

## Relationship between the intention of the election of the bachelor's degree in gastronomy and the entrepreneurial profile of the students of the Universidad Autónoma del Estado de Hidalgo

Relación entre la intención de la elección de la carrera de Licenciatura en Gastronomía y el perfil emprendedor de los estudiantes de la Universidad Autónoma del Estado de Hidalgo

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### Abstract:

During the last years, the Mexican government has invested considerable resources for the creation of micro, small and medium-sized enterprises, being the universities a means through which the entrepreneurial spirit is disseminated and fostered. This research work aims to analyze the intention of choosing the bachelor's degree in Gastronomy that is taught at the Instituto de Ciencias Económico Administrativas of the Universidad Autónoma del Estado de Hidalgo, using the Global University Entrepreneurial Spirit Students' Survey (GUESSS) questionnaire, which is based on the Theory of Planned Behavior. The argument of this theory lies in the fact that the intention to perform a specific behavior is influenced by three main factors: the attitude towards behavior, subjective norms and the perceived control of behavior. The instrument, applied to 240 students, from July to December of 2018, enrolled from first to ninth semester. The type of research is quantitative approach, not experimental, descriptive and correlational scope. The results showed that the intention to choose the career to undertake at the end of their studies is of a percentage average of 70.85, increasing to 87.4 five years after completing the degree. Finally, the results indicate that the correlation is significant with a value of  $p = 0.030$  at a level of 0.05 for the age variable and with a value of  $p = 0.000$  at a level of 0.10 for the semester variable, so the hypothesis is accepted partially.

### Keywords:

*Entrepreneurship, bachelor's degree in gastronomy, planned behaviour*

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### Resumen:

Durante los últimos sexenios, el gobierno mexicano ha invertido cuantiosos recursos para la creación de micro, pequeñas y medianas empresas, siendo las Instituciones de Educación Superior un medio a través del cual se difunde y fomenta el espíritu emprendedor. Este trabajo de investigación tiene como objetivo analizar la intención de elección de la Licenciatura en Gastronomía, que se imparte en el Instituto de Ciencias Económico Administrativas, de la Universidad Autónoma del Estado de Hidalgo, utilizando el cuestionario GUESSS (Global University Entrepreneurial Spirit Students' Survey), el cual se basa en la Teoría del Comportamiento Planificado, cuyo argumento subyace en que la intención de realizar un comportamiento específico está influenciado por tres factores principales: la actitud hacia el comportamiento, las normas subjetivas y el control percibido del comportamiento. El instrumento en cuestión fue aplicado de manera aleatoria a un total de 240 estudiantes, durante el periodo escolar julio- diciembre de 2018, inscritos de primero a noveno semestre. El tipo de investigación es de enfoque cuantitativo, no experimental, de alcance descriptivo y correlacional. Los resultados muestran que la intención de elegir la carrera para emprender al finalizar la carrera es de un promedio porcentual de 70.85, aumentando a 87.4 cinco años después de haber terminado la licenciatura. Finalmente, los resultados indican que la correlación es significativa con un valor de  $p=0.030$  en un nivel de 0.05 para la variable edad y con un valor de  $p=0.000$  en un nivel de 0.10 la variable semestre, por lo que la hipótesis se acepta parcialmente.

### Palabras Clave:

*Emprendedor, Licenciado en Gastronomía, comportamiento planificado*

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## Introduction

Among the many factors identified, with regard to the study of the entrepreneurial profile of students, education emerges as a variable with a high potential for influencing entrepreneurial behavior, especially among the population of higher education students.

In this sense, universities play a fundamental role as entrepreneurship promoters. In this regard, Kantis, Federico and Ibarra (2016) mention that in Mexico's case there is a decrease in entrepreneurial human capital, entrepreneur culture, as well as the perception of policies related to this subject. On the other hand, they point out that entrepreneurship promote the economy, which is why it is necessary to analyze the institution's role, subject of this study, to work in eliminate the weaknesses described. Therefore, the objective of this study is to analyze the intention of choosing the bachelor's degree in gastronomy, which is taught at the Instituto de Ciencias Económicas y Administrativas of the Universidad Autónoma del Estado de Hidalgo (UAEH).

