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LIMITATIONS OF UNIVERSITY GRADUATES TO CREATE AND FORMALIZE A COMPANY

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Abstract: Currently, given the economic, political and social situation that prevails in Mexico, the creation of companies is increasingly promoted. To this end, the government has established in its development plans programs in which entrepreneurship is promoted, with programs that are specifically aimed at young people. Likewise, universities have incorporated content related to entrepreneurship into their study programs. However, the majority of students who graduate from programs where knowledge about entrepreneurship is taught do not develop the business projects they developed during their studies or do not create companies. Therefore, the research presented aims to determine the limitations for the formalization of young entrepreneurs who graduate from universities. The research is descriptive, non-experimental and transversal. Using a questionnaire with a Likert scale as a measurement instrument, which was applied to university graduates. Among the most relevant limitations or barriers that prevent young people who want to start and formalize their business, financial resources in the first place and lack of time in the second place are the factors that limit this formalization.

Keywords: Entrepreneurs, entrepreneurship, limitations, formalization.

INTRODUCTION

Currently there are great challenges that different economies have to face, such as: new labor reforms, the need to increase business productivity, the recovery of jobs, finding new niches and business avenues and the growing competition in markets, among others, which can be very serious threats to regions and countries. Faced with these scenarios, an attempt is made to find solutions and it is in the smaller business system where feasible hopes have been placed of becoming a pillar of the new economic and labor relations model. That

is why it is important to generate and promote initiatives so that creative people enter the scene and join existing entrepreneurs with a sense of belonging to the self-employment sector, in addition to being committed to the professionalization of their company in the area in which it performs its productive work (Peñaherrera & Cobos, 2012). In this same sense, Orrego (2008) states that in the era of globalization, entrepreneurship is currently the most called upon to present concrete solutions to the economic and social challenges that society faces.

The governments of various countries encourage students to create their own companies, which in turn create jobs and contribute to the economy. In the case of Mexico, various programs have been implemented through which both financial and advisory support is provided for those people interested in starting a company or developing a product or service.

Likewise, through the Ministry of Public Education, programs have been designed that encourage basic education institutions to higher education institutions to include in their study plans content related to the development of products, services and the creation of companies. In turn, these programs allow students to develop their creativity and innovate, responding to various needs that arise in society. In this sense, Duarte & Ruiz (2009) point out that the development of an entrepreneurial culture allows the promotion of creative and innovative processes, capable of generating productivity and development from the creation of new economic entities at the local, regional and national level.

As in Mexico, in countries like Colombia, in recent years, national and regional governments, private entities, unions and of course the academic sector have focused part of their efforts on the dissemination and development of programs focused on

the generation of new companies as an important alternative for work in socioeconomic development. Causing positive effects, such as the creation of companies, the growth of existing companies and the generation of self-employment. Thus contributing to the reduction of unemployment, which favors social and economic development, because idle resources decrease, thus favoring the growth of the product, and because individuals, when they have work, improve their self-esteem and their quality of life. life (Formichela, 2004).

Currently there are great challenges that different economies have to face, new labor reforms, the need to increase business productivity, the recovery of jobs, finding new niches and business avenues and the growing competition in the markets. markets, among others, which can be very serious threats to regions and countries. Faced with these scenarios, we are trying to find solutions and it is in the smaller business system where feasible hopes have been placed of becoming a pillar of the new economic and labor relations model. Therefore, it is important to generate and promote initiatives so that creative people enter the scene and join existing entrepreneurs with a sense of belonging to the self-employment sector, in addition to committing to the professionalization of their company in the area in which it performs its work. productive (Peñaherrera & Cobos, 2012).

In the last two decades, the rise of entrepreneurship has been evident in the academic and business environment, with the participation of public, private and social institutions. Therefore, to create an entrepreneurial culture, it was determined that education is the only means to achieve transformation and change in society (Orrego, 2009). Likewise, the needs created within the framework of the European Higher Education Area and the need of current economies and

policies for growth, as well as job creation, make it essential to integrate education in entrepreneurship skills in all areas of study, using participatory and creative techniques such as the creation of microbusinesses, business simulations (Flores & Palao, 2013).

