline, at least that is what the participants consider, which has a negative effect at the time of undertaking. Likewise, statistically, the family influences students when creating their own business. Finally, the university and teachers help to create greater

entrepreneurship, according to the data obtained. Teachers must encourage creativity and innovation through problem solving in the real context so that students see those needs as an area of opportunity.

Keywords: creativity, education, entrepreneurship, skills, resilience.

Resumo

O objetivo desta pesquisa foi identificar os fatores que influenciam a atitude empreendedora dos alunos do Bacharelado em Administração da Universidade Autônoma do Estado do México (UAEM). A amostra foi de 128 alunos. A pesquisa é descritiva e correlacional. Dentre os resultados, destaca-se que gênero não tem correlação com idade, semestre, intenção empreendedora, habilidades de ser, formação, habilidades impessoais, família e professor; estatisticamente pode-se dizer que não influencia a intenção de empreender. Além disso, os alunos veem o empreendedorismo como uma forma de obter benefícios econômicos. No entanto, apesar de estarem em contínua preparação, não possuem suficiente inteligência emocional e disciplina, pelo menos é o que os participantes consideram, o que tem um efeito negativo na hora da empreitada. Da mesma forma, estatisticamente, a família influencia os alunos na hora de criar seu próprio negócio. Por fim, a universidade e os professores ajudam a criar maior empreendedorismo, de acordo com os dados obtidos. Em conclusão, as instituições de ensino, sejam privadas ou públicas, são o motor para promover a intenção empreendedora através de unidades de aprendizagem e conteúdos mais práticos. Os professores devem incentivar a criatividade e a inovação através da resolução de problemas no contexto real para que os alunos vejam essas necessidades como uma área de oportunidade.

Palavras-chave: criatividade, educação, empreendedorismo, competências, resiliência.

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Introduction

The Autonomous University of the State of Mexico (UAEM), within its policies, regulations to implement and develop any study plan, contemplates that the curricular projects are articulated. Of course, this has as its objective the formation, preparation and training of individuals in a certain field of knowledge to carry out professional activities, as well as the development of skills and learning for life. The UAEM Bachelor of Administration (2017) seeks to train professionals with the ability to face challenges, adapt to new trends, with a strategic vision and humanistic sense, all through administrative techniques and tools and under a systemic approach, with special emphasis in humans and their environment.

Higher education has the mission of satisfying the urgent needs of economic and social development in the areas of administration with comprehensive knowledge. For many years, the teaching of higher education was built exclusively on empirical bases, experience and wisdom of teachers. However, the search for new methods and procedures, as well as the improvement and adaptation of traditional forms of teaching to the conditions of today's world, is and has been the subject of research in different countries (Visbal, Mendoza and Díaz, 2017). Future professionals are trained in university classrooms, hence the importance of a good higher education and well-supported study plans (Pérez, Pérez and Méndez, 2016). In addition, it is necessary to teach valuable methods of self-teaching (Vilchis and Segura, 2021): search for updated bibliography, speed reading techniques, understanding, communicating, living together, educating and directing their future work group.

Entrepreneurship focused on the creation of companies is considered a catalyst for the development of regions and countries. Consequently, in order for students to seek to create their own company, the public, private and educational sectors seek to promote change by promoting entrepreneurial intention (Díaz, Fernández, Almodóvar, Díaz and Fernández, 2017; Shirokova, Tsukanova and Morris, 2018).

The International Labor Organization [ILO] (2017) reports that in Latin America and the Caribbean unemployment among young people increased from 18.9% in 2016 to 19.5% in 2017. Unemployed or not, the youth population (15 to 29 years old) registers about 163 million people in the region (Organization for Economic Cooperation and Development [OECD]-Economic Commission for Latin America and the Caribbean [ECLAC]-Development Bank of Latin America [CAF], 2016). In Mexico, there are around 31 million

people between the ages of 15 and 29 (National Institute of Statistics and Geography [INEGI, August 10, 2020). Of this approximate, 41% of young people have a job, according to the National Survey of Occupation and Employment prepared in 2019 by INEGI

Entrepreneurship is a complex issue not only due to its main function, that of creating companies, but also because it is a mechanism that generates jobs and, consequently, is part of the gross domestic product (GDP). The entrepreneur not only thinks of an idea, he looks for people determined to generate a change and executes it. An idea makes a difference to contribute to the country's economy. The entrepreneur is the one who detects an opportunity, creates, innovates, executes and becomes a leader. Success depends on two factors: an idea and the capital available, a good combination of both generates a good business, capable of staying within the market that is very competitive these days.