The student of bachelor's degree in gastronomy of the UAEH, is a professional with knowledge in culinary bases, who is able to recognize the elements that make up the culinary heritage, with the purpose of creating, innovating and developing gastronomic products, extolling the rescue, promotion and dissemination of the Mexican's kitchen with knowledge and skills in the gastronomic area of service, covering the needs of the market, characterizing the elements that influence the industry based on national and international quality standards and certifications, capable to determine management strategies and appropriate direction to promote the economic and social development of the state, region and country.

The bachelor's degree in gastronomy considers a nine semester curricula, structured by 55 subjects, including in the seventh semester a topic called Creativity and Business Innovation.

This reflects the importance of studying the entrepreneurial initiative of the students of the bachelor's degree in gastronomy, based on the Theory of Planned Behavior, in order to have information about entrepreneurship and identify the actions that should be developed in educational programs with entrepreneurial projects that strengthen in the graduates the skills, competences, knowledge, attitudes and values as future businessmen and agents of socioeconomic development and with a high potential for job creation.

## THEORETICAL FRAMEWORK

### Entrepreneurs' concept

According to Lall & Sahai (2011), Richard Cantillon was the first one to recognize the role of entrepreneurs in

economic theory, in 1755. This source says that Cantillon described the entrepreneur as a person who Takes risks, making profits buying goods at a known price and selling them at a higher unknown price in the market.

Continuing with this source, Jean Baptiste Say in 1800 expands the initial definition provided by Cantillon, including in this the combination of production factors, noting further that the entrepreneur must have certain special personal qualities.

Joseph Schumpeter in 1934 adds the word "innovation" to the entrepreneurship theory, saying that the entrepreneur carries the mechanism for change. (Lall & Sahai, 2011).

Cited by Lall & Sahai (2011), Schumpeter considered five different types of innovations or ways of acting of an entrepreneur, which are:

1. Introduction of a new good or the quality of a good.
  2. Introduction of a new production method.
  3. Opening of a new market.
  4. The use of new sources of supply of raw materials or intermediate goods.
  5. Carrying out a new form of organization in the industry.
- For Schumpeter, the ability to identify new opportunities in the market is a main activity of the entrepreneur, which creates a disequilibrium in the economy (Lall & Sahai, 2011).

Currently, it is considered that the concept provided by Drucker (1994) is the most widespread among academics. Drucker (1994) defines the entrepreneur as someone who always seeks change, responds to it and exploits it as an opportunity.

This author rightly observed that innovation is the tool of the entrepreneur, the means by which exploits the changes as an opportunity for a different business or service. It can be presented as a discipline, which can be learned and practiced. Entrepreneurs purposefully seek innovation resources, changes and symptoms that indicate new successful business opportunities.

As it has been possible to notice, the word entrepreneur has different meanings, depending on the time, the author and the area of knowledge in question.

Lall & Sahai (2011), define the word entrepreneur according to different social scientific areas, as mentioned below:

1. For an economist, the entrepreneur is someone who combines resources, labor, materials and other assets that make their value greater, introducing changes, innovations and creating a new order.
2. A psychologist defines an entrepreneur as a person driven by some forces that create the desire to achieve something.
3. For his part, the sociologist considers him as a human being whose actions will determine his social status, in addition to contributing to the development of society.

A manager conceptualizes an entrepreneur like someone who has a vision and generates an action plan to achieve it.

### Entrepreneurs' features

According to Lall & Sahai (2011), in the sixties David McClelland found that people who prefer entrepreneurial careers have a greater psychological need for achievement.

