

ENTREPRENEURIAL PROFILE IN THE CREATION OF MICRO AND SMALL COMPANIES, A DESCRIPTIVE STUDY WITH UNIVERSITY STUDENTS FROM THE ECONOMIC AND ADMINISTRATIVE AREAS

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Abstract: The objective of this study was to identify the relationship between personal, business, management, and social skills and the entrepreneurship program of students from an educational institution with an entrepreneurial profile in the creation of micro and small companies. The type of research was quantitative, correlational, and non-experimental. The subjects were 320 students from the field of economic and administrative sciences. The instrument was validated by four professors from the Autonomous University of Nuevo León, Autonomous University of Coahuila, Tecnológico de Estudios Superiores de Ecatepec, and the Technological Institute of Sonora and had two sections. In the first, there were 17 general information questions, and the second contained 45 questions on a Likert scale ranging from 1 to 5. Regarding the results, it was demonstrated that personal, business, management, and social skills as well as skills developed in educational programs are significant and have a positive relationship with the entrepreneurial profile for the creation of micro and small businesses. The study provides the basis for other studies that seek to assess the skills of entrepreneurs and the creation of micro and small businesses.

Keywords: business competence, entrepreneurship education program, management competence, personal competence, social competence

JEL Classification: L26, M13

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Introduction

An entrepreneur is of vital importance in society as such a person has skills, competences, and knowledge that have an impact on different areas such as technology, economics, and education, among others, according to the innovative approach that everyone has. Hence the relevance of promoting actions among university students with entrepreneurial features.

According to Gartner (1989), an entrepreneur has three different approaches, such as: (1) the trait approach, which consists of knowing the characteristics of his personality as an entrepreneur, (2) the behavior-based approach, which refers to the activities that are carried out and that result in the creation of a new company or idea, and (3) a mixed approach that combines both approaches and identifies the different roles and functions that the entrepreneur performs and that require certain attributes.

When talking about entrepreneurship, business thinking or focus emerges, which involves business creation, creation of ideas, new products, and new services, which makes this profile of interest to universities that train professionals in all branches of knowledge such as health, natural resources, engineering and technology, economics, administration and finance, social sciences, among others.

The entrepreneurial process is of great interest to higher education institutions; therefore, the learning and skills of students must be focused on the needs of each student. Even when there is no consensus regarding the entrepreneurship process, Alda (2010) presents three phases in entrepreneurship: exploration, implementation, and management. Public universities in Mexico incorporate in their study plans blocks of generic competences related to entrepreneurship and design their courses according to the degree of progress and consolidation in these blocks. The exploration phase carries out the task of incorporating concepts and generating ideas to generate value among those involved; the next phase is the implementation phase, in which the ideas generated are put into action, which allows the development of such competences as planning, organizing, and implementing initiatives. Finally, there is the management phase which has a degree of sustainability and viability. This happens when the idea has been assimilated, and it is possible to proceed to the exploitation of the idea.

The purpose of this study is to identify the relationship between personal, business, management, and social skills, and the entrepreneurship program of students of an educational institution with an entrepreneurial profile in the creation of micro and small companies.

Literature review

Running a company or organization provides information about some activities of the person running it, not only physical but also intellectual, so it is to be expected that an entrepreneur who is physically and mentally well will present a better performance (Volery & Pullich (2010) cited in (Santillán et al., 2015)).

Among the characteristics of an entrepreneur, creativity is seen as a process or a product, together with risk-taking, innovation, with a constant state of alert for opportunities. In addition, an entrepreneur most of the time seeks to be self-employed; and then seeks the management of small businesses, but at this point, a higher degree of investment, organization, and managerial skills is required. If you persevere in the previous one and have more investment, you are ready to move on to the generation of new products or new businesses and enter a larger investment market such as the stock market or other financial structures, becoming an entrepreneur with experience in your operations. (Martínez, 2016).