Given this situation, today there is extensive promotion by governments for the creation of companies, establishing various programs and support, which are reflected in their development plans, thereby achieving the generation of new jobs and a greater contribution to the Gross Domestic Product (GDP). Likewise, this phenomenon has permeated the educational sector, by contemplating at different educational levels, programs that promote entrepreneurship, providing the necessary tools and knowledge for it, in turn creating an entrepreneurial culture. In this sense, Duarte & Ruiz (2009), point out that local and regional development seeks to increase the possibilities of a society, taking advantage of the potential of subjects as initiators of innovative ideas that cause economic and social impact, enabling progressive growth not only in employment but at a productive, economic and social level in the communities, it being necessary for society to transform to achieve better living conditions and cement inclusive proposals, thereby arising the need to promote the culture of entrepreneurship, which in turn obliges institutions to promote research, innovation, creativity and business entrepreneurship processes, in solving problems in their environment through the application of knowledge. This is how private and public institutions guide, from different power structures, various proposals with the purpose of promoting the entrepreneurial spirit (Orrego, 2009).

On the other hand, Formichela (2004) points out that given the current problem of unemployment and exclusion, self-

employment is beginning to be seen as an opportunity and, consequently, the concept of entrepreneurship becomes more relevant for society, making its study increasingly interesting and necessary, as well as increasing the number of entrepreneurs in society, therefore, the study of this phenomenon is presented as truly necessary.

By knowing this scenario, a means must be established through which the culture of entrepreneurship is promoted, with the educational system being the most expeditious and effective means to transmit, socialize and recreate the culture, therefore, it is from the school, in its different levels, that the transformative purpose can be materialized, including within the curricula and study plans the culture of entrepreneurship in the training process, and from there project the generation of job opportunities, the obtaining of wealth, through the synergies between the different sectors and institutions. Without a doubt, entrepreneurship is a response to economic problems, as it is a generator of jobs and income, which contributes to the economy and social well-being.

Since entrepreneurship is a solution to improve the economic conditions and competitiveness of a country, in Mexico, the government has established in its development plans, programs in which the creation of new companies is promoted, with programs that are specifically aimed at young people. Likewise, universities have incorporated content related to entrepreneurship into their study programs, promoting in the student skills to create a business project and achieve the creation of companies, thereby achieving a multiplier effect, by becoming generating sources of employment and that contribute to the GDP. For this reason, the promotion and support of entrepreneurial activity is understood as a necessity and as a top priority for the different governments that include

this term in the design of strategies aimed at improving employment and economic competitiveness (Guerrero et al., 2016). In this sense, Hernández & Arano (2015) comment that in the last 20 years the creation of small businesses has been promoted through various financing support schemes, mainly from government institutions. Likewise, Espíritu, González & Alcaraz (2012) point out that entrepreneurship is one of the topics that deserves specific attention within public universities and in general at all educational levels in the country, hence the importance of this research, which aims to be able to establish what are the limitations that at the time prevent the formalization of young entrepreneurs.

DEVELOPMENT

One of the major problems faced by young people who graduate from universities is the lack of employment opportunities, causing a series of social, economic and other problems (Hernández & Arano, 2015). That is why universities, as educational organizations, have the duty to strengthen, organize and direct the accumulation of potential that social actors and their respective communities possess, providing educational programs that promote youth entrepreneurship (Gutiérrez, 2006). Therefore, it is important that the entrepreneurial culture is promoted in university students, as this is one of the main aspects that explain an individual's decision to start a company, since not having an environment of support and skills necessary, it can be the first filter for entrepreneurs, since under these conditions it is difficult for an individual's initiative to be transformed into a tangible project (Gallegos, Grandet & Ramírez, 2014). Given this situation, entrepreneurial culture is one of those constructions that the new development model requires, developing individual behavior patterns linked to

collective actions that mean the performance of innovative tasks that generate goods and services with a lucrative or non-profit meaning (Gutiérrez, 2006)), and it is precisely in universities where this type of actions can be developed.