This research work is based on analyzing the factors of entrepreneurship in students of the UAEM Administration degree, through entrepreneurial intention, training, personal and impersonal skills, family, university/teachers. In other words, it seeks to answer the following question: what are the factors that influence the entrepreneurship of students of the Bachelor of Administration at UAEM?

Theoretical framework

Entrepreneurship was born in the United States with the intention of motivating and encouraging students, really anyone, to open their own business. Díaz (2002) mentions that entrepreneurship can be divided into four historical stages, ranging from the eighteenth century to the year 2000:

- 1) XVIII-XIX centuries. Classical theory of the entrepreneur, where entrepreneurs are rather identified as merchants.
- 2) First half of the 20th century. Businessmen and companies are being studied, and the rate of development of new technologies is beginning to rise.
- 3) 1950-1979. At this stage in the study of the businessman acquires prominence; business function, business creation; the elements for the creation of small and medium-sized family businesses are being forged.
- 4) 1980-2000. The entrepreneur is the object of study in different countries that seek the development of the economy and society.

The importance that entrepreneurship has had in our days has prompted researchers to conceptualize a fifth stage, whose beginning can be placed at the turn of the century and whose closure has not yet occurred, that is, it is still in force today:

- 5) 2001-present. Research on entrepreneurship issues occurs throughout the world due to the great importance it has acquired.

Universities must adapt to political, economic, social and cultural changes, without losing sight of their primary function, teaching; add relevant aspects such as research and knowledge. There, students must acquire skills to contribute, through their entrepreneurial interests, in the regional, state, national and transnational economy (Egron and Hudson, 2010).

The European Commission, in 2008, highlighted the importance of universities as entities that train professionals with skills and abilities that contribute to entrepreneurship (Lorz, 2011).

An entrepreneur uses innovation, creativity, ingenuity, motivation, dreams in the search to generate change, whether through products, services or processes for the benefit of society. (Bucardo, Saavedra y Camarena, 2015).

Previous studies on entrepreneurial intention

In the research carried out by Tarapuez (2016) and Teixeira, Lopes, Rodrigues and Guerra (2018), the intention of entrepreneurship is determined by a set of both internal and external factors.

Dewi and Martdianty (2012) used the planned behavior theory test to determine entrepreneurial intention in 600 students from Indonesian universities. For his part, Yang (2013) determined that the factors that influence the entrepreneurial intention of 1,330 students at the Jiangxi University of Finance and Economics are attitude, subjective norm, and self-efficacy.

Now, Chan, Escalante and Robles (2015) carried out a comparative study between students of economic and administrative degrees from Mexico and Puerto Rico; The results show that the risk acceptance factor makes the difference; The management of problems, the security and the creativity of the students of both countries also stand out significantly.

In the study carried out by Jaimes, Jaramillo and Pérez (2017), which included a sample of 342 students of the administrative economic degrees of the UAEM Temascaltepec University Center, it was found that the main factors that affect the entrepreneurial intention are the semester, age, marital status, entrepreneurship study programs, risk, self-esteem and innovation.

Materials and methods

Once the theoretical foundations have been raised, previous research on entrepreneurship, in addition to the factors used to measure entrepreneurial intention, it is appropriate to indicate the methodological aspects carried out in this work.

Study sample

To demonstrate the defined hypothesis, a sample of 128 students of the Administration degree was formed. The data was obtained during the period from April 2021 to September 2021. Table 1 shows how the sample was defined.

Tabla 1. Estudiantes de la licenciatura en administración periodo 2021B

Semestre	Mujeres	Hombres
Primer semestre	20	16
Tercer semestre	12	8
Quinto semestre	12	14
Séptimo semestre	22	17
Noveno semestre	18	12
Total	84	67

Fuente: Elaboración propia con datos de control escolar de la Unidad Académica Profesional Teajupilco (2021)

Instrument

The type of instrument that was used was a questionnaire to collect data and entrepreneurship information from the students of the Bachelor of Administration, which was made up of two sections. The first revolved around demographic data (sex, age, semester). And the second section had six categories: 1) entrepreneurial intention, 2) training, 3) skills of being, 4) impersonal skills, 5) family, 6) university/teachers. In total, he considered 35 closed-ended questions using a Likert scale. Finally, three levels were established for interpretation: low, medium and high. It should be noted that a correlation was performed to analyze the degree of significance of the variables. The instrument presented a Cronbach's alpha of 0.842.

