

Business Planning Attitude And Business Generation In Young University Students

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Abstract:

The objective of the research is to analyze the relationship between business planning attitude and business generation in young university students. The scope of the research was quantitative, the type of study was descriptive-correlational cross-sectional, and the design used was non-experimental. The study considered university students in the Ica Region, which amounted to 63,540 students, and the sample was 382 students, using simple random probability sampling. The technique applied was the survey, and the instrument was the questionnaire. After obtaining the information, descriptive and inferential statistics were applied for its analysis.

The results found are encouraging, they are presented as an important possibility to develop the attitudes of initiative, creativity, and self-confidence consistent with the generation of business, and it is important to emphasize that the development of entrepreneurship influences people in their daily life. work, as well as in organizations.

KEY WORDS: Attitude, Attitude for business planning, business creation, Job creation.

I. INTRODUCTION

The objective of the research is to analyze the relationship between Business Planning Attitude and business generation in young university students. Entrepreneurship attitudes are defined as follows, according to Ajzen (1991) "is the behavior that is prescribed by its intentions, which are a motivational factor, but that these intentions to create a business are overcome by attitude, subjective norms and perceived behavioral control". It is also pointed out that the attitude towards the behavior of creating a business has an evaluation that can be positive or

negative considering the entrepreneur's perception.

Considering the attitudes toward entrepreneurship, we have the definition of Ibáñez (1994) who tells us that it is "the tendency of a person to focus on the efficiency and achievement of his objectives by adjusting his behavior to the requirements imposed by the environment and thus, through the current one, produce a change in the environment from being a passive agent to a 100% interactive one". Venkatraman and Ramanujam (1987) tell us that planning capabilities are all: "those management

skills to carry out the processes of prospective and strategic thinking, strategic decision making, development and implementation of strategic actions, monitoring, evaluation, review, and adjustment of strategic and action plans, to transform enterprises".

It is also considered that the competence capacity is linked to efficiency as an orientation to the achievement of objectives, launching a

new product to the market, incorporating technologies in the required time, and training young entrepreneurs, in addition, the power competence is related to effectiveness, which is oriented to the coordinated task and the application of various techniques considering the different specializations of the work areas. According to (Rico & Cárdenas, 2021). The term entrepreneurship is associated with the productive perspective, with a focus on the development of business ideas, but currently, it is linked to the strengthening of skills and attitudes in the personal sphere, these authors call attention to teachers and mentors, responsible for assuming and facing the challenges of entrepreneurship and mention the following: "we call attention so that the voices of the participating institutions and teachers are heard and analyzed and thus contribute to the conception of a relevant entrepreneurship education" (Guarnizo, Velásquez, Jiménez, and Alzate, 2017, p. 240). It can be inferred that the more intensive the teaching of entrepreneurship in higher education institutions, the better and greater the chances of students making the effort to start a new business and thus contribute to the development of society and the economy in their countries (Alvarez et al., 2006). Entrepreneurial education has the advantage of being able to identify and promote entrepreneurial vocations, boosting self-employment, and associating the educational sector with the business sector (Chapa, 2008).

It can be seen that the concept of personal initiative is applied to various fields, among which education stands out. Some reasons for the application of the concept of personal initiative in the academic context are presented. First,

there is the active conception that overlaps with personal initiative and is the one that best suits the active nature of the person, which can foster students' capabilities. Second, studies show that personal initiative contributes to the achievement of academic success. Third, considering that the labor market requires responsible, enterprising employees with initiative, the way to achieve this requirement is to start working on this competency in universities (Espíritu and Sastre 2007). The current literature highlights the need for further research on the factors that are related to the attitude toward business planning because it is a topic that in recent years has gained special interest, establishing that there is a gap in the field of university education.

II THEORETICAL FRAMEWORK

Entrepreneurial Attitude. In the study of attitude or entrepreneurship, the starting point should be to define it correctly, because it is a concept that is generating controversy. According to (Grebel et al., 2001) they have come to agree that there is no real agreement on the term. Thus, Cole (1959) defines it as "the purposeful activity (including an integrated sequence of decisions) of an individual or a group of associated individuals engaged in starting, maintaining or expanding a profit-oriented business unit for the production and distribution of economic goods or services".

