

Entrepreneurial Status Of The Students Of The Bachelors In Administration And Accounting Of The University Of Sonora In Mexico

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Abstract—The present work seeks to detect the psychological characteristics that influence the students of the degree in Administration and Accounting of the University of Sonora in Mexico, with the objective of developing entrepreneurial attitudes through personality traits, values, sociodemographic and training characteristics, Since there is currently a concern for the various institutions involved in the processes of creation of companies at all levels, for them the present work is quantitative - descriptive. The conclusions obtained show that so far the curriculum of the bachelor's degrees in Administration and Accounting has influenced to generate an entrepreneurial attitude.

Keywords—Students, Entrepreneur Profile, Psychological Profile, Administration, Accounting.

Introduction

Today, Higher Education Institutions (IES) offer programs for the development of entrepreneurs, in spite of the large number of tools you can count on. There are several factors involved in the development of entrepreneurs, among which are mentioned Factors: social, demographic, psychological, experience and training.

Thus, higher education institutions should offer tools that analyze the effectiveness of the entrepreneurial skills of university students, since Mexico's entrepreneurship index is not as encouraging as in other countries. Aims to obtain the necessary characteristics to develop a competent curriculum, not only at the regional level, but also be able to transcend borders and be of great help to the young entrepreneurs within the socioeconomic scope of the international framework.

It is convenient to analyze the effectiveness of the curriculum in the development of the entrepreneur profile through the formation of the attitude in the university students to become an entrepreneur, understanding their problem, will allow to determine the factors required for the development of entrepreneurial skills of young people Universities, in order to implement more effective methodologies.

At this point it is considered that the results of the research can support in an important way, not only within the academic scope, but also in the economic environment, considering that an effective development of enterprising abilities of young people will cause a better economic development of the current environment. As well as serve as a support for emerging economies in future socio-economic crises.

For (Herrera Echeverri, 2009) "it is necessary to inquire if there is any relation between the personal characteristics of the entrepreneur, such as age, experience, education, social position or other type with entrepreneurship."

In Mexico, as in the State of Sonora, there are cases of entrepreneurship success, however, we continue to lag behind in the terms of entrepreneurship, therefore, it is necessary to monitor and analyze the contributions achieved by graduates.

We will start by defining each of these concepts: Spirit and entrepreneur. "Generally when we are told of the spirit we conceive it as an immaterial being endowed with reason, or the irrational soul of our being, or a gift or virtue or perhaps it is the generating principle and the essence of a thing. This is how many authors define it "(Porter, 1991).

And when we talk about undertaking what we conceive of as starting a work, a company is simply doing. Now, what does Entrepreneurship mean?

It is a state of the human being that is guided by our aspirations under the characteristics of our standards of behavior, is a search for excellence in the achievement of the satisfaction of human yearnings.

Then, to have an entrepreneurial spirit "is to throw with impetus, courage, energy and sharpness the realm of imagination, ingenuity, vivacity, fantasy and go after the comings, being competent and being able to make things happen" (Toledano, 2006).

The content of the work begins with an introduction that presents the specific problem under study and describes the research model used. The purpose of the introduction is to convince the reader about the importance of the work, to present the background, to present the problem, its sources and the way in which it was investigated, in the research model used.

THEORETICAL FRAMEWORK

In the present paper, we intend to explain the considerations of the formation of the entrepreneurial attitude, in this case considering the students of the degrees in Administration and Accounting of the University of Sonora. Since in the last years the interest for the influence of the entrepreneur in the process of creation of companies has been empowered.

The recent socio-economic situation has revealed the great need to be able to formulate a development strategy in all economies in the process of economic growth, and in this case speaking of Mexico there is a great need to implement innovation and, above all, the necessary tools in terms of Education on entrepreneurship. This strategy must be based on the fact that different countries and regions are strongly seeking to promote innovation and entrepreneurship among other measures in order to have a competitive advantage based on added value (Porter, 1991).

In the last decades the debate about whether the entrepreneurial personality is natural to the person or is acquired over time has not stopped being present in the academic debate. Starting from the approach of institutional economic theory (North, 1990), which was used in a pioneering way in the field of business creation and entrepreneurship by Professor Veciana (Díaz, 2005).

This approach tries to explain the influence of socio-cultural factors of the environment that affect a series of agents or organizations that in this case identify with the companies and entrepreneurs; More specifically, it is concerned with identifying the institutional factors that influence the propensity towards entrepreneurship (Díaz, 2005).

Before reviewing the definitions of entrepreneurs of different authors, it is necessary to establish the difference between entrepreneur and entrepreneur, two terms that have the same etymological root, but which are semantically different.