Information capture

Once the questionnaires were applied digitally and in person, the information was emptied into the SPSS version 23 software to interpret them.

Information processing

Once the questionnaires were applied, it was verified that they had been answered correctly. Subsequently, a database was created, which was reviewed and verified to avoid errors. Then the SPSS software was used to order, classify and analyze the data obtained, this through graphs, tables and charts that were used for the explanation, verbal and written description, with the purpose of facilitating its analysis and interpretation.

Raised hypothesis

H1: Sociodemographic factors such as sex, age, semester, entrepreneurial intention, training, skills of being, impersonal, family and university/teachers who teach the learning units influence entrepreneurship in Mexican university students for the creation of their own company for the benefit of the society.

A descriptive and correlation analysis was performed through the following equation:

$$E = \beta_0 + \beta_1 \text{Género} + \beta_2 \text{Edad} + \beta_3 \text{Semestre} + \beta_4 \text{Licenciatura} + \beta_5 \text{Intención emprendedora} + \beta_6 \text{Formación} + \beta_7 \text{Habilidades de ser} + \beta_8 \text{Habilidades impersonales} + \beta_9 \text{Familia} + \beta_{10} \text{Universidad/docente (1)}$$

E represents the entrepreneurship of the students and the β coefficients indicate the increase in the probability of the event occurring; that is, the probability that, by increasing the number of responses to a given question, it will have a greater influence on the entrepreneurial intention.

Study variables

Dependent variable

- Entrepreneurship.

Independent variable

- Entrepreneurial intention.
- Training.
- Skills of being.
- Impersonal skills.
- Family.
- University/teachers.

Results

Once the instrument was applied to Mexican university students of Administration and the information processed, the following results were obtained.

Gender

In gender there is no correlation with age, semester, entrepreneurial intention, skills of being, training, impersonal skills, family and teacher. Statistically, it can be said that it does not influence entrepreneurship, as shown in table 2.

Tabla 2. Género de estudiantes de la licenciatura en Administración de la UAEM

	Sexo	Inten Empren	Habser	Formacion	Haimper	Fam	Univer
Sexo	1						
Int Empren	0.131	1					
Habser	0.091	0.218*	1				
Formacion	0.012	0.473**	0.348**	1			
Haimper	-0.07	0.309**	0.479**	0.279**	1		
Fam	0.049	0.380**	0.247**	0.145	0.294**	1	
Univer	-0.03	0.419**	0.376**	0.353**	0.489**	0.253**	1
* La correlación es significativa en el nivel 0.05 (bilateral).							
** La correlación es significativa en el nivel 0.01 (bilateral).							

Fuente: Elaboración propia, con información sobre el género de estudiantes de la licenciatura en Administración de la UAEM

Age

In age there is a low positive correlation in training, 0.282, which indicates that knowledge, experience and training influence the entrepreneurial intention of students, in the creation of their own company, as can be seen in table 3.

Tabla 3. Edad estudiantes universitarios mexicanos de Administración

	Edad	Inten empren	Habser	Fomracion	Haimper	Fam	Univer
Edad	1						
Inten empren	-0.05	1					
Habser	0.151	0.218*	1				
Fomracion	0.282**	0.473**	0.348**	1			
Haimper	0.056	0.309**	0.479**	0.279**	1		
Fam	-0.06	0.380**	0.247**	0.145	0.294**	1	
Univer	0.051	0.419**	0.376**	0.353**	0.489**	0.253**	1
* La correlación es significativa en el nivel 0.05 (bilateral).							
** La correlación es significativa en el nivel 0.01 (bilateral).							

Fuente: Elaboración propia, con información basada sobre la edad estudiantes universitarios mexicanos de Administración

Semester

In table 4 it can be seen that the variable related to the semester shows a low correlation of 0.287 with entrepreneurship in the training of the student of the Bachelor of Administration, that is: the higher the level of studies, the greater the influence on entrepreneurship.

Tabla 4. Semestre en estudiantes universitarios mexicanos de la licenciatura en Administración

	Sem.	Iemprend.	Habser	Fomracion	Haimper	Fam	Univer
Sem.	1						
Iemprend.	-0.094	1					
Habser	0.129	0.218*	1				
Fomracion	0.287**	0.473**	0.348**	1			
Haimper	0.055	0.309**	0.479**	0.279**	1		
Fam	0.004	0.380**	0.247**	0.145	0.294**	1	
Univer	0.008	0.419**	0.376**	0.353**	0.489**	0.253**	1
* La correlación es significativa en el nivel 0.05 (bilateral).							
** La correlación es significativa en el nivel 0.01 (bilateral).							

