

How to Cite:

Zambrano, M. J. Z., & Bailón, J. M. B. (2022). Entrepreneurship projects and their contribution to the skills of high school students. *International Journal of Health Sciences*, 6(S3), 921–935. <https://doi.org/10.53730/ijhs.v6nS3.5539>

Entrepreneurship projects and their contribution to the skills of high school students

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Abstract--Entrepreneurship projects and their contribution to the skills of high school students, is research on the strategic, emotional and cognitive educational field of students towards the future work environment as part of the current global world, deepens administrative knowledge, technology and values necessary to know how to respond to social problems that may affect them both personally and collectively. Among the revised methodology is the qualitative and analysis-synthesis methodology that favored the examination and interpretation of the sources consulted, supported by the main concepts of the subject, the quantitative method was used to study the total population that carry out innovative projects in their areas. study. The results indicate that innovation, teamwork, initiative, responsibility, and the use of digital technologies are the ones that most help the generation of entrepreneurship by students. The conclusions indicate that a holistic and comprehensive education forges students with intellectual strengths and suitable qualities that allow them to stand out in the areas in which they operate.

Keywords--21st century skills, education, entrepreneurship, management, skills, investment project.

Introduction

Currently, many countries establish initiatives that promote and enhance entrepreneurship, turning the issue into public policies, to be at the forefront of innovative processes in the productive sectors, initiating the growth of human capital in the identification of opportunities for national, regional and international development. For this reason, educational institutions are obliged to create and implement curricula and didactic strategies for the teaching-learning

International Journal of Health Sciences ISSN 2550-6978 E-ISSN 2550-696X © 2022.

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Manuscript submitted: 18 Nov 2021, Manuscript revised: 09 Feb 2022, Accepted for publication: 27 March 2022

of entrepreneurship in the educational faculty, this prepares young people to face the challenges of the globalized world (Aldana, et. al., 2019).

The educational programs of undertaking seek to address competencies in students, related to personality, behaviors and knowledge that guarantee success in a specific activity, in business, economic, educational and social matters (Jiménez, et. al., 2019). The phenomenon of entrepreneurship is established in today's society as a cultural movement that is present in different spheres with fixed purposes, where the public or private sectors encourage the spirit of business motivation (Antúnez, 2018). The term to undertake arises etymologically from the French *entreprendre*, root of the vulgar Latin (*prendere*) that means to take; in the 16th and 17th centuries it is explained first as a characteristic of the entrepreneur who has conquest, courage, initiative and second it is expressed that he is an adventurous individual, seeking new opportunities in new lands.

In the eighteenth century, its meaning represents both the builders and architects of public works, as well as a good landowner who uses his land to generate profits with the sale of products (Azqueta, 2016). Competences according to Hernández and Sánchez, (2018) state that "they are contextualized processes, referring to the performance of the person within a certain area of human development (p. 15)". Thanks to them, people can measure their suitability, set their orientation and establish ways to achieve their self-realization in an activity. The concept of entrepreneurship has reached a significant expansion, it describes the skills and attitudes of individuals or institutions to face challenges that allow them to overcome, innovate, and achieve goals for business and society progress (Atance, 2018).

Currently there is a need to develop strategies that promote individuals, especially high school graduates, to become effective entities. The real educational plans, previously projected, organized, with active and participatory pedagogical proposals that affect the obtaining of 21st century skills (Lozano, et. al., 2018). Entrepreneurship projects (EP) lead to creating experiences that capture the intelligence of students, enriching them both conceptually and attitudinally, with capacities for adaptation, generation of ideas, communication and production of goods and services. As present and future human capital, students must have entrepreneurial characteristics such as optimism, achievement orientation, perseverance, vision, proactivity, teamwork, confidence, flexibility and leadership, to be competent and competitive in their base of growth and positioning in the market. sector (Hernández, 2021).

In this area, information and communication technologies (ICTs) play an essential role, they are described as a set of tools for the improvement of knowledge and skills, these create a synchronous and asynchronous interaction between teachers and students with the use of present applications. for communication and carrying out projects in obtaining primary or secondary investigative data (Martínez, 2021). There are some theories related to competencies, one of them is Knowledge Management that offers a Strategic Management Model by competencies, where Pérez, et. to the., (2016) contributes that this:

They are made up of personal, organizational and technological competencies that are based on Attitudes (vision and values), Resources (tangible assets and knowledge) and Capacities (skills and experiences). Those distinctive core competencies determine business competition and sustainable competitive advantage (p. 429). The actions of the organizations or people linked to educational training show that an early incubation towards companies is beneficial to forge multi-skilled people, with work independence at an early age.