For Master Furnham (Nabi, 2008) an "entrepreneur is an individual who establishes and manages business for the primary purpose of gaining and growing.

For the teacher (Varela, 2001), the entrepreneur "is the person or group of people who is capable of perceiving an opportunity of production or service, and before it freely and independently formulates a decision to achieve and allocate natural resources, Financial, technological and human resources necessary to start up the business, which in addition to creating additional value for the economy, generates work for him and many times for others. In this process of creative leadership, the entrepreneur invests money, time and knowledge and participates in the assembly and operation of the business, risking his resources and his personal prestige but looking for monetary and personal rewards.

The French economist Jean Batista Say wrote about the year 1800 that entrepreneurs were "those who change economic resources from areas of low profitability to other areas of high productivity and greater economic profitability" (Vega, 1998) and (Quintero, 2002). Entrepreneur is equal to creator of companies.

Entrepreneurship is defined as a state of alert for opportunities, based on the differences of individual perceptions, and explains that the value of the entrepreneur is in taking advantage of the opportunities of unproven profit from a bad Allocation of resources (Kirzner, 1973).

The greater knowledge acquired in business management can increase the perception of viability of creation and development of a new business in students, as long as they are considered in the curricula with their thematic contents focused on entrepreneurship.

In the first line of argument, (Crant, 1996) conducted a study of entrepreneurial intentions in students. He analyzed the education variable and hypothesized that such education would be positively associated with entrepreneurial intentions. In this regard, MBA students reported higher entrepreneurial intentions than professional degree students, but in this case they are comparing different and heterogeneous training levels.

Therefore, if we consider a population homogeneous in terms of the training they receive, it is understood that

as the person has a higher level of training, he perceives the increase in his chances of obtaining a more attractive job, which can Cause a greater initiative to entrepreneurship, and this effect is presented strongly in the students of last semesters, since in addition the pressure of their familiar environment guides them to quickly seek a job for others, with a lower level of risk to self-employment.

Consequently, there is an opposite effect to the stimulus of the entrepreneurial spirit that could be explained in terms of the theory of the role, by the influence of the family to look for more conservative labor options, as it could be the work for the State or in private companies of others, And the theory of marginalization, since the attractive job possibilities, makes the student is not forced to seek in business a form of social recognition.

Attitude towards behavior refers to the overall tendency, favorable or unfavorable, towards the development of a particular behavior, it is considered that the attitude is a result of the subjects' beliefs about the behavior and its consequences, and of the importance that is to these beliefs. In the same vein, the entrepreneur behavior models based on the sequence beliefs-attitudes-intentions (Liñan & Chen, 2009); (Campos & Martínez, 2014), propose that entrepreneurship intention is determined by the general attitudes toward entrepreneurship and by the beliefs or perceptions regarding such behavior. In this way, positive beliefs about entrepreneurship have a positive effect on the intention to create a business of their own, while negative beliefs act as a barrier to behavior.

Faced with the challenges and processes of change that has been taking place in today's society, the university should not remain passive and therefore must actively participate in the study of the problems that afflict society, propose ideas and actions, exchange Information, mobilizing society and having the responsibility to promote the implementation of these actions (Campos & Sánchez, 2005). One of the challenges that every university has to respond to this need is the integral formation of its students capable of facing the adversities that emanate from the social and labor world.

It is usual that matters related to the creation of companies are not compulsory for all students. In this way it could be considered that students who have received specific training in business creation have a different perception from the rest as to the viability of being entrepreneurs.

INVESTIGATION METHODOLOGY.

Research Design:

This research, according to the classification of (Hernández, Fernández, & Baptista, 2006) corresponds to the type of exploratory non-experimental designs, since the proposed research model is made up of the variables: effectiveness of the Study Plans in the formation of the entrepreneurial attitude of the students of the degrees in Administration and Accounting of the University of Sonora. A measurement instrument (questionnaire) was developed and applied through a personal survey to a representative sample of the active students, enrolled in the 5th. Semester onwards of the program of the degree in Administration and Accounting of the University of Sonora, Regional Center Unit.

Research Approach:

The scope of the present investigation refers to a quantitative - descriptive study, supported by the scientific method of the same, delimited to the undergraduate students in Administration and Accounting of the school year 2016-2, which will be analyzed according to the scientific method, As an input to the present analysis of the educational method of the University of Sonora, is considered as one of the methods of obtaining human knowledge. Although it is not the only one capable of offering answers to many questions, but it is the most useful and developed, and because it is linked to the process of investigation of educational processes.