Fuente: Elaboración propia, con información basada en el semestre en estudiantes universitarios mexicanos de la licenciatura en Administración

Entrepreneurial intention

Regarding the entrepreneurial intention, 38.30% of the sample shows a low level, 29.70% a medium level and 32.00% a high level. The university does not have sufficient budget resources to encourage entrepreneurial intention with incubators, now there is a starting point to strengthen the mentality as an initial phase through people. Teachers can add to their teaching curricula tools that provide the development of personalities related to entrepreneurship and experience in the business field. In table 5 it can be seen that statistically, university students intend to start a business idea, some want to do it as students,

and thus encourage self-employment. Thus, despite market conditions, students have in mind to create their own company; To do this, they look for opportunities and try to have income and cover expenses.

Tabla 5. Intención emprendedora en estudiantes universitarios mexicanos de la licenciatura en Administración

	IE1	IE2	IE3	IE4	IE5	IE6	IE7	IE8	IE9
IE1	1								
IE2	0.471**	1							
IE3	0.474**	0.546**	1						
IE4	0.234**	0.128	0.290**	1					
IE5	0.447**	0.462**	0.515**	0.350**	1				
IE6	0.255**	0.305**	0.237**	0.434**	.386**	1			
IE7	-0.049	0.215*	-0.006	0.11	0.001	0.163	1		
IE8	0.028	0.211*	0.217*	0.197*	0.174*	0.287**	0.385**	1	
IE9	0.135	0.193*	0.168	0.049	0.204*	0.318**	0.047	0.121	1
* La correlación es significativa en el nivel 0.05 (bilateral).									
** La correlación es significativa en el nivel 0.01 (bilateral).									

Fuente: Elaboración propia, con información sobre la intención emprendedora en estudiantes universitarios mexicanos de la licenciatura en Administración

Training

For 35.90% of the participants, the training of the students of the Bachelor of Administration is located at a low level, for 32.00% at a medium level and for another 32.00% at a high level. Based on different studies, it is found that they must not only have the ability to generate self-employment, but also the ability to generate new ideas, detect opportunities and thus define the most appropriate context to create a company. It is essential to consider development actions aimed at the development of personal and impersonal skills so that the entrepreneur can be successful in the company that he wishes to form.

The students see the entrepreneurship of a business as a way to obtain economic benefits and that being an entrepreneur improves the quality of life of people.

Tabla 6. Formación en estudiantes universitarios mexicanos de la licenciatura en Administración

	F1	F2	F3	F4	F5	F6	F7
F1	1						
F2	0.337**	1					
F3	0.301**	0.475**	1				
F4	0.177*	0.358**	0.403**	1			
F5	0.161	0.289**	0.271**	0.438**	1		
F6	0.108	0.492**	0.328**	0.535**	0.411**	1	
F7	0.239**	0.317**	0.146	0.080	0.026	0.253**	1
* La correlación es significativa en el nivel 0.05 (bilateral).							
** La correlación es significativa en el nivel 0.01 (bilateral).							

Fuente: Elaboración propia, con información sobre la formación en estudiantes universitarios mexicanos de la licenciatura en Administración

Skills to be

Being skills such as emotional intelligence, discipline and resilience in students are necessary to foster the intention to create companies. Being skills have a significant correlation with training (0.343), impersonal skills (0.469), family (0.243) and teachers (0.374), which indicates the influence on entrepreneurship.

The students, despite being in continuous preparation, consider that they do not have enough emotional intelligence and discipline, which has a negative effect (a low correlation -0.213 and -0.207).

Tabla 7. Habilidades de ser en estudiantes de la licenciatura en Administración de la UAEM

	Sexo	Edad	Lic.	Sem.	HS1	HS2	HS3
Sexo	1						
Edad	0.046	1					
Lic.	-0.262**	-0.163	1				
Sem.	0.012	0.855**	-0.228**	1			
HS1	0.062	0.061	-0.213*	0.031	1		
HS2	0.049	0.042	-0.207*	-0.026	0.361**	1	
HS3	-0.052	0.008	-0.028	-0.048	0.318**	0.305**	1
* La correlación es significativa en el nivel 0.05 (bilateral).							
** La correlación es significativa en el nivel 0.01 (bilateral).							

