

Entrepreneurial attitude and employability in young university students from the Ica region

(Actitud emprendedora y empleabilidad en jóvenes universitarios de la región Ica)

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Abstract

The objective of the study is to verify the relationship that exists between Entrepreneurial Attitude and Employability in university students of the Ica Region. The quantitative type was used, the level of study was descriptive, the design was non-experimental. The population under study amounts to 63,540 university students from the Ica Region, according to the registry of the National Superintendence of Higher University Education (SUNEDU), probabilistic, simple random sampling was used and the sample corresponds to 382 sample elements. The applied technique was the survey and the instrument is the questionnaire. The main results are: Regarding personal qualities, 53.1% agreed and expressed having the ability to adapt to unforeseen situations, 47.6% expressed total agreement and are willing to take risks. Regarding the motivational factor, 60.5% said they totally agree and consider that in the future there is a probability of creating a company, in addition 45.5% said they agree and express that they have the ability to detect opportunities. In relation to the educational factor, it was found that 45.8% answered that they agree and consider that the teachers inspired them to be entrepreneurs, in relation to whether the university encourages the entrepreneurial culture, 51.55% expressed agreement. In addition, regarding employability, 52.4% expressed that they agree and have the attitude to plan businesses. It is concluded that there is a significant relationship between Entrepreneurial Attitude and Employability in young university students from the Ica Region. When contrasting the hypothesis, the p-value of 0.000 was found, which is less than 0.05, for which the research hypothesis is accepted. It is recommended to analyze this topic and addressed by the universities of the Ica Region, with the purpose of motivating and promoting in their students the development of business entrepreneurship as an additional tool in their professional training aimed at creating companies and achieving the required employability.

Key Words: Entrepreneurship, Company, Attitude, Employability.

Introduction

The objective of the study is to verify the relationship that exists between Entrepreneurial Attitude and Employability in university students of the Ica Region. Business entrepreneurship is a key element for the emergence of companies, because the entrepreneur is directly linked to being innovative, an aspect that is seen as a cultural fact where the person achieves their individual development, in turn the business environment ends up providing the benefits for your personal and professional growth. It is

important to consider that the labor problems experienced by Latin American countries and especially ours, is the result of the financial, business, political and governmental crisis in which we find ourselves. In our countries, the problems related to the labor market are the product of the changes and situations that have been taking place and that have caused the current crisis. Entrepreneurship goes hand in hand with innovation, improves the competitiveness of companies, increases productivity through the use of new technologies, generates new business opportunities, and

also allows for high levels of well-being and personal and organizational development.

According to Gartner (1990), an entrepreneur is a person capable of creating and generating new companies whose characteristics are focused on (1) orientation towards the growth of creating new companies (2) innovation of products, services, technology or markets. For Hitt (2001) and Vargas et al. (2014) consider that entrepreneurship is the business initiative focused on identifying and exploring new areas of business opportunity that have not been explored before. Therefore, students are required to be provided with all the necessary tools to develop the ability to identify new business opportunities, put theory into practice in their ventures, and use innovation and creativity to stay and grow in the market. There is also Okoro (2015) who defines the entrepreneur as a person who generates business ideas, identifying areas of investment opportunity, formulating objectives and market research that allows him to make decisions to distribute, promote and innovate products or services, managing infrastructure and human resources in order to achieve the objectives established in the entrepreneurial firm. Entrepreneurship can start empirically or from the classroom. This aspect must be a priority for public and private universities, therefore, it is necessary to start by knowing the attitude and capacity that the student has to create their own business. In this context, Serida, et al. (2018) prepared a report in which they mention that 43% of Peruvians are prepared to start a business in the next three years. This percentage allowed Peru to position itself in sixth place in terms of the purpose of entrepreneurship in the region, unlike Colombia, which leads the Latin American ranking on entrepreneurship with 53%, followed by Ecuador with 48%. Data reveals that Peru has a mortality rate of ventures of 6.2% compared to 5.2%, and with a low level of innovation of 17.8% compared to 23% of the average in the region, this makes it necessary to strengthen the entrepreneurial attitude of the majority of the population, not enough with a smaller group, therefore, its potential must be fully exploited in order to generate innovative solutions. Young people today require greater motivation and competence within educational methods, since the incorporation into the labor market advances in broad strokes, so entrepreneurship initiatives that emerged in the university should be supported, providing advice and financing to carry them out. carried out, in order to generate employment in the country.