These authors mention that in the mid-eighties, Thomas Begley and David Boyd identified five unique dimensions in entrepreneurs:

1. High need for achievement.
2. They like to think that they control their lives and not fate or luck.
3. They have the will to take moderate risks, allowing them to obtain higher profits this way.
4. They have the ability to tolerate ambiguity.
5. They have the ability to do more jobs in less time, despite the objections of others.

Continuing with Lall & Sahai (2011), John Hornday of the Bobson School, was a pioneer in developing a list that contained the main features of the entrepreneurs, shown in the following figure:

▪ Self-confidence and optimism.	▪ Positive responses to challenges.
▪ Ability to take calculated risks.	▪ Flexibility and ability to adapt.
▪ Knowledge of the markets.	▪ Ability to get along better with others.
▪ Independent mentality.	▪ Versatile knowledge.
▪ Energy and efficiency.	▪ Creativity, need for achievement.
▪ Dynamic leadership.	▪ Responds to suggestions.
▪ Take initiatives.	▪ Ingenious and persistent.
▪ Perceptive with foresight.	▪ Responds to criticism.

Figure 1. Characteristics of entrepreneurs.  
Source: Lall & Sahai, 2011.

Lall & Sahai (2011), propose ten features for entrepreneurs:

1. Vision: Refers to the dream of the entrepreneur, which includes the ways and means to achieve it.
2. Knowledge: It is the solid conceptual knowledge of every aspect that conform the entrepreneur business, including the technological, operational, financial and market areas.
3. Desire for success: Entrepreneurs have a great desire to achieve success in life, so they do not limit their dreams to achieve a single objective; they constantly work to achieve larger goals.
4. Independence: The entrepreneur needs independence in his work and in decision-making. They create their own rules, as well as their destiny.
5. Optimism: They are highly optimistic about reaching or achieving their dream and/or vision.

6. Value Addition: Entrepreneurs constantly introduce something new to the business, creating, innovating and even adding value to existing products and/or services, allowing them to stand out in the market.
7. Leadership: They are good at planning, organizing, communicating, being empathetic with their collaborators, making good decisions, as well as the initiative to implement results-oriented plans.
8. Hardworking: Society considered them as workaholics and the entrepreneur certainly has no substitute for hard work.
9. Desire to have control over their destiny: The entrepreneur does not believe in luck or in destiny, he considers that it depends on him to forge his own way.
10. Ability to take risks: These authors consider that Frank Knight identified the ability to take risks as one of the most important elements of entrepreneurs.

Another author is Sánchez (2003), who structures the characteristics of the entrepreneur, according to the following figure:

<b>Motivational factors</b>	<ul style="list-style-type: none"> <li>▪ Need for achievement.</li> <li>▪ Need for recognition.</li> <li>▪ Need for personal development.</li> <li>▪ Perception of economic benefit.</li> <li>▪ Low need of power and status.</li> <li>▪ Need for independence.</li> <li>▪ Need for affiliation or help for others.</li> <li>▪ Need for escape, refuge or subsistence.</li> </ul>
<b>Personal characteristics</b>	<ul style="list-style-type: none"> <li>▪ Taking initiative.</li> <li>▪ Decision capacity.</li> <li>▪ Accepts moderate risks.</li> <li>▪ Orientation towards opportunity.</li> <li>▪ Emotional stability/self-control.</li> <li>▪ Orientation towards specific goals.</li> <li>▪ Locus of internal control (he attributes to himself his own success or failures).</li> <li>▪ Tolerance to ambiguity/pressure/uncertainty.</li> <li>▪ Receptive in their social relationships.</li> <li>▪ Sense of urgency/valuable time.</li> <li>▪ Honesty / integrity and trust.</li> <li>▪ Perseverance / total commitment.</li> <li>▪ Personal responsibility.</li> <li>▪ Individualist.</li> <li>▪ Optimist.</li> </ul>
<b>Physical characteristics</b>	<ul style="list-style-type: none"> <li>▪ Energy.</li> <li>▪ Hard working.</li> </ul>
<b>Intellectual characteristics</b>	<ul style="list-style-type: none"> <li>▪ Versatility/flexibility.</li> <li>▪ Creativity/imagination/innovation.</li> <li>▪ Truth and information search.</li> <li>▪ Systematic planning and monitoring of results.</li> <li>▪ Ability to analyze the environment (reflection).</li> <li>▪ Comprehensive view of the problems.</li> <li>▪ Problem solving ability.</li> <li>▪ Planning with deadlines.</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>▪ Leadership.</li> <li>▪ Customer orientation.</li> <li>▪ Ability to get resources.</li> <li>▪ Manager/resource manager.</li> <li>▪ Pattern of production factors.</li> <li>▪ Demand efficiency and quality.</li> <li>▪ Management and direction of the business.</li> <li>▪ Contract network.</li> <li>▪ Communication.</li> </ul>