Fuente: Elaboración propia, con información sobre habilidades de ser en estudiantes de la licenciatura en Administración de la UAEM

Impersonal skills

The impersonal skills in the students of the Bachelor of Administration of the UAEM are above all at a low level (55.50%) and to a lesser extent at a medium level (21.10%) and high (23.40%). Table 8 shows an average correlation of 0.545, which is understood to mean that students have no problem obeying the orders of their superiors. Likewise, being in a higher education institution helps to clearly transmit their ideas to others, with a low correlation with 0.375.

Respect, communication, delegation of responsibilities and the passion to create a company, among others, complement the intention of starting a business with the help of family, friends, teachers, that is, they significantly influence entrepreneurship.

Tabla 8. Habilidades impersonales en estudiantes de la licenciatura en Administración de la UAEM

	Sexo	Edad	Lic	Sem	HI1	HI2	HI3	HI4
Sexo	1							
Edad	.046	1						
Lic	-.262**	-.163	1					
Sem	.012	.855**	-.228**	1				
HI1	-.079	.121	-.103	.146	1			
HI2	.126	.132	-.113	.219*	.545**	1		
HI3	-.030	-.084	-.062	-.088	.375**	.357**	1	
HI4	.066	-.094	-.045	-.043	.164	.130	.167	1
* La correlación es significativa en el nivel 0.05 (bilateral).								
** La correlación es significativa en el nivel 0.01 (bilateral).								

Fuente: Elaboración propia, con información sobre las habilidades impersonales en estudiantes de la licenciatura en Administración de la UAEM

Family

The students of the Bachelor of Administration position the family factor as an influence for the action of undertaking at a low level with 48.40%, at a medium level with 24.20% and at a high level with 27.30%. The family is the link that encourages and supports the entrepreneurial intention to instill self-employment in their children. Sometimes through imitation, it helps motivate students to develop those skills. In addition, friendships play an important role, since they can be the partners when deciding to create a business.

The intention of entrepreneurship influences the family with a low positive correlation of 0.387. Therefore, it can be assumed that statistically it influences students in the creation of their own business, which promotes self-employment and contribution to the economy, be it municipal, state and federal.

Tabla 9. Familia en estudiantes de la licenciatura en Administración de la UAEM

	Sexo	Edad	Lic	Sem	FAM1	FAM2	FAM3	FAM4
Sexo	1							
Edad	0.046	1						
Lic	- 0.262**	-0.163	1					
Sem	0.012	0.855**	- 0.228**	1				
FAM1	0.071	-0.068	- 0.253**	0.030	1			
FAM2	0.171	0.156	- 0.314**	0.194*	0.387**	1		
FAM3	-0.043	0.026	0.035	0.033	0.082	0.106	1	
FAM4	0.012	-0.065	-0.162	-0.119	0.243**	0.107	0.286**	1
* La correlación es significativa en el nivel 0.05 (bilateral).								
** La correlación es significativa en el nivel 0.01 (bilateral).								

Fuente: Elaboración propia, con información sobre la familia en estudiantes de la licenciatura en Administración de la UAEM

University/teacher

In the university/teacher block, 44.50% of the participating students are located at a low level, 22.70% at a medium level and 32.80% at a high level. Educational institutions, whether private or public, are the engine for promoting entrepreneurial intention in students through more practical content. For the same reason, there must be an entrepreneurship program as a course. Teachers must encourage creativity and innovation to promote this vision through the approach of problems of the real context with the intention that students see those needs as an area of opportunity. The university with the influence of teachers helps to create greater entrepreneurship, which is observed in table 10, where it is clear that there is a high positive correlation in the block variable with 0.848, 0.802 and 0.6040.

Tabla 10. Universidad/docentes en estudiantes de la licenciatura en Administración de la UAEM

	UNI1	UNI2	UNI3	UNI4	UNI5	UNI6	UNI7	UNI8
UNI1	1							
UNI2	0.802**	1						
UNI3	0.653**	0.601**	1					
UNI4	0.548**	0.557**	0.642**	1				
UNI5	0.541**	0.531**	0.430**	0.594**	1			
UNI6	0.544**	0.570**	0.375**	0.516**	0.848**	1		
UNI7	0.514**	0.548**	0.350**	0.479**	0.625**	0.640**	1	
UNI8	0.356**	0.391**	0.210*	0.253**	0.372**	0.359**	0.574**	1
* La correlación es significativa en el nivel 0.05 (bilateral).								
** La correlación es significativa en el nivel 0.01 (bilateral).								

