

Entrepreneurship: A Challenge in Higher Education

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Abstract:

The purpose of this study is to reflect on the importance of entrepreneurship in the training of university students, based on the fact that entrepreneurship is one of the factors that generate economic, social and cultural development in the regions; In addition to this, it is a propulsive representation of knowledge and innovation in the different areas of knowledge. The absence of entrepreneurship in a region could become a limitation in the progress of the people, therefore, it is necessary that the entrepreneurial culture be motivated in the classrooms and in the academic programs, so that, in this way, take advantage of what the medium offers, especially efficiency in the world of work is achieved and that, in addition, the market and the technological resources that are imposed in the globalizing world, are used to the maximum so that in this way sources are generated of employment and at the same time be in tune with what the labor market demands of the professionals of the 21st century. The study offers a documentary review on the subject so that, from this, proposals are generated that lead to strengthening the curricula of academic programs.

Keywords —Entrepreneurship, curriculum, education

I. INTRODUCTION

The teaching of entrepreneurship has become a first in some countries, since studies have shown that individuals with the ability to create companies are needed to expand the range of jobs; consequently, the economy is activated and, of course, countries develop efficiently, promoting innovation, generating social, cultural, political and productivity transformations.

In this sense, the generation of an entrepreneurial culture is undoubtedly one of the tasks of the academic programs of the universities; stimulating attitudes, innovative, creative and transforming capacities from curricular proposals that direct their purposes to the development of entrepreneurial thinking.

For the development of these skills, it is essential that future professionals know the contexts in which they are immersed, so that from the recognition that is made, they can propose alternative solutions to the problems and needs that afflict the regions, especially in relation to economic development; in such a case, projects that fit the realities of the regions and of course help to improve the economy of the same.

The present study is carried out based on the need to generate companies and employment opportunities, especially at this time in which the migration of people from different parts, specifically, from the country of Venezuela increases, and consequently employment opportunities are scarce for both individuals of Colombian nationality and Venezuelan migrants, in this

regard, [1, p. 54] The migration crisis generated by the economic instability that Venezuela has been facing for several years has had an effect on employment levels in Colombia".

From the above point of view, it is the responsibility of higher education institutions, as a space for professional training in different areas of knowledge, to contribute to economic development through curricular proposals that generate spaces that encourage entrepreneurship, creativity and the entrepreneurial spirit of their students, as a way to mitigate the social problems caused by the lack of job opportunities.

II. THEORETICAL FRAMEWORK

A. Entrepreneurship

According to [2], to undertake is to promote a business, a work or an endeavor. The meaning of entrepreneurship comes from the French *entrepreneur* which means founder or pioneer, that is, that individual who possesses the ability to develop (something) with a defined purpose, from decisions that lead to the creation and generation of business ideas, or in other words, that person who through innovation and creativity opens spaces that allow the inclusion and improvement of existing entrepreneurial ideas. [3]. The entrepreneur is a leader, risk-taker, evaluator, proponent, generator of opinions that lead to the creation of ideas that are in line with the needs of the region, the community and the country; always thinking about the common good and the improvement of the living conditions of each individual involved in the venture, but also aiming to meet the needs of others, of those who make use or somehow benefit from their idea. The entrepreneur mobilizes, looks for resources to be able to execute his idea. [4]

Entrepreneurship is considered as a primordial element for the economic development of the regions, the improvement of the quality of life of individuals and as an option to deal with the social and economic discordance of all human beings and

consequently avoid poverty and the ignominy of being.

The entrepreneur is defined by [5] as a business creator, an innovative person, a leader, with the ability to see opportunities where others do not, an innovator of ideas and a generator of employment opportunities.

Entrepreneurial people are characterized by the fact that they plan and execute their projects aware of the risks or benefits that the entrepreneurial idea can generate for them and for others; likewise, they consider the transformation of their environment important and always see their ideas not only as a personal benefit, but also as a way to improve society, the economy and the quality of life of others.

According to [6] the entrepreneur operates on the motivation of others and their interests, so that his idea is expressed in a way that is consistent with what others require and how they require it.

