

Follow-up to the graduates, entrepreneurship and labor insertion of the graduates from the Technical University of Manabí's Basic Education career

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Abstract: The follow-up to the graduates, as an activity inherent to higher education institutions, allows to achieve a vision of the training accomplished by the professionals and their labor insertion. The objective of this work was to explore the graduates' level of intentions to undertake in the educational field of the of the basic general education career of the Technical University of Manabí. A mixed cross-sectional study involving 62 students was conducted. An "ad hoc" instrument based on the survey (Ortiz 2016), and the indicators of the GEM project was used. The results showed a low level of entrepreneurship and a high percent of students who do not believe they can undertake in this field. The unfavorable labor situation evidenced (82% do not work in the field of education) indicates the need to find alternatives for these graduates, in this scenario, training on entrepreneurship can be an effective option.

Keywords: follow-up to the graduates, entrepreneurship, labor insertion

1. Introduction (Times New Roman 10 Bold)

The follow-up to the graduates has the purpose of monitoring the post-university achievements of the graduates that are attributed mainly to the quality of the campuses where they were educated, although the incidence of the individual conditions of each student is accepted. (Palloroso&García (2019). The graduates' success does not depend just on the simple fact of having completed the career at a certain university, but on what the students did during their life academic period (Tirado, Tejada&Cedeño 2015).

In Ecuador, as a result of constitutional reforms to improve teaching processes and the educational system at all levels, legislative changes were introduced (Organic Law on Higher Education – LOES-2008) whose articles define and direct how the policies of Higher Education Institutions should be in terms of monitoring graduates. In Article 142, it is established that all Ecuadorian Universities must have a monitoring system for their graduate professionals, which results would support the improvements of the academic training processes in higher education centers and consequently meet the needs and demands of the market (LOES, 2011)

Arteaga, Capo and Ruiz.(2017)state that in this improvement of academic training, entrepreneurship should be considered as a favorable activity in the university's integral education in any field, including in basic education career. The studies of the initiative to undertake in this field are insufficient, although they are necessary because they represent a source of employment and favor labor insertion. The entrepreneurship initiative is recognized as an important lifelong learning competence; however, it is not always an educational objective, although it is a political one in democratic societies. (López et al. 2021)

The study of the Global Entrepreneurship Monitor (GEM) project defines entrepreneurial activity as the set of business initiatives of any type and sector, including self-employment, that have been in the market for a period of no more than 42 months. After this period, the activity is considered consolidated.

There are some series of values and attitudes that are identified with entrepreneurs and with high levels of entrepreneurial initiative in a society. These include: 1) the attitude towards risk; 2) not to be afraid of failure; 3) creativity; 4) internal control (that is, the belief that what happens to us is determined by our own actions and not by those of others or by external causes); 5) perception of existing opportunities; 6) confidence in the ability to undertake; and, finally, 7) the image of the entrepreneur and the entrepreneurial activity by society.

2. Significance Of The Study

Evaluation of the quality in a professional's training, does not only culminate with his graduation or qualification, but also takes into account the individual professional behaviour, in conditions in which his

occupational performance is not bounded. The development of the initiative to innovate is not yet a priority in the training of education professionals in our context, in this sense the strategies and actions to generate an entrepreneurial spirit in future graduates remain limited. To describe initiative for the entrepreneurship of the graduates from the Basic General Education career is very important. The development of this competence in university specialties dedicated to the public sphere, does not always have the same emphasis as in the productive area or particular services. (Garcia, 2015). Public university education often does not emphasize training for entrepreneurship, in the curricula of pedagogical careers, the hours dedicated to this subject are insufficient.

Overcoming impediments to exercise the profession directly in the occupational field or according to the provisions of the graduation profile established in the career, allows us to verify that this academic training provided the necessary professional tools to successfully insert themselves in various job contexts.

3. Review of Related Studies

Aleman, L. et al. (2011) present a study on entrepreneurial behavior (creativity, risk-taking, internal locus of control) and attitudes towards entrepreneurship of young people in Spain and compare the results with those in United States, France, Italy, Norway, and the United Kingdom. This study is based on some of the Global Entrepreneurship Monitor (GEM) project's indicators, which measure entrepreneurial activity in a given territory.