In Latin America, some governments establish this issue as linked plans in the educational field aimed at young people, understanding that this contributes significantly to the economic and social development of the countries (Torres, et. al., 2018). In Ecuador, the formulation of this type of projects in high school is linked to the subject of Entrepreneurship and Management, where the Ministry of Education introduced it in 2015 for all levels of High School in the different specialties, it is necessary a modular teaching-learning, which involves the theoretical and practical application of the stages of a business idea linked to planning, innovation, construction, creation and other requirements in them as citizens committed to the reality of the country (Argandoña, et. al., 2020).

The application of this type of activities is interdisciplinary, covering different sciences or subjects such as mathematics, language and literature, chemistry, history, artistic education, English and other technical subjects of agriculture, computer science and more, according to the area in which the student do your job. Likewise, in the country, the Organic Law on Entrepreneurship and Innovation was created in 2020, which seeks to favor the creation of businesses at all levels and provides interested parties with suitable information to formalize their idea. In order to prevent young people from facing inconveniences related to employment and social opportunities in this century, instilling entrepreneurship through PE created by them and professionals influences personal and community improvement, forging their preparation to take on challenges, risks, have initiative, ambition, independence and knowledge (Rojas, 2021).

In education, different basic experiential skills are instilled to start a business plan, the teacher is in charge of being the promoter when designing and applying learning evidence in which the student demonstrates his strengths, such as creative thinking, understood as the mental search for complex solutions, generators of value, opportunities and decision making (Hernández, et. al., 2018). Inculcate the culture of entrepreneurship as part of the life project of the students, is oriented not only in the creation of wealth, rather it seeks to attenuate in the students a coherent, persistent, systematic way of acting, which enhances their abilities in the construction of promising lives both in the family and professional (Rodríguez, 2016).

With the changes caused by the covid-19 pandemic, project-based learning (PBL) originated with greater emphasis, which guide a formation of accumulation of scientific and technical information with a constructivist model that records group or autonomous knowledge, with cases practices of daily life in the solution of basic needs that benefit people (Nieto and Martínez, 2021). In contrast to the reviewed bibliography, the purpose is to analyze that in the "Francisco Antonio Daza Zambrano" Educational Unit, in the Junín canton, in the province of

Manabi, Ecuador, students apply personal epistemological and experiential skills of deconstruction of EP, to the pair of the theoretical-empirical study of competences framed in the globalization of this 21st century.

Method

The context of the research is of a qualitative nature, approaches related to the necessary skills were obtained for a student to properly prepare an entrepreneurial project, this review was carried out in a flexible way given the degree of conjecture of the interpretation of several authors. The analytical and synthetic approach made it possible to compare and investigate various criteria from reliable sources such as books, theses, scientific articles, or others, in order to extract arguments that validate and respond to the problem. The historical-logical method was applied, in a contrast between current studies and previous theories, evidencing the evolution of the phenomena given with globalization;

In addition, the quantitative method was applied, with the use of a survey applied to the total population of third-year high school students of the "Francisco Antonio Daza Zambrano" Educational Unit, which totals 51 students of the Technical Baccalaureate in Computer Applications, Production Agricultural and Unified General Baccalaureate. The students in question were inclined towards an analysis of the knowledge acquired about entrepreneurial tendencies, administrative principles, and cognitive and attitudinal skills that they possess, which provided information for the deductive methodology. For this, it was considered that students have the task of practicing skills and knowledge that they rarely examine in the school environment, making logical concepts related to the object under investigation.

Discussion

The elaboration of projects is an issue that has gained greater strength globally in all sectors of society, including in the educational field, aimed at students, teachers, authorities and the community in general, knowing how to respond to basic demands problem solving or need satisfaction. A project refers to the set of acts and management of resources previously planned in an investment plan for the production and efficient administration of a good or service, this is reflected in a structured document that evidences the use of human, financial, material, technological and intangible, includes the study of several indicators to identify whether or not its realization is feasible (Gómez, et. al., 2018). To then achieve the achievement of logical goals for the beneficiaries, hoping among its advantages to obtain knowledge, skills or future economic or social compensation, attenuating that they are in an early stage of consolidating attitudes for life.

It is also analyzed how the intelligent solution of projecting a problem to solve an individual or collective shortage of society, is formulated in a document that generates the steps to follow from the initial situation to the desired one, determines what is the cost-benefit that is hopes to obtain the results, its viability, and other important aspects that allow them to learn from mistakes and detect opportunities for growth (Simisterra, et. al., 2018). Entrepreneurship is directly related to innovation, progress and the abilities of individuals to identify

opportunities, optimize resources for the start-up of a productive activity, which leads to having an attitude of constant learning to improve the goods or services that are offered. offer in a market (Vásquez, 2016).