Figure 2. Entrepreneurs' features.  
Source: María Luisa Sánchez Almagro, June 2003.

The complexity that surrounds an entrepreneur makes it unfeasible to establish a single theory that accurately determines the features with which entrepreneurs differ. Several studies have been carried out in relation to the characteristics that an entrepreneur has, that is why there are as many proposals about it as authors are”.

### Theory of Planned Behavior

Theory of Planned Behavior is an extension of the Theory of Reasoned Action, developed by Martin Fishbein and Icek Ajzen in 1980 (Ajzen, 1991).

The TPB assumes that the main determinant that influences the effort that the person will devote to execute the behavior, is due to the intention of the same behavior, hence the greater the intention to participate in a certain behavior, the greater the performance will be (Ajzen, 1991).

Ajzen considers the following model for the Theory of Planned or Planned Behavior (TPB):

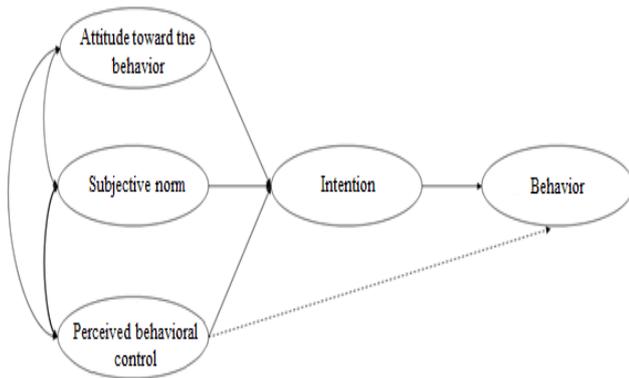


Figure 3. Theory of Planned Behavior (TPB).  
Source: Icek Ajzen, 1991.

According to Ajzen (1991), TPB posits the following conceptually independent determinants of intention:

1. Attitude toward behavior refers to the degree to which a person values the behavior as favorable or unfavorable.
2. Subjective norm is a social factor that refers to the social pressure received to carry out or not the behavior.
3. Perceived behavioral control assigns the degree of perceived ease or difficulty to perform the behavior.

This author considers as a general rule that the more favorable the attitude and subjective norm relative to behavior, as well as the perceived behavioral control, the individual's intention will be greater to perform the behavior in question.

"The theory of planned behavior traces attitudes, subjective norms and the control of perceived behavior to an underlying basis of beliefs about behavior" (Ajzen, 1991), hence its application in a particular area of interest, allows obtaining information useful to understand the

presented behavior or even implement actions that allow to change or modify it.

The use of this theory for the specific case in this research, is to collect sufficient data to identify opportunity areas in the curriculum of the bachelor's degree in gastronomy, offered by the Universidad Autónoma del Estado de Hidalgo, which could present on this subject. This aspect is important because one of the main missions of the universities is to provide theoretical and practical training to all those students who aspire to found their own company.