According to that study, the United States was the country with the highest rates of entrepreneurship, followed in descending order by Norway, Spain, the United Kingdom, France and Italy. In relation with positive attitudes towards risk, according to that study, it was also the United States with 39%, the best country, followed by France (21%), Italy (15%), Norway (12%), Spain (12%) and, finally, the United Kingdom (5%). While the countries in which young people are most afraid of failure to undertake are France (47%) Spain (45%), Norway (25%) and the United States (27%)

The data show an inverse correlation between entrepreneurship and fear of failure in young people from developed countries, although no other data have been found, it can be assumed that this regularity is also expressed in the rest of the countries. Likewise, the perception that events can be controlled by our own actions (internal locus of control) and the perception of opportunities, which are indicators of entrepreneurship, seem to be higher among young people in more developed countries (Aleman, L. et al. 2011)

Marín (2016) in his research on this topic states that the antecedent of entrepreneurial behavior is the intention to undertake. On the other hand, Palloroso (2019) conducted a study on the follow-up to the "graduate", and concludes that there are several denominations about this process that differ according to the context, professional intentions and social circumstances. Chirinos, Meriño and Martínez (2018) carried out studies on this subject in Latin America and affirm that in this area, the considerable increase in research on follow-up to graduates, has been conditioned by a dynamic of accreditation and strengthening of the universities structure.

Likewise, Gaspar, Capó, & Lombillo, (2015) mention that in this Latin American context, the communication mechanism between graduates and universities is known as "follow-up to graduates". It is the process by which evolution is carried out after having completed their studies and beginning their professional life. It must be a structured, institutional, continuous and flexible process so that the university feeds back and can make the continuous improvements it requires.

Acosta, M. Coronel, V & Jiménez, M (2018) carried out a study related to social entrepreneurship and its relationship with the base of the pyramid in Latin America, concluding that in Ecuador, little by little, space is being opened to different ventures linked to a social objective, professionals of different kinds such as health, agriculture, technology, are venturing into these issues. Entrepreneurship involves a lot of tenacity and perseverance, since although at the beginning the returns are not as expected, companies of this type begin to strengthen and consolidate in the market and generating not only resources to cover the operation, but also to grow and obtain profitability; however, according to our perception, this trend is still very incipient, especially in the field of education.

4. Objectives of the Study

- To find out the level of entrepreneurship initiative in the educational field the basic general education career's graduates in Technical University of Manabí.
- To find out whether or not there is any significant difference in terms of entrepreneurship between European countries' young people from those Latin American ones.
- To propose recommendations for university training in this field.

5.Hypotheses ofthe Study

Entrepreneurship initiativehas not become a professional competence of the students graduated from the studied career, consequently, they neather express interest in undertaking in the educational field, nor they believe that this area is a source of entrepreneurship, despite the opportunities generated in the context of the COVID 19 Pandemic.

6.Population and Sample

The population includes 135 graduates of Basic General Education of the Philosophy Faculty, at the Technical University of Manabí, Ecuador The investigators used simple random sampling technique and randomly selected 62 participants.

6.1.Statistical Techniques Used in the Present Study

An “*ad hoc*” instrument based on the survey (Ortiz 2016), and the indicators of the GEM projectwas used. A Likert scale was used with 5 categories: strongly agree, agree, indefinite, disagree and strongly disagree. A Cronbach's Alphaand χ^2 testwere used to analyze the data.

Table 1: Dimensions and indicators to be evaluated at the entrepreneurshipinitiative

Variable	Definition	Indicators	Parameters
Initiative towards entrepreneurship in the educational field	Participants manifest individual conditions (intentions and self-determination) to undertake in the educational field	<ul style="list-style-type: none"> Self-determination and intentions towards self-employment. Perception of the level of preparation for entrepreneurship. 	<ul style="list-style-type: none"> Have you even thought about undertake or taken a step to do it? Have you undertaken or have made efforts to do so? Do you consider that it is difficult to start your own business because of the amount of paperwork? Do you consider that you are not qualified to assume an undertaking?

6.2.Data Analysis and Interpretation

Table 2: Showing the percentageof level’slabor graduates insertion

	Frequency	Percentage	
Works in the field of education	11	17,7	17,7
Work in another field of job	21	33,9	51,6
Does not have a stable job	30	48,4	100,0

Table-2 Interpretation

The employment situation is unfavorable, with 48 per cent of graduates who do not have a stable job and 33 percent who are working in another sphere, while only 17.7 per cent are working in education, mostly as teachers.

Table 3: Showing the percentage of entrepreneurship

	Frequency	Percentage	Average
Undertakes or has intentions in the educational field	4	6,5	6,5
Neather undertakenor has intentions to do so in the educational field	58	93,5	100,0

Table-3 Interpretation

Only 4 young people (6.5%) intend to undertake in the future in the educational field, a truly low percent, which shows the need to strengthen the dimension of entrepreneurship in their professional training.

Table 4.Showing the percentage of perceived individual capital for entrepreneurship

	Frequency	Percentage	Average
Yes	5	8,1	8,1
No	57	91,9	100,0

Table-4 Interpretation

The self-perception of individual capital, which is expressed in self-determination, professional intentions and perception of their level of preparation to undertake, shows that 91.9% do not manifest entrepreneurial initiative and 8.1% do.