Santillán, Gaona and Hernández (2015) in their study “The profile of the entrepreneur who supports private equity funds/entrepreneurial capital in Mexico” present some important skills that allow us to better understand the profile of an entrepreneur. These skills involve the ability to evaluate risks, the desire to make money, integrity, physical and mental health, teamwork, independence, experience, leadership, and familiarity with the objectives.

Another description of the entrepreneurial profile is presented by Moriano and Pací (2005) and Uriarte (2007), cited in Montoya, Chica and Caballero (2019), who highlight the psychological characteristics, as well as the willingness to take risks, innovation, and personal initiative. Characteristics such as hereditary, environmental, and educational are also included.

Kihlstrom (1979) and Anyakoha (2006) conclude that an individual chooses between being an employee or an entrepreneur, and their entrepreneurial profile is distinguished by their attitude towards risk, recognition of opportunities, and commitment to gather resources to satisfy a demand or opportunity identified in the market. Therefore, the personal competences of an entrepreneur are focused on the satisfaction that they feel with the results achieved by their activities.

Regarding the competence to manage, Cobo (2012) comments that this capacity is related to the experience that one has in organizations, thus deriving in business a competence that Alda, Villardón and Elexpuru (2012) describe as one that allows the entrepreneur to perform adequately in the organization.

In terms of social competences, Cobo (2012) refers to personal and intercultural competences that an individual performs to participate effectively in their social and professional life. Social competences also refer to the individual in an interpersonal environment who expresses feelings and attitudes, respects the behavior of others, and commonly deals with immediate problems minimizing the possibility of future problems (Portuguez & Gómez, 2021).

Research methodology

The research was quantitative and descriptive in scope, not experimental. The statistical method of the relationship was applied in order to determine if the variables of the study object are related and to evaluate their trend and type of correlation. This enhances the strength of the variables and the direction of the correlation.

The participants were university students who followed a career in the field of administrative and economic sciences at the Technological Institute of Sonora and

took entrepreneurship courses within the curriculum. At the end of the August-December 2021 cycle, the total number of students in the Business Administration course was 827, Public Accounting 679, Tourism Business Administration 297, and Economics and Finance 435; with a total of 2,238 students.

The type of sampling was non-probabilistic and intentional, with a confidence level of 95% and a margin of error of 5%, representing a total of 320 students.

Regarding the materials, an instrument was applied with the objective of acquiring entrepreneurial skills such as personal, business, social, and management skills, as well as skills of the educational program in entrepreneurship that have an impact on the creation of microenterprises. The instrument was validated by professors in the field of economic and administrative sciences of the following universities: (1) Autonomous University of Nuevo León, (2) Technological Institute of Sonora, (3) Autonomous University of Coahuila, and (4) Ecatepec Higher Education Technological Institute for a joint investigation where the entrepreneurial profile of the business career students of the mentioned universities as a whole was evaluated.

The instrument is composed of two sections: the first contains general student information with 17 questions; the second analyses the competences of the entrepreneurial profile with 45 items; the latter with a Likert scale with five response options: (1) totally disagree, (2) disagree, (3) undecided, (4) agree, and (5) totally agree, with an adaptation from Cabana, et al. (2013) and Ibáñez (2012).

The variables are described below and include the questions formulated in each of them.

Table 1. Operationalization of the variables

Variable	Description	Items
Personal Competence	Competence is required for a successful interrelation in self-directed teams, including motivation, expectations, achievement, affiliation, openness to change, and flexibility. It also includes leadership competence, commitment, support, and supervision (Mantilla & García, 2010).	<ol style="list-style-type: none"> 1. I am proud of the results I have achieved in my activities 2. In general, I am sure of my own ideas and abilities 3. What really motivates me is thinking of new ideas that stimulate business 4. I am not afraid of problems and I like to solve them. They are a challenge in my professional activity and I assume responsibility alone 5. I think it is necessary to spend a lot of time planning business activities 6. I think that risking money to start a business scares me 7. Do the people around you usually accept and follow your ideas or opinions?