The Ica Region is one of the 25 regions in which Peru is divided, it has 5 provinces, it has a population of 787,170 inhabitants, as well as a university population that amounts to 63,540 students, 4 Universities are in service, the population comprised between the ages of 15 and 29 who are employed in a formal job amounts to 58, 490 young people. When talking with young people they state that they do not have confidence, some fear to start an entrepreneurial experience, they are not committed and willing to work for what they want, aspects that become among the main difficulties to undertake. It is also appreciated that most of them have previous knowledge to

start a business, and in most of the families there are no members who have started a business and can transmit those experiences, another factor that is important is related to the labor aspect where great number of young people have not yet started a working life and therefore are lacking those business experiences, added to the fact that most have not started a business to date.

Theoretical Framework

Entrepreneurial Attitude

According to Muñóz & Martínez (2020), they comment that the entrepreneurial attitude and the ability to create micro-enterprises have a significant relationship. However, it is unknown if the objective of universities is to train entrepreneurial professionals, that is, trained to create their own business. In this sense, Shapero (1982), the entrepreneurial university arises with the purpose of including higher education centers in the economic development of the regions, in a broader way, which has led universities to also determine their role and scope in the promotion and development of the entrepreneurial culture.

Entrepreneurial Culture

According to (Gibb, 2002). In this sense, education becomes an entity that facilitates entrepreneurship, by fostering the ability of students to solve problems, be creative, decide, communicate their will, assume responsibilities, cooperate, network, self-learn, be proactive, have initiative and prepare to take controlled risks.

Business Entrepreneurship Theories

In the review of the literature, one of the most influential models on entrepreneurship can be seen, which was developed by Shapero (1982) called the "Model on the entrepreneurial event", which indicates that to start an entrepreneurial activity it is required that the individual considers that it is feasible to achieve it and also has an inclination not to miss opportunities. In relation to this theory, it has been mentioned that the propensity to act on opportunities is a determinant that influences the intention-behavior relationship, providing the execution of intentions. This model argues that the decision to start an entrepreneurial activity requires a preexisting belief that said activity is desirable and feasible, together with some personal propensity to act on the opportunities and some type of precipitating factor.

Variables involved in business entrepreneurship

There are a series of variables that intervene in the entrepreneurial intention, so Moriano J. and Palací F., (2005, p. 80) tell us that with the same interest of wanting to study the psychological and social variables that enable the development of the Entrepreneurial behavior refers to

psychological characteristics such as the internal locus of control (degree to which the person perceives whether success or failure depends on himself), the willingness to take risks, self-efficacy, innovation and personal initiative. . In addition, it is possible to mention Moriano et al (2006) who point out that the psychosocial variables to be studied for the construction of the entrepreneurial profile are: family, socio-labor and personal, where some conditions must be taken into account, such as family models, work experience, education, social support and the dimensioning of individualistic values versus collectivist values, and the subjects value independence and self-realization more, and those with collectivist values would prefer above all the security and harmony of interpersonal relationships.

In relation to the vision of entrepreneurship and the university, it must be oriented towards the training of future professionals in the university system, it must be comprehensive and go hand in hand with the needs of the labor market, as stated by Tobón (2007), when he expresses that "education must have as its vision to train comprehensive women and men, within which a very important facet is to train both for the labor market and to create decent working conditions that favor quality of life." (p. 61). In the international economic context and national dynamics, higher education institutions are required to train entrepreneurial professionals, aligned with the recognition of local, regional and national plans, to specify policies, guidelines and strategies for assertive investment of resources. (Teran and Leon, 2010). For CONPES (2016), the training and social scenarios must promote the entrepreneurial culture from its youngest members, to develop in them the necessary skills, responsibilities and changes, to react with greater openness and flexibility in the daily performance of any professional activity.

Employability

According to Moreau and Leathwood (2006) they establish that employability, seen from the point of view of political discourse, is constructed as a matter of personal attributes. It is observed that, in recent years, unemployment rates have increased by leaps and bounds. Reference is made to a global labor market, in which borders do not exist and from which employees with a high level of skills and abilities are demanded, capable of solving problems and adapting quickly, possessing interpersonal skills, having labor flexibility, etc.; in short, that they have greater availability, assume new roles, modify their work behavior and acquire new skills, Rodríguez and Mora (2010). Employability "is a critical requirement, both for companies and employers, who need to compete in a changing environment, and for individuals, who have it as a goal for their career success" (Nauta et al., 2009, p. 236). For this reason, the concern for labor, socio-professional insertion, the employability of all people is at the base of national and international policies and among the ultimate objectives of education.