### Previous International Studies

The impact of entrepreneurship on the growth and productive and economic development of a locality, region, state and even in a country, has been investigated for several years, justifying the need to develop an entrepreneurial culture, as predicted by Tito Duarte and Myriam Ruiz, in his article "Entrepreneurship, an option for development" (Duarte & Ruiz, 2009).

Another of the aspects that have been researched in the topic of entrepreneurship is about the entrepreneurs' gender, existing interesting studies as those carried out by Minniti and Nardone (2007) in Latin America and East Asia.

Another study executed by María Espí, German Arana, Iñaki Heras and Alberto Díaz, entitled "The entrepreneurial profile of the university students of the Gipuzkoa campus of the UPV / EHU", whose results allow identifying the opportunity areas to work in that university regarding entrepreneurship (Espí, et al., 2007).

Another Spanish study is the comparative analysis between Catalonia and Puerto Rico, about the attitudes of university students towards entrepreneurship, carried out by José María Veciana, Marinés Aponte and David Urbano, finding interesting differences among these nations depending on gender, age and other factors considered in relation to the attitude of the university students (Veciana, et al., 2005).

Such is the importance of entrepreneurship that there are currently international studies, like the General Entrepreneurship Monitor (GEM), a research that brings together two important universities, the London Business School (LBS) and Babson College. In this sense, the first study was carried out by this institute in 1999, in which the group of countries, better known as G7, participated, as well as Denmark, Finland and Israel. This project had grown to 31 countries in 2003, and has information about entrepreneurship from more than 100 countries nowadays (GEM, s.f.).

The GUESSS project is another international effort that at present is dedicate to gather information relative to entrepreneurship since 2003, in more than 50 countries and a thousand universities. This study considers the

factors of influence of the individual, family, university and contextual levels in the following research topics: nascent entrepreneurship, entrepreneurial intentions, growth and performance of new companies, family succession (GUESSS, 2017).

### Previous National Studies

The research that guided this study is based on the article entitled "Relationship between the intention of the election of the civil engineering bachelor's degree and the entrepreneurial initiative of the students of a higher technological education in Hidalgo, Mexico", prepared by Yessica García, Isabel Mendoza, and Leiry Romo, work published in 2017. In this research, which was carried out at the Instituto Tecnológico Superior del Oriente del Estado de Hidalgo (ITESA), was possible to observe the dependency relationship existing between the students' career choice at the end of their studies and the degree of entrepreneurial initiative (García, et al., 2017).

It is striking that in the national context there are just a few research works developed by both the Universidad Nacional Autónoma de México (UNAM) and the Instituto Politécnico Nacional (IPN), regarding entrepreneurship and these are mainly focus on the models and plans of businesses used for this purpose. These universities did not consider the importance of entrepreneurial intention despite the fact that in the international field it has been consider transcendental for some years.

### Question, objective and hypothesis of the research

The question posed to carry out this study was the following:

Are the gender, age, civil status and semester of the bachelor's degree in gastronomy offered at the Instituto Ciencias Económico Administrativas (ICEA), factors that significantly influence the response related to the degree of intention they have to achieve the professional goal to become an entrepreneur?

Based on this question, the general objective of the research perform an analysis of the entrepreneurial profile of the students of the bachelor's degree in gastronomy offered at the Universidad Autónoma del Estado de Hidalgo (UAEH), during the july-december 2018 period, through the application of the GUESSS questionnaire, in order to propose improvement actions to the corresponding study plan.

In this sense, the considered hypothesis was the next one:

**H1:** Does gender, age, civil status and semester of the students of the bachelor's degree in gastronomy of the UAEH significantly influence the answer on the degree of intention that has in relation to the following statement: "My professional goal is to become an entrepreneur".

## METHODOLOGY

### Design and procedure

The design of this study was quantitative, not experimental, descriptive and correlative scope.