Variable	Description	Items
Business Competence	Jones and George (2010) cited in Chávez (2012) describe competence as the intention of knowing how to face the changing environment in the business environment, where they will seek to improve the performance of their collaborators and with this understand and manage the organization, including the capacity for taking decisions. Skills to foster creativity and teamwork, share the business vision, and identify problems and opportunities that arise in the environment	<ol style="list-style-type: none"> 1. When you are presented with a problem or task, do you solve it with original solutions? 2. Values are an important factor in starting a business activity 3. You like to make decisions and be your own boss 4. In your opinion, how would you classify your ability to identify business opportunities? 5. You see yourself in the long term with a successful company 6. You like to work in a team 7. You have bargaining power
Management Competence	This competence consists of taking advantage of and shaping the knowledge, skills, and attitudes of people to develop the professional and operational performance that a competitive organization requires. Furthermore, management competence establishes mechanisms to interact among team members, aligning their performance with the strategic objectives of organizations (Chávez, 2012)	<ol style="list-style-type: none"> 1. Do you consider yourself fit to assume responsibilities when facing a complex situation? 2. Do you enjoy motivating those around you, transmitting your desire to “do” important things? 3. The school environment is developing the necessary skills to generate new products and/or services 4. Are you capable of foreseeing opportunities or problems before others? 5. Do you have the skills to transform problems into opportunities? 6. Do you have the knowledge and skills to establish market strategies?
Social Competence	Social competences in the student environment are related to the teaching of information and communication technologies. In this way, students develop empathy and at the same time, acquire information and knowledge about their environment. Personal competences include skills such as teamwork, knowing how to negotiate, using self-control, avoiding problems, taking	<ol style="list-style-type: none"> 1. You are capable of carrying out a venture with your current knowledge and skills acquired in your career 2. You set challenging goals and communicate them easily 3. You are a highly motivated student 4. You have the ability to adapt to new situations that impact your stability

Variable	Description	Items
	initiative, gathering information, solving problems, and focusing on a specific task, among others (Goldstein, Sprafkin, Gershaw, and Klein, 1989 cited in Plaza et al., 2016)	5. Currently, it would be easy for you to form a work team to develop a venture 6. You have the ability to motivate other people to follow you of their own free will
Educational program in entrepreneurship	The importance of including entrepreneurship in education lies in supporting students to increase their intention to do business. The education sector that includes entrepreneurship programs in its study plans improves the perceived abilities, knowledge, and attitudes of individuals (Asimakopoulos et al., 2019 cited in Bravo et al., 2021)	1. Academic skills to teach are sufficient. Promote and strengthen entrepreneurship in your career 2. In your career, there are networks of contacts with institutions that promote entrepreneurship 3. In your institution, there are competitive internal funds to generate ventures 4. The academics of your career constantly stimulate you to develop your entrepreneurial spirit (entrepreneurial profile) 5. The academics of your career have the necessary experience in entrepreneurship, to teach and transmit to their students 6. Your institution has spaces for workshops, seminars, talks or activities related to entrepreneurship 7. In its educational program, subjects are taught in which a business plan is carried out 8. The study program you are studying develops your administrative skills (planning, organizing, directing, and controlling)

Source: Own study based on research

In the procedure, once the sample was identified, an instrument was applied to collect students' opinions on the skills that an entrepreneur should have, such as personal, business, social, and management skills, as well as competences of the entrepreneurship educational program that affect the creation of microenterprises.

The information was collected during the first semester of 2022 and systematized in the Statistical Package for the Social Sciences (SPSS) in its version 17, obtaining the reliability of Cronbach's Alpha of .943 defined as satisfactory according to Taber

(2018). The hypothesis test was Pearson's correlation and the research hypotheses that emerged were:

- H1: Personal competence is a factor that has a positive correlation with the university entrepreneurial profile in the creation of microenterprises in the students of Administrative and Economic Sciences at the Technological Institute of Sonora.
- H2: Business competence is a factor that has a positive correlation with the entrepreneurial profile in the creation of microenterprises in students of Administrative and Economic Sciences at the Technological Institute of Sonora.
- H3: Management competence is a factor that has a positive correlation with the entrepreneurial profile in the creation of microenterprises in the students of Administrative and Economic Sciences at the Technological Institute of Sonora.
- H4: Social competence is a factor that has a positive correlation with the university entrepreneurial profile in the creation of microenterprises in the students of Administrative and Economic Sciences at the Technological Institute of Sonora.
- H5: The entrepreneurship education program is a factor that has a positive correlation with the entrepreneurial profile in the creation of microenterprises in the students of Administrative and Economic Sciences at the Technological Institute of Sonora.