Even though each educational institution has an educational model with its own characteristics, it is necessary that the authorities that direct higher education institutions and who make important decisions consider that entrepreneurial culture is part of the training of their students. This may facilitate the government's work and effort to promote support programs for graduates who become job generators (Hernández & Arano, 2015). In addition to being indicated to promote this culture of entrepreneurship at previous levels of education. Currently, universities, due to their great capacity to generate scientific-research knowledge, must give substantial impetus within their educational models to the field of entrepreneurship development and the functions inherent to said subject. Seeking to obtain a greater role in the development of an entrepreneurial culture implies more than just the support of ventures through programs that meet such objectives. Therefore, it is of vital importance to look for alternatives based on career-based teaching that promote real training among students as true entrepreneurs who function as generators of change in society (Espíritu, González & Alcaraz, 2012).

In a world as dynamic and changing as the one we currently live in, it generates in university students who join the productive sector, new needs for evaluation and knowledge, which sooner or later are transferred in the demands of the educational system according to their own decisions (Rodríguez et al., 2014). Seeking to obtain a greater role in the development of an entrepreneurial culture implies more than just the support of ventures

through programs that meet such objectives. Therefore, it is of vital importance to look for alternatives based on career-based teaching that promote real training among students as true entrepreneurs who function as generators of change in society (Espíritu, González & Alcaraz, 2012). Entrepreneurship is considered important as a proposal from basic education that allows expanding students' expectations and laying the foundations for their professional development, during the different educational stages. Because teaching seeks suitable strategies to develop skills and knowledge that allow participatory learning environments (Ramos, 2017).

Entrepreneurial activities vary with economic development, and therefore national policy makers and private actors have to adapt their programs according to the development context of their country (Amorós, 2011). Likewise, today, all sectors of society and the economy have become places to develop entrepreneurship.

Entrepreneurship is a human capacity that can be learned, developed and improved continuously through comprehensive training processes, which must be aimed at developing skills that allow the individual to acquire a business vision and make responsible decisions for their life project. (Arias & Castillo, 2011). According to Arango (2017), entrepreneurship is a social and economic model that aims to promote the creation of companies, which is defined as the personal initiative to ideate, set up and launch a new company. Where to achieve this purpose, education, persistence, motivation, contacts, marketing skills and capital resources are required, as well as support from the State, the family and the university, in a context in which risks and difficulties such as discouragement and loneliness.

Toca (2010) defines the entrepreneur as that person who takes risks, pursues some

benefit, innovates, identifies and creates opportunities, establishing and coordinating new combinations of resources, in addition to creating new ways of doing things. Furthermore, he points out that people who get involved in entrepreneurship are motivated by three fundamental reasons: desire, need or opportunity. Opportunities are the core of entrepreneurship, so entrepreneurship involves linking opportunities with available resources and clearly identifying those sources from which the requested resources can be obtained. Likewise, Duarte & Ruiz (2009), state that the entrepreneur is identified because he is capable of doing something new, of giving another use to something that already exists and thus participate in the transformation of his own life and that of his environment, he has the capacity to generate ideas, transform them, adapt them, propose various alternatives and see an opportunity in a problem. Personal initiative is the most relevant factor when starting the creation of a new company, followed by the opportunity to start a new business. Contrary to what is commonly believed, unemployment is not a driver of entrepreneurship, nor is family tradition. Nobody forces an entrepreneur to create his own company: it is his own initiative (Arango, 2017).

Borjas (2010) points out the need to deepen the information about the development of entrepreneurship in the context, through shared actions between the various actors involved in society, such as government, investors, business education trainers, employers. and media, to constitute a culture that favors better life opportunities and socio-economic development. In this sense, Ramos (2017) states that the promotion of entrepreneurship in the educational field allows habits and the search for strategies for the exercise of entrepreneurship. For this reason, it is increasingly common for degree teaching

guides to include entrepreneurship training as an objective, and initiative and entrepreneurial spirit as systemic competencies (Flores & Palao, 2013).