With a population of 640 students, enrolled from first to ninth semester of the bachelor's degree in gastronomy, of the institution previously indicated, during the july-december 2018 period, and based on the following formula, it was determined the sample size required for a finite population:

$$n = \frac{Z^2 N p q}{e^2 (N-1) + Z^2 p q}$$

The formula considers  $n$  as the sample size,  $N$  is the size of the population,  $Z$  indicates the level of reliability of 95%,  $e$  refers to the maximum accepted estimation error, as well as  $p$  is the percentage of population that has the desired attribute and  $q$  refers to the percentage of population that does not have the desired attribute.

Substituting in the indicated formula, the result obtained is 240 students as can be seen below:

$$\frac{1.96^2 * 640 * .5 * .5}{.05^2 (640 - 1) + 1.96^2 * .5 * .5} = 240$$

Once the surveys were carried out, the database was developed in the Statistical Package for the Social Sciences (SPSS) version 23, applying the Spearman correlation, to test the previously hypothesis, performing a linear regression analysis between the variables involved to prove their validity.

### Participants

A random sample was taken, composed of 240 students enrolled from first to ninth semester of the educational program previously indicated, which is taught at Instituto de Ciencias Económico Administrativas (ICEA), of the Universidad Autónoma del Estado de Hidalgo (UAEH), during the scholar period July-December 2018, from which 52.1% were male and the rest were women.

In this sense, it is worth mentioning the students were randomly chose, distributed in nine semesters with three groups each one, to answer by hand the adaptation made to the questionnaire GUESSS (Global University Entrepreneurial Spirit Students' Survey).

### Instrument

The technique of data collection was carried out through an adaptation of the Global University Entrepreneurial Spirit Students' Survey instrument (GUESSS), which is based on Ajzen's Theory of Planned Behavior (1991 & 2002), which has as background the work done by Fishbein & Ajzen (1975). The "theoretical foundation underlies the argument that the intention to perform a specific behavior is influence by three main factors:

attitude towards behavior, subjective norms and perceived behavioral control" (Sieger, et al., 2014).

The aforementioned instrument is composed of two sections: the first one is where information on sociodemographic variables is collected, as gender, age, marital status, area of knowledge and current semester, to name a few.

The second section have three closed multiple choice questions by means of which it seeks to measure the choice of the university career with a focus on the past and the future, a question to identify family background in entrepreneurship and six questions of binary response, affirmative or negative, which aim to measure training in this area.

The second section consists of 18 items that seek to assess the following dimensions of the entrepreneur profile:

1. Entrepreneurial intention.
2. Personal attitude towards entrepreneurship.
3. Control of perceived behavior.
4. Subjective norms.

In this section, the Likert scale was use according to the following:

1. Strongly disagree=1.
2. Disagree=2.
3. Neutral=3.
4. Agree=4.
5. Strongly agree=5.

## RESULTS

Next, we present the results of the questions related to the sociodemographic variables, where we can observe, according to Table 1, that there is an average difference of 2.1% higher for the male sex versus the female sex. With regard to age, the highest percentage was find in the range between 21 and 22 years old with 33.3%, followed by 30.8% for the range of 19 to 20 years and the lowest percentage being 7.1%, which considers the age range of 25 years or more.

Continuing with this table, 92.1% of the students surveyed are single, while in relation to the school of origin the percentage of 13.3% is the same for the case of the CBTIS, CECYTEH and Colegio de bachilleres, while the highest rank obtained with 36.7% of the students that come from "preparatorias".

Sociodemographic variables		Frequency	Percentage
Gender	Male	125	52.1
	Female	115	47.9
Age	Up to 18 years	31	12.9
	19-20 years	74	30.8
	21-22 years	80	33.3
	23-24 years	38	15.8
	25 years or more	17	7.1
Civil status	Single	221	92.1
	Married	2	0.8
	Free union	3	1.3
	Other	14	5.8
School of origin	CBTIS	32	13.3
	CBTA	3	1.3
	CECYTEH	32	13.3
	CONALEP	5	2.1
	Colegio de bachilleres	32	13.3
	Preparatoria	88	36.7
Semester	Other	48	20
	First to fourth	120	50.0
	Fifth	29	12.1
	Sixth	28	11.7
	Seventh	21	8.8
	Eighth	15	6.2
Ninth	27	11.2	

Table 1. Sociodemographic features of the sample.  
Source: Own elaboration, January 2019.