Regarding the way in which scientific knowledge is generated, it can be affirmed that this type of knowledge is acquired using a standardized method. The scientific method has as main characteristic its possibility of replication and this characteristic is at the service of the production of consensus within the academic community.

DETERMINATION OF THE MASTER

The actions to be followed were established based on an information collection plan that has been considered through samples as a unit of analysis in which the students of the 5th semester and later of the bachelor's in Administration and Accounting of the Division were interviewed Of Economic and Administrative Sciences of the University of Sonora.

DETERMINATION OF SAMPLE			
SCHOOL CYCLE 2016-2			
Bachelor's degree	Population	Proportion	Sample
Administration	995	Four. Five%	108
Accounting	1,183	55%	134
TOTAL	2.138	100%	242
Z	1.65	2.7225	90%
and	5%		
P	fifty%		
Q	fifty%		
N	=	242	

Where:

N Sample size

N Universe to be sampled.

Z Reliability, equivalent to 95% represented by 1.96 s

P Probability that the event is unknown or occurs 50%

Q Probability that the event is not unknown or occurs 50%

E Estimation error (in this case 10%)

Data Collection:

The survey applied to the students of the degrees in Administration and Accounting of the school year 2016-2, whose purpose is to analyze the level of formation of the entrepreneurial attitude.

The student population of the Bachelor's in Administration and Accounting has a population of 2,138 students enrolled in the 2016-2 school year.

The questionnaire is the instrument that compiles the data with respect to:

- Aspects to evaluate: Aspects of the Psychological Profile.
- Information processing is performed in SPSS.
- Interpretation of Results: determining the Cronbach's alpha of us grant certainty to infer the data collected and the correlations of each í tem regarding global and identify psychological aspects most influential aspects in the formation or professional of the students.

This would validate results of program successes and deficiencies against that obtained in the perception of

the graduate. (Hernández, Fernández, & Baptista, 2006).

ITEMS:

- *P.1 The success you achieve in my activities depends little on the social and / or economic or micas*
- *P.2 I like to excel in my work / studies*
- *P.3 I enjoy activities that involve a high degree of adventure*
- *P.4 I enjoy talking to people a lot*
- *P.5 In the business world the work of competent people is always recognized*
- *P.6 I am very thorough in the tasks I perform*
- *P.7 I fully accept situations of uncertainty*
- *P.8 It seems to me that if I do not take risks, I will be stuck*
- *P.9 I like having a lot of people around*
- *P.10 I like to plan my activities on time*
- *P.11 I like to work to always be among the best every day*
- *P.12 I am very receptive to new ideas*
- *P.13 People who take risks have m s likely to succeed than those who do not risk*
- *P.14 The é success of an organization or n is based on putting competent people*
- *P.15 I am proud of the results I have achieved in my activities*
- *P.16 f I find it easy to find various solutions to the same problem*
- *P.17 I dare to face any situation to improve my performance or achieve my purposes*
- *My first REACTION*
- *P.18 My first reaction is to trust people*
- *P.19 I analyze errors to learn from them*
- *P.20 I intend to do something important and meaningful every d ay*
- *P.21 I like to be where the action is or n*
- *P.22 I think most of the people I deal with are honest and trustworthy*

OBJECTIVES

GENERAL:

- Psychological identify or logical factors that positively influence the entrepreneurial attitude of students degrees in Administration or Accounting from the University of Sonora.

SPECIFIC:

- Scan user or n the contribution of Psychological or logical factors in the development of entrepreneurial attitudes of students.

GOALS:

- Check whether Psychological or logical factors contribute s educational profile of the students of the Degrees of Directors or Accounting from the University of Sonora to, and if positively supports the entrepreneurial attitude of its students.

According to the scale has a Cronbach Alpha of 0.829, George & Mallery consider it as "good", which gives us certainty to infer from the data collected.

RESULTS.

The result of the analysis of the present research carried out with the support of the software as instrument of qualitative analysis of data in SPSS (Statistical Product and Service Solutions), is presented on the basis of the structured survey and used for the collection of the information, according to the importance and relevance is presented in this report the analysis of the questions of the total of each one of them and its variables contemplated in said structure, whose objective is to identify entrepreneurial attitudes and the influential factors in them, in university students, same results Which are presented according to the Frequency Tables.

Cronbach alpha

The internal consistency method based on Cronbach's alpha allows to estimate the reliability of a measurement instrument through a set of items that are expected to measure the same construct or theoretical dimension.

The validity of an instrument refers to the degree to which the instrument measures what it intends to measure. And the reliability of the internal consistency of the instrument can be estimated with Cronbach's alpha.