Management is that activity that is responsible for giving action and effect to a diligence through a documentary and/or verbal process, useful to achieve the proposed acts or solve problems that are generally of an administrative nature (Suárez, 2018). Within the framework of the entrepreneurship and management subject that high school students must take, a practical and experiential orientation is indicated in the curriculum in the construction of a different mental structure so that students cultivate new habits, allowing them to observe beyond their own environment, generating favorable responses for all (Ministry of Education of Ecuador, 2019).

Entrepreneurship in education establishes that students have a leading role, they show certain characteristics to conceive, establish and obtain goals, which is why the role of the teacher guide is pragmatic, guiding and encourages reflection, criticism and analysis in them, highlighting their innate abilities in the business world (Pilozo and Zambrano, 2021). In the 21st century, the current pedagogical concepts based on the formation of competencies demand formative evaluation models with greater emphasis, because they are justified by the high impact of the application of interdisciplinary knowledge (Gómez & Miralles, 2018).

Achieving skills in this educational process is a challenge for educational institutions that want quality and effective education. The abilities, skills, abilities and other traits of the students are achieved on the way to their learning objective, this requires work carried out seriously both at a cognitive and non-cognitive level (Pesantez, et. al., 2021). As part of the teaching-learning process in the formation of knowledge, attitudes and domains that are part of the basic competences in students, a close link is proposed between the following types of learning linked to entrepreneurship shown in Table 1.

Table 1
Types of learning involved in projects of ventures.

Type of learning	Concept
Competency-based learning	Involves generating necessary and specific transversal competencies, whose purpose is to facilitate scientific and technical knowledge, which require a holistic approach in education, facilitating the answers of knowing, doing and understanding (Quishpe, 2021).
Project-based learning	It includes different cognitive and constructivist theories of human learning, according to which knowledge is the result of a construction process in which the person actively participates (Rodríguez, 2018, p. 29).

Problem-based learning	Is how possible to establish the conditions that lead to active, contextualized, integrated and understanding-oriented learning, providing opportunities to reflect on the educational experience and apply what has been learned (Morales, 2018, p. 93).
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Identifying useful information acquisition styles for each student and type of knowledge facilitates the prescription of an assertive teaching methodology that can culminate in significant learning (Cervera, et. al., 2021). In educational work, it is essential to combine different didactic mechanisms to know how to adapt and relate the different skills and knowledge in the tasks that are required. When contextualizing the meaning of competencies, they are understood as the sum of abilities, attitudes and skills that frame a new era of globalization, based on action to successfully carry out a task, which are evident, are learned and evaluated, in addition to integrating knowledge, behaviors and processes from their work (Sandí & Sanz, 2018).

As for the etymology of the term competition, it comes from the Latin *competere*, (to go something to meet another or coincide), its evolution occurs in the verb *competere* and *competere*, the first gives meaning to the noun of competition and the adjective of competent that gives rise to to be appropriate and the second makes manifest to fight and rival or to the noun of competition competitor or competitiveness. According to the dictionary specialized in the Spanish Language, it provides the closest meaning, which is expertise, aptitude, and suitability (Segoiano, 2014). A formal pedagogical practice of simple memorization, repetition or replication must be left aside, teachers have the responsibility to instruct in a model for the preparation of students towards successful self-improvement, considering their ways of learning, motivations to recover the interest in acquiring and creating useful information for themselves and others (Caccuri, 2018).

In the collection of information, the classification of competencies established in categories with common characteristics related to each area at an individual or collective level is investigated, shown in Table 2.

Table 2
Basic competencies in high school students

Competences	Characteristics	Concepts
Entrepreneurs	Leadership Dynamism Innovation Negotiation Problem solving	They induce the way in which individuals tend to adapt in the professional market and the capacities they possess in the creation of business projects that generate economic growth and social integration (Navarro, et. al., 2020).
Technological	Creation	They refer to the use of digital

	Security Information Research Digitization	tools, mastery and the ability to manage technology responsibly (Sandí & Sanz, 2018).
Interpersonal	Collaboration Communication Sociability Interculturality Teamwork	Establishes relationship skills, preparing them for the meeting, mutual activities emphasizing empathy, and active listening in the management of an adequate work climate (Crespí & García, 2021).
Intrapersonal	Self Creativity Emotional intelligence Discipline Proactivity	These are the main characteristics of a person that alludes to internal competencies of the being such as acceptance, personal management and knowledge for self-improvement that seeks excellence (Crespí & García, 2021).
Cognitive	Planning Analytical thinking Linguistic and mathematical ability Interdisciplinarity	They are a mental process that takes place in the understanding, analysis of information through organization and thought and experiences as part of intellectual growth (Mejía, 2021).