Initiative attitude

According to Jiménez, Elías, and Silva (2014), entrepreneurship is a person's ability to develop in the business environment, and to grow creatively with totally different ideas and formulas. It is a personal (or group) capacity to face challenges and problems, overcome difficulties or overcome various adverse situations in a totally different way, in the business environment.

It is at this instant where the entrepreneurial intention takes shape and is considered a necessary requirement to generate entrepreneurship (Elfving, Brownback, &

Carsrud, 2017). In addition, Ruiz, Soria and Zúñiga (2016) indicate that well-planned and oriented entrepreneurship education is the basis for strengthening self-esteem and entrepreneurial attitude, in addition to creating a feeling or attitude of very high expectations that must be met.

Creativity attitude

Creativity, according to Carpio (1999) describes it as a "tendency to behave creatively" and is identified through the observation of "collections of behavioral events", and is developed through training in problem-solving, becoming the promoter of creative behavior. Rodriguez (2007) states that the entrepreneur is the person who identifies an opportunity, makes an analysis, studies it and is oriented to the creation of a company, is the person who has a nose and knows how to detect opportunities, is a person who believes in his ideas and has the ability to put them into practice, in addition to finding the way to realize his dreams.

Self-confidence attitude

These are the perceptions that a person has of his or her own capacity; it is the conviction that one has to accomplish some task or goal established (Gómez, et al. 2015). Several studies have

concluded that entrepreneurs who have a high level of self-confidence are more successful in whatever they decide to undertake (Graña, 2004).

Self-confidence is defined as the opinion that a person has about his or her own ability to perform some activity, or achieve objectives or goals, which is acquired through cognitive, linguistic, social, and/or physical processes that go hand in hand with experience and is also considered an important part of the theory of social learning (Gómez, et al. 2015).

III. RESEARCH METHODOLOGY

The scope of the study was quantitative, basic research was used, the level was descriptive-correlational cross-sectional, and the design was non-experimental. The population under study was 63,540 university students according to the registry of the National Superintendence of Higher Education, the sample was 382 students to be surveyed, among them 204 males and 178 females, simple random probability sampling was used.

The technique used was the survey, and the instrument was the questionnaire. After collecting the information, descriptive and inferential statistics were applied for analysis.

IV: Results presentation

Table 1. Distribution of the population according to gender

		Frequency	Percentage	Valid Percentage	Accumulated Percentage
Valid	Male	204	53,4	53,4	53,4
	Female	178	46,6	46,6	100,0
	Total	382	100,0	100,0	

Analysis:

Distribution of the population according to gender, 53.4% of the population is male and 46.6% is female

IV. DATA ANALYSIS

Descriptive analysis of the dimensions

Table 2: Initiative attitude

	Frequency	Percentage	Valid Percentage	Accumulated Percentage
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Valid	Totally agree	112	29,3	29,3	29,3
	Agreed	228	59,7	59,7	89,0
	Neither agree nor disagree	30	7,9	7,9	96,9
	Disagree	6	1,6	1,6	98,4
	Totally disagree	6	1,6	1,6	100,0
	Total	382	100,0	100,0	

Analysis:

The following results were found in relation to the attitude of initiative:

- 59.7% agreed and stated that they have developed an attitude of initiative, 29.3% expressed that they totally agreed, 7.9% considered that they neither agreed nor disagreed, 1.6% disagreed and 1.6% said that they totally disagreed with the question asked.

Personal initiative is related to some variables that are important in the educational context, such as: entrepreneurial attitude, academic performance, self-efficacy, aspirations for control and responsibility, and personality. Concerning the entrepreneurial attitude, some authors have established that the

entrepreneurs manage to present higher scores than non-entrepreneurs in self-initiation and persistence of their actions (Frese et al., 1997) and that personal initiative is related to entrepreneurial success.

Considering the attitude of creativity, the following results are highlighted:

Table 3: Creativity attitude

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

Analysis:

Considering the creativity attitude, the following results were found:

- 52.4% agreed and stated that they have developed an attitude of creativity, 36.6% expressed that they totally agreed, 7.9% considered that they neither agreed nor disagreed, 1.6% disagreed and 1.6% said that they totally disagreed with the question asked.

It is considered that a person is creative when he/she has developed the capacity for invention, has an orientation to the generation of new

forms, applications, or combinations that, having personal intelligence as a scope, generate processes in his/her mind of progression and connection, which give him/her the possibility of

leaving the vertical thinking and develop a lateral thinking. (De Bono 2008).