As can be seen in Table 2, 84.2% of the students surveyed in the bachelor degree in Gastronomy want to be founders and work in their own company, while only 15.8% chose the other options.

Question 1. What was your intention choosing this career?	Frequency	Percentage
Employee in a company	10	4.2
Employee in the public sector	2	0.8
Employee in a nonprofit organization	1	0.4
Founder and work in own business	202	84.2
Successor in a family business	7	2.9
Successor in a non-family business	2	0.8
Another, does not know yet	16	6.7

Table 2. Intention of the student choosing the bachelor's degree in gastronomy.

Source: Own elaboration, January 2019.

In order to compare with previous studies related to the analysis of entrepreneurial intention was separate the gender variable and divided into two periods: at the end of their studies and five years later. The universities students want to found their own company finishing their studies, both men and women, 71.2 and 70.5% respectively; while five years after completing the degree, these percentages increase to 88.8% men and 86% women. Regarding the percentages obtained in the option to work as an employee when they finish their studies are 18.4% for men and 17% in the case of women, while considering five years later these percentages decrease

to 3.2% for men and 6% for women, as can be consult in the following table:

Question 2. What is your intention to choose this career after finishing your studies?	At finished studies				Five years later			
	Men		Women		Men		Women	
	F*	%**	F*	%**	F*	%**	F*	%**
Being employee	23	18.4	20	17	4	3.2	7	6
Found your own business	89	71.2	81	70.5	111	88.8	99	86
Successor of a business	5	4	1	0.9%	6	4.8	4	3.5
Another, do not know yet	8	6.4	13	11.6	4	3.2	5	4.5

\* F= Frequency.  
\*\* %= Percentage.

Table 3. Intention of the students of the bachelor’s degree in Gastronomy at the end of the career and five years later, separated by gender.  
Source: Own elaboration, January 2019.

In Table 4, it can be observed the answers to the question regarding family background in entrepreneurship, 56.3% of the students’ parents work on their own, while 43.7% do not.

Question 4. Do your parents work on their own?	Frequency	Percentage	
Your parents work on their own	Yes	135	56.3
	No	105	43.7

Table 4. Family background on entrepreneurship.  
Source: Own elaboration, January 2019.

The analysis of entrepreneurship training is in Table 5 and indicates that 65.4% of the students surveyed consider that they have a solid formation in this subject. However, 65% chose a negative answer when asked if they have attended an elective course in entrepreneurship. The same situation occurs with the question if they have attended an obligatory course and if they have studied a specific program of entrepreneurship, the highest percentages are in the negative answer with 68.3% and 73.3%, respectively. Finally, 89.6% answered that they would like to receive information on entrepreneurship since currently only 19.6% are managing their own business.

Questions	Yes		No	
	F*	%**	F*	%**
5. Considers solid his training in entrepreneurship	157	65.4	83	34.6
6. Attended an elective course in entrepreneurship	84	35.0	156	65.0
7. Attended an obligatory course in entrepreneurship	76	31.7	164	68.3
8. Has studied a specific entrepreneurship program	64	26.7	176	73.3
9. Would like to receive training in entrepreneurship	215	89.6	25	10.4
10. Nowadays is currently managing his own business	47	19.6	193	80.4

\* F= Frequency.  
\*\* %= Percentage.

Table 5. Entrepreneurship training.  
Source: Own elaboration, January 2019.