Investigation Methodology

Quantitative research was used; the type of study was descriptive cross-sectional. non-experimental design was considered. The young university students of the Ica Region were taken into account for the investigation, according to the National Superintendence of Higher University Education (SUNEDU) record, there are 63,540 students in the Ica region and the resulting sample was 382, probabilistic, random sampling was used simple. The technique applied was the survey that was applied online, the instrument was the questionnaire that was developed considering multiple choice questions, considering the variable subject of study. After obtaining the information, descriptive statistics were applied for analysis.

Data Analysis

Personal qualities

Table 1: Do you think you can adapt to unforeseen situations?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Totally agree	161	42,1	42,1	42,1
	Agree	203	53,1	53,1	95,3
	Neither agree nor disagree	18	4,7	4,7	100,0
	Total	382	100,0	100,0	

Source: Survey conducted

Analysis:

unforeseen situations, 53.1% agreed, and 4.7% stated that they neither agree nor disagree with the question.

In relation to N 1, we have the following that 42.1% tell us that they totally agree and consider that it can adapt to

Table 2: When a project starts, are you aware of the risks that it brings?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Totally agree	182	47,6	47,6	47,6
	Agree	170	44,5	44,5	92,1
	Neither agree nor disagree	30	7,9	7,9	100,0
	Total	382	100,0	100,0	

Source: Survey conducted

Analysis:

aware of the risks that it brings, 44.5% agreed, and 7.9% He stated that he neither agrees nor disagrees with the question.

In relation to N 2, we have the following that 47.6% tell us that they totally agree, that when a project starts they are

Table 3: Do you enthusiastically promote innovative ideas?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Totally agree	132	34,6	34,6	34,6
	Agree	232	60,7	60,7	95,3
	Neither agree nor disagree	18	4,7	4,7	100,0
	Total	382	100,0	100,0	

Source: Survey conducted

Analysis:

innovative ideas, 60.7% agreed, and 4.7% stated that they neither agree nor agree. disagree with the question.

In relation to N 3, we have the following that 34.6% tell us that they totally agree, that they enthusiastically promote

Table 4: Do you respect the opinions of others?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Totally agree	231	60,5	60,5	60,5
	Agree	133	34,8	34,8	95,3
	Neither agree nor disagree	18	4,7	4,7	100,0
	Total	382	100,0	100,0	

Source: Survey conducted

Analysis:

34.8% agreed, and 4.7% stated that they neither agree nor disagree with the question.

In relation to N 4, we have the following that 60.5% tell us that they totally agree, and respect the opinions of others,

Motivational Factor

Table 5: Do you consider that in the future there is a probability of creating a company?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Totally agree	231	60,5	60,5	60,5
	Agree	133	34,8	34,8	95,3
	Neither agree nor disagree	18	4,7	4,7	100,0
	Total	382	100,0	100,0	

Source: Survey conducted

Analysis:

34.8% agreed, and 4.7% stated that they neither agree nor disagree with the question.

In relation to N 5, we have the following that 60.5% tell us that they totally agree, and respect the opinions of others,

Table 6: Do you think you have the ability to detect job or business opportunities?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Totally agree	154	40,3	40,3	40,3
	Agree	174	45,5	45,5	85,9
	Neither agree nor disagree	42	11,0	11,0	96,9
	In disagreement	6	1,6	1,6	98,4
	strongly disagree	6	1,6	1,6	100,0
	Total	382	100,0	100,0	

Source: Survey conducted

Analysis:

totally agree, and 11.0 % stated that they neither agree nor disagree, in addition 1.6% expressed that they disagree, and finally 1.6% answered that they totally disagree with the question.

In relation to N 6, we have the following that 45.5% tell us that they agree, and consider that they have the ability to detect job or business opportunities, 40.3% stated that they

Table 7: Are you saving to be able to create a business in the future?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Totally agree	161	42,1	42,1	42,1
	Agree	131	34,3	34,3	76,4
	Neither agree nor disagree	48	12,6	12,6	89,0
	In disagreement	24	6,3	6,3	95,3
	strongly disagree	18	4,7	4,7	100,0
	Total	382	100,0	100,0	

Source: Survey conducted

Analysis:

disagree, in addition 6.3% expressed that they disagree, and finally 4.7% answered that they totally disagree with the question.