METHODOLOGY

This research is non-experimental, with a transectional or cross-correlational design. This study is non-experimental since there is no manipulation of the variables, according to what was established by Hernández, Fernández & Baptista (2014). Likewise, the design is a transectional or transversal research as the data are collected at a single moment, that is, at a single time. The measurement instrument used was a questionnaire consisting of 20 items on a Likert scale. Which was applied to graduates of the Faculty of Administrative Sciences, of the ``Universidad Autónoma de Baja California``, who took the subject of entrepreneur development and presented their business projects, at the entrepreneurial expo in the period 2017, with 115 students being surveyed., belonging to the educational programs of Accounting, Business Administration, Computer Science and International Business. Once the measurement instrument was applied to the entire sample, the data was analyzed through the use of statistical systems to be able to carry out their interpretation and description, thereby carrying out a discussion and elaboration of the conclusions of this research.

DESCRIPTIVE ANALYSIS OF THE RESULTS

Based on the results obtained, it is found that 66% of the respondents have an age ranging from 23 to 25 years, with 61% being women and 39% men, all of them graduates and who took the entrepreneur development course. during which they produced a product or provided a service, presenting them at an entrepreneurial expo. The categories in

which these projects participated were 44% commercial, 34% services, 20% intermediate technology 20% and only 2% social responsibility.

It is important for a good result of the students in the presentation of their business projects and acquisition of knowledge of the various topics taught in the entrepreneurial learning unit, the teacher's mastery of the subject and experience in it, in In this sense, 59.30% totally agree with it, and 22.10% approve it, that is, the majority considers that the teacher does have the knowledge, however, it is not all the students who think that the teacher is qualified to impart that knowledge. learning unit.

In this same sense, the students were asked if the teacher had provided them with the necessary tools and knowledge to carry out the development of their project, with 59.60% totally agreeing that they did obtain those tools, 26.90% agree, 9% neither agree nor disagree and the rest of the students consider that they did not obtain the necessary knowledge to carry out their project. Likewise, it is necessary that during the development of the project the students receive advice from their teachers and help them coordinate their project, not only in the classroom, but also in times outside of class, in this sense, in this sense 65.40% are totally agree, 22.80% also agree, with the minority being 11.80% who think that this is not the case.

Regarding the skills that the students have to promote and sell the project to potential investors, it was found that 45.50% totally agree that they are qualified to do so, 38.80% agree, therefore it is the majority who consider that They have those skills and confidence to offer their product or service.

Regarding the development of the product or service that the students carried out during their studies in the entrepreneurial learning unit, they were asked about obtaining positive

results, in the presentation of their projects at the entrepreneurial expo that is held each semester, at complete the entrepreneur course, where the projects are evaluated by expert and external judges from various sectors of the economy, with 54.80% believing that they obtained a satisfactory result, 33.70% also agree with it, 9.60% neither neither agree nor disagree, while the rest consider that it did not have a satisfactory result.

One of the important aspects in the development of a project is the ability to work as a team and properly select its members, so that the results are as planned. In this sense, 53.20% would totally agree with continuing. working with the same team members to bring the development of their business plan to reality, 29.50% would also do it, only 12.80% neither agree nor disagree, and the rest do not intend to continue working on the project with the same companions. In this sense, Duarte & Ruiz (2009) point out that the most advisable thing is to form interdisciplinary teams to develop, advise and execute entrepreneurial ideas and business plans or the creation of companies.

In relation to whether the graduates consider that there is a contribution of the knowledge acquired in the entrepreneurial learning unit in the professional development of the graduate, 46.15% totally agree with it, 40.38% agree, while a 10.90% neither agree nor disagree, although the majority consider that this subject contributes to their professional training, it must be analyzed why not 100% have that perception.

In relation to whether the projects developed in the area of entrepreneurship, during their professional training at the university, met their expectations, 96% stated that they totally agreed with it, having had adequate acceptance of their products and services, as well as the having obtained higher sales than projected, and only 4% considered

they totally disagreed that their projects had met their expectations.