The hypothesis test was performed using the Spearman correlation analysis, with the Statistical Package for the Social Sciences (SPSS) version 23, because of the type of variables used in the instrument, defining the dependent variable as "my professional goal is to become an entrepreneur" and the predictive variables "gender, marital status, age and semester ". The results indicate that the correlation is significant with a value of  $p = 0.030$  at a level of 0.05 for the age variable and with a value of  $p = 0.000$  at a level of 0.10 the semester variable, so the hypothesis is partially accepted, as can be seen in Table 6.

		1	2	3	4	5	
Rho of Spearman	1. My professional goal is to become an entrepreneur	Correlation coefficient	1.00				
		Sig. (bilateral)	.				
		N	239				
	2. Gender	Correlation coefficient	.095	1.00			
		Sig. (bilateral)	.142	.			
		N	239	240			
	3. Marital status	Correlation coefficient	.095	.011	1.00		
		Sig. (bilateral)	.153	.867	.		
		N	226	227	227		
	4. Age	Correlation coefficient	.005	-.141*	-.027	1.00	
		Sig. (bilateral)	.944	.030	.686	.	
		N	237	238	225	238	
	5. Semester	Correlation coefficient	-.004	-.025	-.060	.694**	1.00
		Sig. (bilateral)	.946	.703	.370	.000	
		N	239	240	227	238	240

\* The correlation is significant at the level 0,05 (bilateral).  
\*\* The correlation is significant at the level 0,01 (bilateral).

Table 6. Spearman correlation.  
Source: Own elaboration, January 2019.

## DISCUSSION AND CONCLUSION

The objective of this research was to identify the entrepreneurial profile of the students of the bachelor’s degree in gastronomy. The results conclude that 84.2% of the undergraduates wish to be founders and work in their own company. These results support the statement made by Kantis, H ., Ishida, M. & Komori, M. (2002), whose research conducted in Latin American countries shows that approximately 50% of the most dynamic entrepreneurs are university graduates.

Another variable of influence in the creation of companies that is being widely studied in recent years is entrepreneurship’s age and in this sense, the study reveals that this factor is significant in the entrepreneurial intention, since 80% of the sample under study is in an age range of 19 to 24 years. This statement is in addition to those cited by Fernández and Junquera (2001), who

considers that with age, there is a decrease in certain aptitudes to detect opportunities; in addition to that, young people have more up-to-date knowledge, which makes them more prone to risk.

From these results it is suggested the integration of entrepreneurship topics to the curricula of this career, because as it is showed 65% of the students have not attended an optional course in this theme, 68.3% have not participated in any obligatory course of this type and 73.3% have not attended any specific entrepreneurship program.

Based on what I have said before that the discussion is open about if the competences required by the entrepreneur could be generate from the universities and other training entities. Despite this conceptualization and the recent initiatives supported by it, it is still unclear the influence that formal education could have on the training of entrepreneurs or whether these educational efforts will be fruitful or not, as explained by Duarte & Ruiz (2009).

This demonstrates the opportunity area in future curricular redesigns of the bachelor's degree in gastronomy in the field of entrepreneurship, since 89.6% of the students surveyed respond affirmatively about the desire to receive information about this field.

Another aspect that shows the investigation is that men and women want to found their own company at the end of their career, with a percentage of 71.2% and 70.5% respectively, which shows a gender difference of only 0.7%. These results contrast with those proposed by Hernández (2013), who points out that the literature on business creation has frequently linked gender with the creation of companies, highlighting that male sex usually stands out among entrepreneurs. In recent years, there has been a proliferation of studies on the role of women in the creation of companies, trying to analyze which gender is more enterprising, which in turn has led to the creation of different initiatives to promote participation and increase the entrepreneurial spirit of women (Minniti and Nardone, 2007).

The detection, promotion and propagation of the entrepreneur spirit must spread from the classroom. It is vital to include in the Mexican educational system the values of entrepreneurship and innovation from an early age, with the objective that students perceive entrepreneurship as another alternative offered by the labor market. It is important to recognize that in an increasingly competitive world, the fact that your professional future depends on someone else may not be the most convenient, responsible or stimulating option.

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