As a general criterion, (George & Mallery, 2003) (p.231) suggest the following recommendations for evaluating Cronbach's alpha coefficients:

Alpha-chafe .9 is excellent

Alpha coefficient > .8 is good

FRECUEBCIAS			
	N	Half	Desv. Typ.
	Valid		
P.1	242	3.1901	1.12544
P.2	242	4.5496	.71703
P.3	242	4.0372	.87060
P.4	242	4.0124	1.05642
P.5	242	4.0702	1.06199
P.6	242	4.0083	.95974
P.7	242	3.5620	.89621
P.8	242	4.1983	.99058
P.9	242	3.6529	1.09097
P.10	242	4.1777	.84814
P.11	242	4.2521	.82900
P.12	242	4.1405	.90920
P.13	242	4.3636	.76760
P.14	242	4.1901	.88617
P.15	242	4.3884	.69821
P.16	242	3.7149	.96263
P.17	242	4.0909	.83492
P.18	242	3.0372	1.20969
P.19	242	4.3512	.76529
P.20	242	3.8926	.96668
P.21	242	3.7314	.94131
P.22	242	3.6983	1.01233
MED. G.		3.9686	

Source: self-made.

It is determined the frequencies of the items, which make up the instrument, and determine the global mean to determine the correlations and identify the aspects of the psychological profile that influence the training of the students with respect to the entrepreneurial attitude.

Reliability statistics	
Cronbach alpha	N of elements
.829	22

CORRELATIONS

Correlations		MEDG
MEDG	Pearson's Correlation	1
	Sig. (Bilateral)	
	N	242
P.4	Pearson's Correlation	.649 **
	Sig. (Bilateral)	.000
	N	242
P.7	Pearson's Correlation	.591 **
	Sig. (Bilateral)	.000
	N	242
P.9	Pearson's Correlation	.578 **
	Sig. (Bilateral)	.000
	N	242
P.11	Pearson's Correlation	.659 **
	Sig. (Bilateral)	.000
	N	242
P.12	Pearson's Correlation	.587 **
	Sig. (Bilateral)	.000
	N	242
P.15	Pearson's Correlation	.571 **
	Sig. (Bilateral)	.000
	N	242
P.16	Pearson's Correlation	.557 **
	Sig. (Bilateral)	.000
	N	242
P.17	Pearson's Correlation	.585 **
	Sig. (Bilateral)	.000
	N	242
P.20	Pearson's Correlation	.582 **
	Sig. (Bilateral)	.000
	N	242
P.21	Pearson's Correlation	.628 **
	Sig. (Bilateral)	.000
	N	242
**. The correlation is significant at the 0.01 level (bilateral).		
*. The correlation is significant at the 0.05 level (bilateral).		

Source: self-made.

Items with higher correlations were:

- Q.11 I like to work to always be among the best every day
- Q.4 I enjoy talking to people a lot
- Q.21 I like to be where the action is
- P.7 I fully accept situations of uncertainty
- P.12 I am very receptive to new ideas
- P.17 I dare to face any situation to improve my performance or achieve my purposes
- Q.20 I intend to do something important and meaningful every day

In carrying out this research, the characteristics of the entrepreneurship of students of the degrees in administration and accounting of the University of Sonora, are based on their origins because 88.4% do work or have worked in a company, 85.5% of these with seniority or work experience equal to or greater than one year. 68.6% have family business or professional, creating a greater possibility of having an entrepreneurial attitude.

The results that show us the correlations show us that the students within their training of entrepreneurs show a propoitive attitude in the personal aspects of their formation as the work that grants them a status and with which they have more relation with the people, they are avid Of challenges and flexible to the changes and to do their work better every day by which we can assert that the education that the students receive has a positive impact in its formation like entrepreneurs and that in the immediate future when entering the labor market with the attitudes That they possess gives them a certainty of professional achievement

On the other hand, when talking about the results of the psychological profile, the greater attitude towards success, they think it agrees and totally agree.

Regarding academic and institutional support, it is estimated that the curriculum of the bachelor's degrees in administration and accounting has so far influenced to generate an entrepreneurial attitude, 71.9% Yes and 28.1% No; Teachers have motivated them to develop an entrepreneurial attitude (a), 66.5% Yes and 33.5% No; His Academic Tutor has provided information or motivated him to generate an entrepreneurial attitude, 17.4% Yes and 82.6% No

At least 50% of the respondents consider that the curriculum of the educational program of the Bachelor's in Administration and Accounting of the University of Sonora, contributes in the development of an enterprising attitude of the students. The above summarizes the importance of creating programs that motivate the entrepreneurial attitude within the academic programs and their thematic contents, in addition to generating incubators of companies that

respond to the requirements of the students interested in starting their own business.

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