Source: Own elaboration from the compilation of ideas of several authors mentioned in the table

There is no competition better or stronger than another, great results can be obtained from them in the formation of an individual, they are an inexhaustible source of programs, projects and other technical and creative participation in the use of different media to work and make themselves known as suitable high school graduates educated for life. The Ministry of Education and other international organizations generate entrepreneurial initiatives with interdisciplinary axis programs in the subject related to the field of study, for this reason, they allude to them the importance of influencing students towards careers related to Science, Technology, Engineering and Mathematics (STEM) that are approaching the forefront of the global world, which in turn requires trained professionals open to collective strengthening.

When inquiring about the entrepreneurial projects and the contribution in the skills of high school students, a survey was applied to the 52 third-year high school students of the Francisco Antonio Daza Zambrano Educational Unit, where they were consulted shown in table 3.

Table 3
Types of enterprises and the inclination of the students

Variables	Students	Percentages (%)
Commercial	15	29
Services	14	27
Agricultural	14	27
Industrial	9	17

Table 3 shows that 29% of students have a preference towards the types of commercial enterprises, 27% were inclined towards the types of service and agricultural businesses as well, and 17% were directed towards industrial-type companies; Considering that the institution offers a technical baccalaureate in agricultural production and computer applications, it can be affirmed that its entrepreneurial vision is mainly directed to the technical area. The educational system in technical and science baccalaureate integrate the subject of entrepreneurship and management as an interdisciplinary module, where students document and execute business ideas of any type mentioned above; for Reina, (2018) defines entrepreneurship in the classroom "as a pedagogical process used for the analysis, application and creation of knowledge as a means of developing the skills of students (p. 28)".

The competence of learning to undertake consolidates comprehensiveness, where the student fuses knowledge, behaviors and values that enable effective actions of an individual who contributes to society in the positive transformation of new opportunities (Batista, et. al., 2018). Table 4 shows the soft skills applied to entrepreneurs.

Table 4
Soft skills mostly applied when undertaking

Variables	Students	Percentages (%)
Creativity and innovation	17	33
Responsibility	14	27
Leadership	11	21
Cooperation	6	12
Resilience	4	8

As can be seen in table 4, the main ability that students forge on the path to undertake is creativity and innovation with 33%, responsibility occupies 27% of acceptance, leadership 21%, cooperation 12% and resilience 8%. The skill they practice the most is creativity because it involves using the imagination and inventiveness of the team to demonstrate their real idea in the demonstration and defense of their task. The practice of soft skills plays a fundamental role in social interaction, they combine ideologies, cultures, ways of being because it helps them overcome existing personal problems such as stress, anxiety, depression, and others, which can affect their environment. In this regard, Vázquez, et. to the., (2022) states that:

They contribute to the knowledge of new realities, to the construction of new ways of working, dignify the work of collaborators, generate sympathy in a work environment, promote solidarity, are empathic with the suffering of others, promote respect, brotherhood, diversity and plurality (p. 11). Emotional intelligence is present as a pillar that enriches the internal motivation to be, act, think and feel in a positive, supportive, committed, and oriented towards individual and collective achievements. The call on this topic is evident for both students and teachers who must maintain good relations with their students facing their reality, as encouragers of their abilities, using an attitude, predisposition, norms, and behaviors in the motivation of students for the acquisition of learning. significant.

Table 5 shows the hard skills applied to the entrepreneur.

Table 5
Hard skills mostly applied to entrepreneurship

Variables	Students	Percentages (%)
Reading comprehension	18	35
Technological management	14	27
Mathematical thinking	9	17
Technical knowledge	8	15
Negotiation	3	6

The results of the survey show that 35% of the students affirm that the competence they most apply in this field is reading comprehension, followed by technological management with 27%, mathematical thinking obtained 17%, technical knowledge 15% and negotiation 6%. These data are due to the fact that the students learn by themselves and the guide of the educators to formulate, write and investigate the evidence of their work related to the area to which they are inclined in their undertaking, applying what they have learned in their years of study.