The fundamental objective when teaching the entrepreneurial learning unit is precisely to motivate the graduate to be interested in creating their own company, offering the products or services that they have designed in that subject, in addition to putting into practice the knowledge acquired not only from that learning unit, but of everything learned during their academic training. In relation to this point, 91% of graduates do have an interest in developing and formalizing their project, with the minority of 9% being those who do not intend to do so. In this same sense, they were asked if they considered they had the necessary tools and knowledge to start a business, obtaining that 98% totally agreed with this and the rest considered that they did not have the necessary tools and knowledge to carry out a project. of this type.

Regarding the areas in which they consider that greater control must be had, it was finance in the first place and in the second place market research, stating that these areas impact the entire company and if these fail, they put the operation of the company at risk. the company. Regarding knowledge of the requirements that must be met to formalize the project they developed in the entrepreneur subject, 75% stated that they knew the requirements to establish and develop a company in which they can sell the products or services they developed during their professional studies., meanwhile, the remaining 25% do not know them in their entirety.

Among the most relevant limitations or barriers that prevent young people who want to start and formalize their business, it is clear that for 60% of those surveyed, financial resources are the factor that limits this formalization, as they do not have sufficient capital. and not knowing sources of financing that could help you carry out

the creation of your company. This confirms what was pointed out by (Arango, 2017), who states that the lack of capital is the factor that represents the greatest difficulties for those who undertake the creation of new businesses. Likewise, Nava & Marbelis (2009) point out that the financial aspect is practically the support that validates the entrepreneurial or business logic of the companies in their respective enclaves, in addition to the fact that it is necessary to guarantee the financial stability of the companies, so that can meet social objectives. In turn, Anzola (2010) reaffirms that the importance of the financial aspect in companies corresponds to the fact that it is directly related to the available capital that it has at least for its normal operation and with which the company will begin to develop. Likewise, Rodríguez, Vásquez & Mejía (2013) report that it is difficult for newly created companies to remain in the market, due to the lack of financing, being one of the factors that influence the high mortality of start-up companies. smaller size, which is where most of the entrepreneurs are located.

A total of 40% stated that lack of time is the most important barrier to formalizing their idea or project, since the job in which they are developing does not give them enough time to plan and organize everything they need to do so. start your business. However, 93% see creating their own companies as a professional alternative for the future.

CONCLUSIONS

Entrepreneurship is without a doubt a solution to the phenomenon of unemployment, through the generation of jobs, contributing in turn to the local, state and national economy. In addition, with adequate advice and training, new entrepreneurs, regardless of the size with which they start their company, will be able to remain in operation for several years. That is why it is increasingly important

in society to promote an entrepreneurial culture, with universities being in charge of developing entrepreneurship capabilities at the undergraduate and graduate levels.

It is interesting that the majority, in this case more than 80%, consider that they have the skills to promote the project to future investors, as well as the desire to formalize their company, however, we must analyze the reasons why, the rest of the students are not interested in formalizing their projects and creating companies, where they can offer the products or services they have designed.

Likewise, greater information and dissemination must be provided about the different government programs offered for young entrepreneurs, which provide many benefits so that they are motivated to create their companies, offering not only economic support, but also providing them with advice. of the different areas that make up a company. This is important because this type of support is essential to achieve its permanence in the market or increase its competitiveness.

Finally, it is necessary to point out that currently it is increasingly difficult for governments to generate jobs for new professionals who graduate from different

educational programs, which is why support programs have been created for these professionals to become self-employed. and in turn generate other jobs. Although it is true that the government and universities have carried out various strategies to give greater impetus to entrepreneurship in young people, greater advice and training is necessary, as well as dissemination of the various sources of financing that exist to create a company, mainly those that offer loans at preferential rates and even non-refundable, in the case of some government programs. Because the main barrier for young entrepreneurs to develop their business idea and formalize it is the lack of financial resources.

RECOMMENDATIONS

It is recommended to provide students and graduates of business schools with greater information and dissemination of the different government programs offered for young entrepreneurs, which provide many benefits to motivate them to create their companies, offering not only support. of an economic nature, but they also provide advice on the different areas that make up a company.

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