The study included the exploration of social capital for entrepreneurship, considering its connotation in the formation of entrepreneurship.

Table5. Showing the percentage of social capital for entrepreneurship

	Frequency	Percentage	Average
Yes	3	4,8	4,8
No	59	95,2	100,0

Table-5 Interpretation

The perception of possibilities offered by the environment is also unfavorable, in this case only 3 graduates, (4.8%) believe that the environment offers possibilities to undertake and 95.2% consider the opposite. It was found that there is no significant association between individual capital and social capital as shown in Table 5, where p (value = 0.871) > than 0.05.

Table6.Level of association between individual capital and share capital

Pearson's chi square tests			
	Value	fg	asymptotic significance (2 sides)
Pearson's chi square tests	,277 ^a	2	,871
N of valid cases	62		

Table-6 Interpretation

The unfavorable employment situation shown in the results: (82% graduates do not work in the field of education) indicates the need to find alternatives for these graduates, in this scenario, training on entrepreneurship can be an effective option. The number of young people who do not intend to undertake in the future is high (91.9%). This finding could be associated with the course received in the career focused on entrepreneurship, without an orientation aimed at their field of occupational training.

The low level of entrepreneurship is consistent with the percentage of students who have no intentions for the future or believe they cannot do so. It is rational to have no intentions to launch when the young person does not feel capable. This result is consistent with arguments revealed by Ortiz (2016) in a survey of the Youth Institute of Spain on the situation of young people in 2012 where 63.2% reveal little gestation of an entrepreneurial spirit, which in turn agrees with theRose's thesis (2002) about the determination of the environment on entrepreneurship. The perception of the limited opportunities of the environment to assume ventures in education (95.2%) is consistent with studies that highlight the importance of structural factors such as industrial and technological

development, along with aspects related to social capital (Kantis et al. (2021), for these authors the cultural aspects (degree of social valuation of the career and the existence of social, institutional and sectoral networks are determinants.

This study also agrees with Ortiz' study (2016) about the way entrepreneurial activity is included in educational programs. The conditions imposed by the COVID-19 pandemic are perceived as unfavorable by 75.4% of respondents, but the rest consider instead, that they have generated a wider field to undertake in the given complexities that virtual education generates. This negative perception of the environment is associated with limited individual capital because the subject who does not perceive himself capable, finds more risks than opportunities in the new circumstances of isolation.

Table 7: Showing the percentage of level of entrepreneurship indicators

	Percentage (Si)	Percentage (No)	Average in European countries GEM project
Positive attitudes towards risk, Opportunity	3,3%	96,7%	
Internal locus of control	4,3%	95,7	
Intention to undertake in the next 6 months in any field	1,9%	98,1%	
Intention to undertake in the next 6 months in educational field	3,2 %	96,8	
Entrepreneurship initiative	0,0	100%	
	3,3%	96.7%	17,7%

Table-7 Interpretation

The data show a limited development of entrepreneurship, only 3.3% of graduates of Bachelor's Degree in Basic Education who participated in the study showed not to be afraid of failure, 4.3% perceive entrepreneurship opportunities in general. It is also low the percentage of young people with internal locus of control (1.9%), also only 3.2% of respondents express intention to undertake in the next 6 months, none of them in the educational field.

The triangulation of the data shows that only 3.1% of the respondents manifest entrepreneurial initiative, this data compared with the average of GEM project data in Europe (17.3%) (Alemany, L. et al. 2011), demonstrates the challenge that represents for university education in this career the development of this important personal competence.

The data also reflect the complex economic situation in Ecuador. In this sense, it agrees with De la Vega et al., (2010) ideas, who assure that states of crisis are also reflected in the pessimistic attitudes of entrepreneurs in the face of the existence of opportunities to undertake. However, seeking employment in the midst of a severe crisis is not the best solution.

7. Recommendations

To expand the sample of the study in order to determine the trends of entrepreneurship in broader sectors of graduates.

To implement actions to develop entrepreneurship projects as a modality of qualification of the graduates in Basic Education career.

8. Conclusion

Entrepreneurship is one of the most effective job placement alternatives in the different occupational fields. The educational field is not an exception; however, this is not always a priority in education science careers. The initiative to undertake involves the development of an individual capital, understood as the personal resources of the graduate to immerse an enterprise, which is integrated into the social capital that includes the opportunities offered by the environment. The unfavourable job situation evidenced (82% do not work in the field of education) indicates the need to find alternatives for these graduates, in this scenario, training on entrepreneurship can be an effective option.

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