Creativity and creative thought processes do not occur through spontaneous generation, but rather the creative person has his starting point in the objective knowledge of the problem

he wishes to know and gives him the possibility of reconstructing it in its parts or elements to recompose it under a different and novel "look" from the rest of the solutions.

Table 4: Self-confidence attitude

	Frequency	Percentage	Valid Percentage	Accumulated Percentage
Válid	Totally agree	154	40,3	40,3
	Agreed	174	45,5	85,9
	Neither agree nor disagree	30	7,9	93,7
	Disagree	12	3,1	96,9
	Totally disagree	12	3,1	100,0
	Total	382	100,0	100,0

Analysis

Considering the self-confidence attitude, the following results stand out:

- 45.5% agreed and stated that they have developed the attitude of self-confidence, 40.3% expressed that they totally agreed, 7.9% considered that they neither agreed nor disagreed, 3.1% disagreed and 3.1% said that they totally disagreed with the question asked.

The entrepreneurial intention of young people increases when he perceives that the teaching of entrepreneurship is useful for their training as an entrepreneur and when the person is convinced that they are able to be an entrepreneur.

In addition, there is a higher probability that the student will start a business if he/she has previous work experience and a career with an entrepreneurial profile (Araya, 2021).

Table 5: Business generation

	Frequency	Percentage	Valid Percentage	Accumulated Percentage
Válid	Totally agree	140	36,6	36,6
	Agreed	200	52,4	89,0
	Neither agree nor disagree	30	7,9	96,9
	Disagree	6	1,6	98,4
	Totally disagree	6	1,6	100,0
	Total	382	100,0	100,0

Analysis:

Considering the generation of business, the following results can be seen:

- 52.4% agreed and stated that they have developed the capacity to generate business, 36.6% expressed that they totally agreed, 7.9% considered that they neither agreed nor disagreed, 1.6% disagreed and 1.6% said that they totally disagreed with the question asked.

The development of entrepreneurial intention oriented to the creation of enterprises has been encouraged by education for entrepreneurship, constituting in university students a direction of subsequent persistence in the intention to start a business.

According to Esfandiar et al. (2019), it states that academics and practitioners should know how entrepreneurs' intentions originate in their initial stage, in addition to knowing those factors that stimulate entrepreneurship to ensure the continuous emergence of new entrepreneurs.

Study hypothesis

Hypothesis (1): Business planning attitude is related to business generation in young university students.

Hypothesis (0): Attitude to business planning is not related to business generation in young university students.

Correlation between planning attitude and business generation

			Business planning attitude	Business generation
Rho de Spearman	Business planning attitude	Correlation coefficient	1,000	,898**
		Sig. (bilateral)	.	,000
		N	382	382
	Business generation	Correlation coefficient	,898**	1,000
		Sig. (bilateral)	,000	.
		N	382	382

** . Correlation is significant at the 0.01 level (bilateral).

It is observed that there is a significant relationship between the attitude to business planning and the generation of enterprises in young university students. After testing the hypothesis by means of Spearman's correlation coefficient, a value of 0.898 was found, which indicates a high positive correlation, thus proceeding to the acceptance of the research hypothesis and rejecting the null hypothesis.

Considering that the correlation is significant, it is concluded that: There is a relationship between attitude to business planning and business generation in young university students.

V. CONCLUSIONS

In general, the results found are positive and encouraging, they are presented as an important possibility for the development of consistent attitudes towards the generation of business, it can be seen that the development of personal initiative has an influence on individuals and companies. It is established that people with high levels of personal initiative achieve better academic and business results and, as a result, perform their daily tasks better.

It is necessary to consider that the University is the institution that covers the lack of social support in the beginnings of the entrepreneurial activity, and also fulfills the function of a school of entrepreneurs, generating the possibility of the creation of a climate, culture, and values, oriented to the generation of attitudes towards the generation of companies.

The self-confidence attitude is the opinion that a person has about his own ability to develop some activity, to achieve objectives, which is acquired through cognitive, linguistic, and social processes that occur according to the experience of people.

It is important to emphasize that the desire to create a company is associated with the entrepreneurial characteristics that a young person wishes to develop in his or her future job. Among young entrepreneurs, it is more frequent to look for a position where they can make decisions, a variable salary, and where creativity is encouraged.

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