From another point of view for the generation of business and entrepreneurship in its various manifestations, the needs of consumers or customers should be taken into account, not only in their tastes, but also in relation to the social and environmental impact that their proposals contain. [7]

B. Entrepreneurship training

The teaching of entrepreneurship should have as its purpose the formation of entrepreneurs through the development of creative and innovative skills, in this regard, [8] indicates that for students to encourage entrepreneurship, it requires that they know their rights and duties as citizens and the importance of generating ideas that in one way or another contribute to the social and economic development of their region, so it demands, in the same way, a reflection on how to pedagogically encourage the entrepreneurial spirit of the teachers, which leads to rethink the ways of teaching each of the disciplines.

From this perspective, university academic programs should redefine their ways of teaching entrepreneurship, addressing updated and advanced knowledge maps on the subject and especially seek ways

and teaching strategies that allow students to develop their creativity and innovation, on the other hand, higher education institutions should think about offering academic programs that stimulate sustainable economy through the creation of innovative and entrepreneurial ideas.

Instructing and teaching entrepreneurship should be one of the challenges of education, since it must be prepared to train for a world that is becoming increasingly complex and unsustainable. [9]states that one of the models that mostly encourages creativity and entrepreneurial innovation is education based on problems and projects.

III. METHODOLOGY

The study was framed within the framework of qualitative documentary research, since what was done was a review of the literature and background on the topic addressed; for this purpose, articles were reviewed in indexed and recognized journals that gave reason on the subject; in this case, a file of 15 articles that addressed entrepreneurship and its teaching, the importance of entrepreneurship as a source of employment generation and innovation as a generator of entrepreneurship was organized; such information was the theoretical or conceptual basis for the study. Once the articles were selected, the information was organized according to its relevance and contribution to the study.

IV. RESULTS

The research allowed us to find models of entrepreneurship teaching, however, we will present some that according to the authors are of interest. A teaching model is conceived as an organized way of planning a curriculum, didactic strategies, methodologies and evaluation that guide classroom teaching either as independent or dependent work. According to [10] teaching is to communicate knowledge, skills and attitudes, so each of the constituent elements that are taken into account in the construction of the micro-curricula of the subjects to be taught in each program must be

rethought and, of course, the curricular program must be clear about what it wishes to develop in the student.

Different levels of entrepreneurship teaching have been found: praxeological, disciplinary and epistemological; the first one linking knowledge and practical skills relating entrepreneurship management standards; the second one encompassing theoretical and empirical knowledge from different sciences and disciplinary areas to understand entrepreneurship; and the third one a set of metatheoretical knowledge from different disciplines which specify and evaluate the entrepreneurial field according to the contexts of each country. [11]

It is important that higher education institutions determine entrepreneurship components to be developed in academic programs, [12] They indicate that education for entrepreneurship should be provided since it allows students to carry out actions that favor society and also allows them to be active protagonists in their environment; they also indicate that entrepreneurship converts, creates, reconstructs, transforms and instills social values; on the other hand, educating under the precept of entrepreneurship, gives rise to students to act with innovative and creative skills and practices that favor their development and that of those around them.

Universities must, among other things, include entrepreneurship, innovation and creativity in their curricula through didactic strategies that encourage the entrepreneurial spirit; for this reason, the institutional curricular horizons must project long, medium and short term goals of entrepreneurship, with social and economic impact, for which it must generate pedagogical and research spaces that give rise to debate and discussion about the characteristics of the contexts, their needs and how the university can contribute to the solution, the economic growth of society and the favoring of the less favored population. [13] .

Universities must guarantee innovative educational environments, so it is essential that educational institutions think and reinvent themselves from an entrepreneurial point of view, starting especially from the business ecosystems, which is achieved through research and extension, that is, establishing a cohesion between the university and society, investigating the needs and connecting the economic and social problems of the regions with didactic and pedagogical strategies in terms of ideas, which remedy them.

V. CONCLUSIONS

Universities must be trainers of individuals capable of actively participating in entrepreneurial actions that favor a sustainable economic society and at the same time allow citizens to live a life with quality and dignity.

An entrepreneur is an individual who is attentive to the needs of society and its environment to analyze it and from there convert weaknesses, problems and needs into strengths and entrepreneurial ideas that in one way or another strengthen the economy of the same. In addition, the entrepreneur integrates all his disciplinary knowledge to propose the best solution option to the problems.

Entrepreneurship training requires not only an understanding of the principles of business or the generation of business ideas, but also skills and positive attitudes towards possible entrepreneurial proposals.

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