The independent variables are (1) personal competence, (2) business competence, (3) management competence, (4) social competence, (5) the educational program in entrepreneurship, and the dependent variable is the creation of microenterprises in the entrepreneurial profile of the student. In the end, the results, conclusions and discussions of the study were presented.

Results

Of the 320 respondents, 35% were men and 68% were women, 96% of respondents were in the age group between 18 and 25 years, and the rest between 26 and 47 years.

Regarding study programs, 44% were students of public accounting, 29% of administration, 19% of economics and finance, and 8% of tourism business administration.

Regarding their perception of the abilities to run a business, the students surveyed commented that 35% have what is necessary although they should complete their practical training, 20% commented that they feel fully capable of undertaking a business, 16% commented that although they do not have the abilities to run a business, they can complement them with other people, 15% said that they have what is necessary but should complete their theoretical training, the rest with a lower percentage commented that their abilities are scarce or that they have not developed them.

57% of those surveyed commented that they had received courses on business creation, in addition to their academic training, and 43% commented that they had not.

As can be seen, there is a perception of having the necessary skills for entrepreneurship. The table below presents a correlation analysis of personal competence, business competence, management competence, social competence, and the educational program in entrepreneurship with respect to the university entrepreneurial profile in the creation of microenterprises in students.

Table 2. Correlation of personal competence and the university entrepreneurial profile in the creation of microenterprises in students

		Personal Competences	Creation of Microenterprise
Personal Competence	Pearson correlation	1	0.661**
	Sig. (bilateral)		0.000
	N	320	320
Creation of Microenterprise	Pearson correlation	0.661**	1
	Sig. (bilateral)	0.000	
	N	320	320

** The correlation is significant at the 0.01 level (bilateral).

Source: Own calculations

The significance level in Table 2 is 0.000, which shows that there is a very significant relationship between the variables of personal competence and that of business creation in the student profile and a confidence level of 99%.

The statistical value “r” of Pearson is 0.661, which has a greater relationship between the variables and is interpreted as a median positive correlation according to Hernández, Fernández and Baptista (2014).

The training that entrepreneurs have and their personal traits impact their training as an entrepreneur; on the other hand, experience is not a determining factor for being an entrepreneur, since Martínez (2016) concluded in his study that the young population is the population with the most evidence in entrepreneurial initiatives. In some cases, at a very early age, young people acquire habits and interest in innovation or different alternatives to those offered by the company when it employs them as employees, which benefits the region's economy.

Table 3. Correlation between business competence and the entrepreneurial profile in the creation of microenterprises in students

		Business competence	Creation of Microenterprise
Business Competence	Pearson correlation	1	0.695**
	Sig. (bilateral)		0.000
	N	320	320
Creation of Microenterprise	Pearson correlation	0.695**	1
	Sig. (bilateral)	0.000	
	N	320	320

** The correlation is significant at the 0.01 level (bilateral).

Source: Own calculations

The level of significance in Table 3 is 0.000, which shows that there is a very significant relationship between the variables of business competence and the creation of companies in the student profile and a confidence level of 99%.

The statistical value “r” of Pearson is 0.695, which has a greater relationship between the variables and is interpreted as a median positive correlation according to Hernández, Fernández and Baptista (2014).

Table 4. Correlation between management competence and the university entrepreneurial profile in the creation of microenterprises in students

		Competence of Management	Creation of Microenterprise
Competence of Management	Pearson correlation	1	0.623**
	Sig. (bilateral)		0.000
	N	320	320
Creation of Microenterprise	Pearson correlation	0.623**	1
	Sig. (bilateral)	0.000	
	N	320	320

** The correlation is significant at the 0.01 level (bilateral).

Source: Own calculations

The significance level in Table 4 is 0.000, which shows that there is a very significant relationship between the management competence variables and the creation of companies in the student profile and a confidence level of 99%.