In relation to N 7, we have the following that 42.1% tell us that they totally agree, and state that they are saving to be able to create a business in the future, 34.3% stated that they agree, and 12.6% stated that they neither agree nor

Table 8: Do you consider that you have the capacity to become an entrepreneur in the future?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Totally agree	224	58,6	58,6	58,6
	Agree	134	35,1	35,1	93,7
	Neither agree nor disagree	24	6,3	6,3	100,0
	Total	382	100,0	100,0	

Source: Survey conducted

Analysis:

capacity to become an entrepreneur in the future, 35.1% agreed, and 6.3% stated that they neither agree nor disagree with the question.

In relation to N 8, we have the following that 58.6% tell us that they totally agree, and consider that they have the

Educational Factor

Table 9: Have your teachers inspired you to be entrepreneurs?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Totally agree	147	38,5	38,5	38,5
	Agree	175	45,8	45,8	84,3
	Neither agree nor disagree	42	11,0	11,0	95,3
	In disagreement	12	3,1	3,1	98,4
	strongly disagree	6	1,6	1,6	100,0
	Total	382	100,0	100,0	

Source: Survey conducted

Analysis:

agree, 11.0% stated that this neither agree nor disagree with the question, in addition 3.1% expressed that they disagree, and finally 1.6% answered that they totally disagree with the question.

In relation to N 9, we have the following that 45.8% tell us that they agree, and the teachers they have have inspired them to be entrepreneurs, 38.5% stated that they totally

Table 10: Do you consider that the courses you have taken will help you strengthen your business skills?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Totally agree	147	38,5	38,5	38,5
	Agree	193	50,5	50,5	89,0
	Neither agree nor disagree	30	7,9	7,9	96,9
	strongly disagree	12	3,1	3,1	100,0
	Total	382	100,0	100,0	

Source: Survey conducted

Analysis:

In relation to N 10, we have the following that 50.5% tell us that they agree, and consider that the subjects studied will help them strengthen their business skills, 38.5% stated that they totally agree, 7.9% stated that they neither agree nor disagree with the question, in addition, 3.1% expressed that they disagree with the question.

Table 11: Do you consider that teachers have the necessary knowledge to create companies?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Totally agree	154	40,3	40,3	40,3
	Agree	144	37,7	37,7	78,0
	Neither agree nor disagree	78	20,4	20,4	98,4
	In disagreement	6	1,6	1,6	100,0
	Total	382	100,0	100,0	

Source: Survey conducted

Analysis:

In relation to N 11, we have the following that 50.5% tell us that they agree, and consider that the subjects studied will

help them strengthen their business skills, 38.5% stated that they totally agree, 7.9% stated that they neither agree nor disagree with the question, in addition, 3.1% expressed that they disagree with the question.

Table 12: Do you consider that the university fosters and encourages an entrepreneurial culture?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Totally agree	70	18,3	18,3	18,3
	Agree	196	51,3	51,3	69,6
	Neither agree nor disagree	86	22,5	22,5	92,1
	In disagreement	12	3,1	3,1	95,3
	strongly disagree	18	4,7	4,7	100,0
	Total	382	100,0	100,0	

Source: Survey conducted

Analysis:

In relation to N 12, we have the following that 51.5% tell us that they agree, and consider that the university promotes

and encourages the entrepreneurial culture, 22.5% stated that they neither agree nor disagree, 18.3 % stated that they totally agree, in addition 4.7% told us that they totally disagree, and finally 3.1% expressed that they disagree.

Employability

Table 13: Do you have the attitude to plan business?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Totally agree	140	36,6	36,6	36,6
	Agree	200	52,4	52,4	89,0
	Neither agree nor disagree	30	7,9	7,9	96,9
	In disagreement	6	1,6	1,6	98,4
	Totally agree	6	1,6	1,6	100,0
	Total	382	100,0	100,0	

Source: Survey conducted

Test Hypothesis

H1: There is a significant relationship between Entrepreneurial Attitude and Employability in university students from the Ica Region.

H0: there is a significant relationship between Entrepreneurial Attitude and Employability in young university students from the Ica Region.