Fuente: Elaboración propia, con información basada en la universidad/docentes en estudiantes de la licenciatura en Administración de la UAEM

Discussion

The importance of entrepreneurship lies in seeking those needs, opportunities, for the benefit of the population; both in promoting self-employment and in generating jobs, and in one way or another contribute to the economy, whether at the regional, state, or transnational level.

There are few students who have that knowledge, that motivation, that passion, proactive attitude and skills to undertake and achieve success in a business through the creation of companies.

Soria, Zúñiga and Ruiz (2016), Barba and Atienza (2018), Aragón and Baixuali (2014), Durán and Arias (2015) and Loli, Carpio and Vergara (2012) point out in their various studies that students who had greater intention to undertake knowledge, skills and experience to run a new business belonged to a lower-income family stratum. In addition, they also found the relationship between work experience and entrepreneurial intention.

It is important to mention that universities must propose study programs that simulate different businesses where they sell products or services, with the main objective that students develop strategies, skills that will help them in the future to create their own

company; teach them and instill in them the need to promote self-employment, to observe the opportunities that exist and few can see.

González, Torres and Tinoco (2017) found, through multinomial regression models, that family experience in business, age, and a high perception of entrepreneurial spirit and work capacity influence and increase the possibility of entrepreneurship in students at a university in Colima, Mexico.

On the other hand, Torres, Valencia, Bermúdez, Díez, Urrego and Maussa (2018) found that entrepreneurship contributes to Colombian students having a better lifestyle. In turn, Wiklund, Nikolaev, Shir, Foo, and Bradley (2019) determined that entrepreneurship is related to self-acceptance, personal growth, purpose, mental health, mastery, autonomy, and positive relationships, among other factors. .

In the present investigation it is concluded that gender, age, semester, degree, the intention to undertake, the skills of being, the impersonal skills, the family and the university/teachers significantly influence entrepreneurship. The university and teachers help to create greater entrepreneurship.

Conclusions

The students of the Administration degree of the Tejupilco Professional Academic Unit of the UAEM, in addition to having disciplinary knowledge and developing skills, need to have an awareness focused on the creation of companies and contribute to the generation of jobs. It is essential to carry out the pertinent actions that help promote the culture of entrepreneurship in the student for the creation of new companies.

The role of the faculties of economic and administrative sciences should not be limited to the transmission of knowledge; Its primary objective must be the comprehensive training of professionals who influence the economic development of the country. Students who develop entrepreneurial skills from their professional training will be able to access a better quality of life and generate better opportunities in the market, which is becoming more globalized and competitive every day. Thus, the student should be involved in the entrepreneurial topic from the moment they enter, during and in the last semesters of the degree, including this topic in the learning units and instilling the importance of developing an entrepreneurial business model.

Future lines of research

The research leaves important findings to study future lines such as: having more learning units that cover entrepreneurship issues trying to find practice, study habits that are used in teaching, holding entrepreneurship contests, strategies that help the student to have a vision in the creation of your own company, handle more business simulators.

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Rol de Contribución	Autor (es)
Conceptualización	Josué Ociel Márquez Gómez. Principal Yaneth Karina Garduño Espinoza. Que apoya
Metodología	Josué Ociel Márquez Gómez. Principal Yaneth Karina Garduño Espinoza. Que apoya
Software	Josué Ociel Márquez Gómez. Principal Yaneth Karina Garduño Espinoza. Que apoya
Validación	Josué Ociel Márquez Gómez. Principal Yaneth Karina Garduño Espinoza. Que apoya
Análisis Formal	Daniel Cardoso Jimenez
Investigación	José Manuel Cruz Cardoso
Recursos	José Manuel Cruz Cardoso
Curación de datos	Josué Ociel Márquez Gómez. Principal Yaneth Karina Garduño Espinoza. Que apoya
Escritura - Preparación del borrador original	José Manuel Cruz Cardoso
Escritura - Revisión y edición	Josué Ociel Márquez Gómez. Principal Yaneth Karina Garduño Espinoza. Que apoya
Visualización	Daniel Cardoso Jimenez
Supervisión	Daniel Cardoso Jimenez
Administración de Proyectos	Josué Ociel Márquez Gómez. Principal Yaneth Karina Garduño Espinoza. Que apoya
Adquisición de fondos	Yaneth Karina Garduño Espinoza