The statistical value “r” of Pearson is 0.623, which has a greater relationship between the variables and is interpreted as a median positive correlation according to Hernández, Fernández and Baptista (2014).

Table 5. Correlation of social competence and the university entrepreneurial profile in the creation of microenterprises in students

		Social competence	Creation of Microenterprise
Social Competence	Pearson correlation	1	0.673**
	Sig. (bilateral)		0.000
	N	320	320
Creation of Microenterprise	Pearson correlation	0.673**	1
	Sig. (bilateral)	0.000	
	N	320	320

** The correlation is significant at the 0.01 level (bilateral).

Source: Own calculations

The significance level in Table 5 is 0.000, which shows that there is a very significant relationship between the variables of social competence and the creation of companies in the student profile and a confidence level of 99%.

The statistical value “r” of Pearson is 0.673, which has a greater relationship between the variables and is interpreted as a median positive correlation according to Hernández, Fernández and Baptista (2014). Martínez (2016) in his study comments that the entrepreneur is the result of social interactions such as the customs of the

people of the place where they are located, in addition to their own characteristics that they acquire and reinforce.

Table 6. Correlation of the educational program in entrepreneurship and the university entrepreneurial profile in the creation of microenterprises in students

		The educational program in entrepreneurship	Creation of Microenterprise
The educational program in entrepreneurship	Pearson correlation	1	0.535**
	Sig. (bilateral)		0.000
	N	320	320
Creation of Microenterprise	Pearson correlation	0.535**	1
	Sig. (bilateral)	0.000	
	N	320	320

** The correlation is significant at the 0.01 level (bilateral).

Source: Own calculations

The level of significance in Table 6 is 0.000, showing that there is a very significant relationship between the competency variables of the entrepreneurial education program and the creation of companies in the student profile and a confidence level of 99%.

Pearson's "r" statistical value is 0.535, which has a greater relationship between the variables and is interpreted as a median positive correlation according to Hernández, Fernández and Baptista (2014).

Regarding the educational aspect, it is a factor with a direct relation to entrepreneurship because the acquired learning broadens the horizons and perspectives of university students on business opportunities. However, a lack of education also allows entrepreneurship to increase out of necessity, but for university students, entrepreneurship promoted in educational institutions will represent entrepreneurship by opportunity (Martínez, 2016).

Conclusions

The correlations of the dependent and independent variables are positive, which means that their relationship is direct, that is, when the data increases, the independent variables also increase the values of the dependent variable.

In a study carried out by Alda, Villardón and Elexpuru (2012), where their objective was to design and validate an entrepreneurial competency profile through the identification of their own tasks in the different phases of the entrepreneurial process, they found that it is of great importance to have competences related to creation and imagination that have a high degree of relationship with entrepreneurial activity, as well as attitudes such as innovation, achievement orientation, risk-taking, proactivity, autonomy, self-confidence, assertiveness, creativity, optimism, audacity and assumption of risk, and competitiveness.

In the study called “Work in self-directed teams: personal skills and behaviors necessary for their success”, Mantilla and García (2010) concluded that personal competence was of great relevance to promote behaviors that facilitate the success of self-directed teamwork. In this regard, the results show a very significant relationship between the variables of personal skills and the creation of companies in the profile of the students, which allows us to accept Hypothesis 1.

Regarding business competence and its relationship with the business creation variable in the profile of the students surveyed, according to Hypothesis 2, a highly significant relationship between the variables is observed in the results, so it can be inferred that the competences to face the changing environment in the business environment, seeking to improve the performance of collaborators, identifying problems and opportunities, and making decisions in organizations are competences that are related to the creation of companies.

Chávez (2012) in his article on the competences of management and the exercise of business coaching identifies two internal strategies for the organization and then identifies arguments that allow us to visualize that management competences of collaborators are necessary to improve performance in organizations. In this sense, the results of this research show a very significant relationship between the variables of management competence and the creation of companies in the profile of students, which allows us to accept hypothesis 3.