Testing of the general hypothesis

Cross table Entrepreneurial attitude * Employability

		Employability					Total	
		Totally agree	Agree	Neither agree nor disagree	In disagreement	Totally agree		
Entrepreneurial attitude	Totally agree	N	140	14	0	0	0	154
		%	90,9%	9,1%	0,0%	0,0%	0,0%	100,0%
	Agree	N	0	168	0	0	0	168
		%	0,0%	100,0%	0,0%	0,0%	0,0%	100,0%
	Neither agree nor disagree	N	0	18	24	0	6	48
		%	0,0%	37,5%	50,0%	0,0%	12,5%	100,0%
In disagreement	N	0	0	6	6	0	12	
	%	0,0%	0,0%	50,0%	50,0%	0,0%	100,0%	
Total		N	140	200	30	6	6	382
		%	36,6%	52,4%	7,9%	1,6%	1,6%	100,0%

Chi-square tests

	Worth	df	Asymptotic significance (bilateral)
Pearson chi-square	731,226a	12	,000
Likelihood ratio	588,243	12	,000
Linear by Linear Association	285,933	1	,000
N of valid cases	382		

When testing the hypothesis, the p-value of 0.000 was found, which is less than 0.05, so the null hypothesis is rejected and the research hypothesis is accepted.

Discussion of Results

From the presentation of this research that has pursued the general objective of: Verifying the relationship that exists between the Entrepreneurial Attitude and Employability in university students of the Ica Region.

A study carried out in Malaysia showed that an important factor in creating intentions in this field in students lies in their proactive personality, a characteristic that according to said research has a greater effect than the supportive university environment; however, the results also indicate that if an individual has a proactive personality and at the

same time has training programs in entrepreneurship, that is, support for the development of concepts, this combination has a significant impact on their intentions to create new businesses (Mustafa , Hernández, Mahón and Chee, 2016).

Factors that can affect an individual's motivations to start a business include characteristics of her professional context, with underlying personal dispositions, as well as characteristics of the situational context (Lee and Wong, 2002). In this sense, there is a great variety of intentions that move individuals towards the creation of companies, which differ between people, since they are originated according to the context in which they live. Whatever this relationship may be, the results obtained allow us to affirm, in line with previous research, that certain traits of the subject such as persistence in actions and the search for and identification

of opportunities constitute a powerful predictor of the initiative towards self-employment (Shapero and Sokol, 1982).

To encourage and motivate university students towards an entrepreneurial attitude, some universities have chosen to develop business education programs and courses. Faced with this, various studies have been addressed in the literature aimed at determining the relationship between the aforementioned programs and entrepreneurship in university students (Torres et al., 2017). The positive relationship between business education and entrepreneurial intentions in university students can be identified (Hattab, 2014).

Conclusions

It is concluded that there is a significant relationship between Entrepreneurial Attitude and Employability in young university students from the Ica Region. When contrasting the hypothesis, the p-value of 0.000 was found, which is less than 0.05, for which the research hypothesis is accepted. Higher education educational institutions should be required not only to provide solid and consistent training based on general and specific skills, but also to focus on the development of employability-oriented entrepreneurial skills that favor the personal and professional growth of their graduates. This aspect is closely linked to the social and economic impact generated by the university as an institution that generates knowledge for companies and society.

The results found show us that personal qualities and skills are related to personal characteristics and traits and they are linked to the success of the project than those related to professional knowledge or skills. The motivational factors to be able to undertake, such as the probability of having a company, of detecting job opportunities or a business, in addition to the dedication, enthusiasm, time and effort that are the factors perceived as most relevant for the success of the entrepreneurial project.

Academic training and previous entrepreneurial experiences play an important role in the development of business entrepreneurship. The fact of having undertaken previous and different projects gives university students an additional plus in the development of this new experience.

Recommendations

- It is recommended to analyze this topic and be approached by the universities of the Ica Region, with the purpose of motivating and promoting in their students the development of business entrepreneurship as an additional tool in their professional training and as a way to achieve employability in the most of his students.
- It is required to develop and implement a design of an appropriate educational program, which offers the possibility of effective learning to the student

oriented to the development of skills and competencies to achieve entrepreneurship.

- It is also necessary that young people develop; in an environment where entrepreneurial mentalities and attitudes are promoted and the perception of the entrepreneur in relation to their family, social and cultural environment can be reinforced.
- It is also proposed, taking into consideration that entrepreneurial motivation is a complex and constant arduous task and that its fruits will be seen in the long term; perform a follow-up based on the evolution of the variables over the long term, such as personal qualities and skills, motivational factors to be able to undertake, and academic training and previous entrepreneurial experiences.

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