Hard skills are developed in the cognitive area of being, according to Mora, (2018) expresses that it is essential "to have a very solid training both in project management theory and in the technologies that these projects involve (p. 10)". Given this, the training and constant guides of the subjects are needed to favor the theoretical-practical interpretation and are reflected in the business task. An entrepreneur can be defined by his action, he makes his function, goal or objective come true, he is not only the one who has a company in himself, but also that individual with specific motivations and behaviors such as creativity and innovation, initiative or responsibility (Moreira, et al., 2020).

The entrepreneurial attitude is essential to be successful anywhere, it encompasses psychosocial aspects responsible for a person's motivation; as well as, to generate resources to locate business opportunities and self-realization. Entrepreneurship has associated factors that are self-efficiency, resilience, perception, motivation, and a critical sense of responsibility (Pérez, et. al., 2019). Table 6 shows the answers given by the students related to the most relevant competencies in today's world.

Table 6
Most relevant competences framed in today's global world

Variables	Students	Percentages (%)
Technological	16	31
Interpersonal	13	25
Entrepreneurial	11	21
Intrapersonal	8	15
Cognitive	4	8

The data obtained from table 4 determine that the parameter of technological competences is the most approved with 31% of affirmations who consider it more relevant in the current global context, followed by interpersonal skills with 25% that induce teamwork variables, respecting the functions and particularities of each member, 21% highlighted that entrepreneurial skills are considered necessary for preparing for the future work environment, 15% supported the intrapersonal skills that allow individual and professional standing out and 8% considered the cognitive skills that forge the knowledge acquired. The contentions refer to the ways of learning of the students, taking into consideration that they are linked to each other during the learning process. A more advanced science at a global level is the technological field, where ICT according to Daquilema, et. to the., (2019) indicates that:

They are the abilities to solve information, communication, and knowledge problems, as well as legal, social, and ethical dilemmas in a digital environment, which must be developed in the teaching-learning process, through the use of ICT resources in the acquisition of skills for the search, recovery, processing and transfer of information in the construction of new knowledge (p. 42). Using this competence as an educational strategy makes the teacher have the necessary skills to educate in different contexts, teaching them to forge technical knowledge in computing, communication, digitization, growing at various levels as the didactic processes progress.

Table 7 shows the importance that students give to entrepreneurship in high school.

Table 7
Importance of entrepreneurship projects from high school

Variables	Students	Percentages (%)
Because they allow to consolidate theoretical and practical knowledge in the business and/or work environment	32	62
Because they serve as a basis to measure the feasibility of the business	9	17
Because it is a requirement to	7	13

work in some subjects		
Because they allow to achieve economic resources to make it a reality	4	8

According to the results of the survey, it is indicated in table 5 that 62% of students highlighted that entrepreneurial projects allow consolidating theoretical and practical knowledge related to the business and/or labor, 17% agreed that these serve as a basis to measure the feasibility of a business, 13% denoted that it is a requirement to work in some subjects, this is because as part of a technical baccalaureate they formulate innovative projects in the area of study and 8% established that business ideas allow obtaining economic resources to bring them to reality, and this last point is due to the fact that some families in the community have small businesses and are managed with agricultural or commercial productive activities as a source of family income. Entrepreneurship in educational establishments integrates actions on personal growth, transformation of the environment, guides the vocational source and life project of the student body, and from these bases strengthen the training process, with conceptual and attitudinal tools innate in the interaction with the environment (Paternina, 2018).

The factors that positively influence the construction of projects were investigated, where it is highlighted that teamwork is the ideal means to work under this modality, since as social beings you have the need to feel supported at all times, the investigative capacity is ideal when formulating a business idea, necessary to contrast market studies, preferences, customer tastes, and even previous similar work, a good attitude forges an intrinsic motivation in learners, makes the taste for activity constant and support in ICT is always present as part of globalization, useful in the construction, execution and dissemination of a value proposition with economic and social impact that allows adapting appropriately to any change.

Conclusion

The elaboration of business projects not only means developing a document with an investment proposal that involves its structure in dimensions such as the descriptive, communicational, marketing, finance, or evaluation plan, it is also to generate the demonstrative practice of the ideas that entails in the course the acquisition of basic skills, techniques and habits that allow a participation in this XXI century autonomously, analytical, conscious and innovative, contributing to the sustainable development of a society rooted in values and cultures. A holistic and integral education contributes to the scenic development of educational actors with research, programs, and projects consistent with the current era, establishing that social, digital and cognitive skills serve as a basis for producing initiatives and constant participations of entrepreneurship, which learn to value the intellectual work and physical effort generated in the resolution of simple problems, causing success and satisfaction on an individual and team level.

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