Hypothesis 4 confirms that social competence is a factor that has a positive correlation with the university entrepreneurial profile in the creation of microenterprises in the students of the field of Administrative and Economic Sciences at the Technological Institute of Sonora; this is because the results show that there is a highly significant relationship between the variables. In this regard, Plaza, Requena and Álvarez (2016) in their study suggested raising awareness of social competences in higher education that allow the well-being of citizens in the present and future, in addition to proposing a further investigation of this type of competences in a business environment with high levels of technology highlighting that social competences are protagonists in the learning processes throughout the life of each individual.

Regarding Hypothesis 5, in view of the fact that the educational entrepreneurship program is a factor that has a positive confirmation with the university entrepreneurial profile in the creation of microenterprises in students of the field of Administrative and Economic Sciences, it was accepted because a highly significant relationship between the variables was found. Bravo, Bravo, Preciado and Mendoza (2021) comment that educational institutions must identify the factors that motivate entrepreneurial activity, highlighting that intention is a key element for business creation, hence the importance of including in study programs actions, courses, and programs that promote entrepreneurship.

The present study contributes in terms of analysis and identification of the significant relationship of personal, business, management, and social competences promoted in the entrepreneurship educational program at the Technological Institute of Sonora, specifically for students in the field of Administrative and Economic Sciences.

Regarding the limitations of the research, it is suggested to increase the sample, as far as possible, to other areas of knowledge such as engineering, natural resources,

social sciences, and humanities, to identify if the competences analyzed in this research have the same significant relationship with the university entrepreneurial profile in the creation of microenterprises in students of the educational institution under study.

Therefore, it is important that higher education institutions continue to promote entrepreneurial activities considering the different factors that impact their positioning. More support is needed in the entrepreneurial culture, emphasizing the aspects that favor it and clarifying those that disadvantage it.

When it comes to entrepreneurs, universities direct their efforts to make a change in the way of being, doing, and thinking of students, developing the skills, competences, capacities, and attitudes that allow them to consolidate the entrepreneurial spirit of each individual.

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PROFIL PRZEDSIĘBIORCZOŚCI W TWORZENIU MIKRO I MAŁYCH FIRM. BADANIE OPISOWE ZE STUDENTAMI UNIWERSYTETU Z KIERUNKÓW EKONOMICZNO-ADMINISTRACYJNYCH

Streszczenie: Celem badania było określenie relacji między osobistymi, biznesowymi, menedżerskimi, społecznymi umiejętnościami a programem przedsiębiorczości studentów instytucji edukacyjnej, z profilem przedsiębiorczości w tworzeniu mikroprzedsiębiorstw i małych przedsiębiorstw. Typ badań był ilościowy, korelacyjny i nieeksperymentalny. Badania przeprowadzono z udziałem 320 studentów z kierunków administracyjnych nauk ekonomicznych. Instrument został zatwierdzony przez czterech profesorów z Uniwersytetu Autonomicznego w Nuevo León, Uniwersytetu Autonomicznego w Coahuila, Tecnológico de Estudios Superiores de Ecatepec i Instytutu Technologicznego w Sonorze i składał się z dwóch sekcji. W pierwszej było 17 pytań z informacjami ogólnymi, a w drugiej 45 pytań z użyciem skali Likerta od 1 do 5. Jeśli chodzi o wyniki, wykazano, że kompetencje osobiste, biznesowe, zarządcze, społeczne oraz rozwijane w programach edukacyjnych są istotne i mają pozytywny związek z profilem przedsiębiorczości dla tworzenia mikro i małych firm. Badania stanowią podstawę dla innych badań mających na celu ocenę umiejętności przedsiębiorców oraz tworzenie mikro i małych przedsiębiorstw.

Słowa kluczowe: kompetencja biznesowa, program nauczania przedsiębiorczości, kompetencja zarządzania, kompetencja osobista, kompetencja społeczna

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