



REVISTA

# CÁTEDRA

## Business management in the development of teaching capacities that promote sustainable entrepreneurship

*Gestión empresarial en el desarrollo de capacidades docentes que impulsen el emprendimiento sostenible*

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### Abstract

The objective of this research is to demonstrate to what extent the application of the business management program will increase sustainable entrepreneurship among teachers in Educational Units of Guayaquil-Ecuador 2021. The main problem revolves around the lack of knowledge about the relationship between business management and sustainable entrepreneurship since it has not been studied longitudinally. The study observed how sustained entrepreneurship affects the process and the durability of a student's confidence or identification with the teacher; therefore, the findings based on the surveyed population could guide on the most effective resources and educational strategies to develop and maintain motivation and sustainability in entrepreneurship. The most outstanding results revealed that in the pretest of the experimental group 21.1% is in the medium level and 78.9% in the high level; for the control group 29.8% is in the medium level and 70.2% in the high level; after the application of the program the level of this experimental group increased to 100%. It is concluded that the effectiveness of the program in the social aspect is an important ingredient in the current business education environment and contributes significantly to the general welfare of society.



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## Keywords

Creativity, entrepreneurship, business, management, sustained.

## Resumen

La presente investigación tiene como objetivo demostrar en qué medida la aplicación del programa de gestión empresarial permitirá incrementar el emprendimiento sostenible en los docentes en Unidades Educativas de Guayaquil-Ecuador 2021. La problemática principal gira entorno al desconocimiento sobre la relación entre la gestión empresarial y el emprendimiento sostenido dado que no se lo ha estudiado longitudinalmente. El estudio observó cómo el emprendimiento sostenido incide en el proceso y la perdurabilidad de la confianza o la identificación de un estudiante con el docente, por tal razón, los hallazgos basados en la población encuestada podrían guiar sobre los recursos y estrategias educativas más efectivas para desarrollar y mantener la motivación y sostenibilidad en el emprendimiento. Los resultados más destacados revelaron que en el pretest del grupo experimental un 21.1% está en el nivel medio y un 78.9% en el nivel alto; para el grupo control el 29.8% se encuentra en el nivel medio y un 70.2% en el nivel alto; luego de la aplicación del programa el nivel de este grupo experimental aumentó al 100%. Se concluye que la eficacia del programa en el aspecto social es un ingrediente importante en el actual entorno de educación empresarial y contribuye significativamente al bienestar general de la sociedad.

## Palabras clave

Creatividad, emprendimiento, empresarial, gestión, sostenido.

## 1. Introduction

Entrepreneurship is a multifaceted phenomenon. In simple words, an entrepreneur can be defined according to Miles (2019) as "a person who establishes and manages a business for profit and growth" (p. 97), entrepreneurship is more than just creating a business. It is creating a winning mindset among students through proper education being the need of the hour. In the 21st century, entrepreneurship education has been recognized as one of the essential determinants that could influence students' career decisions. Introducing the concept of company and entrepreneurial approaches in secondary education can influence the perception of entrepreneurship, as well as their awareness of other employment options. This type of education can therefore influence the performance of entrepreneurs by improving their profitability, sustainable entrepreneurship attitudes and chances of survival. In addition, its importance to the economy has also been recognized, as it ensures rapid economic growth and a positive environment. Many countries are increasingly recognizing entrepreneurship as an effective means of creating jobs; increasing productivity and competitiveness; and improving quality of life and achieving community goals. However, policymakers and educators need a thorough understanding of the diverse and alternative aims and objectives of sustainable entrepreneurship education to be successful. The Ministry of Education of Ecuador at the beginning of the 21st century having recognized the importance of entrepreneurship education has instructed all universities/colleges in the country to introduce entrepreneurship orientation courses with sustainable entrepreneurship.

At present, society has sought to develop its creativity, innovation, with the use of ICT in sustainable entrepreneurship through the correct use of administrative management. In this regard, Mancilla and Amrós (2015) point out that:



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Execute ventures to reactivate the economy in their families, becoming participants of their skills and abilities to have the opportunity to overcome and achieve economic stability both in general and in their family environment, but to start this phase (entrepreneurship) to address the issue of entrepreneurship should be known what is this? or what do the authors of texts of this educational discipline indicate? everything related to this subject academically speaking and commercially executed, in relation to sustainable entrepreneurship and administrative management are added to the concept that each individual is an architect in the formation of a new current business forming a judicious or not judicious work environment, is appreciated as an entrepreneur (p. 23).

With this point of view it is understood that entrepreneurs are identified as individuals who are in the process of starting a commercial activity, who are founders and managers of a new style of sustainable entrepreneurship; but in Ecuador we have seen the following shortcomings that affect their level of credibility such as: the lack of knowledge of tax procedures, how to register with the Internal Revenue Service, the payment of taxes according to the commercial activity they exercise, the commercial agreements that protect young entrepreneurs so that these are sustainable, the resolutions established with the government and entrepreneurs, the lack of commercial strengthening among other entrepreneurs who produce the same and be able to export their products and / or knowledge, create commercial channels in internet networks such as e-commerce, strengthen their customer base, add and different value to their products, relate and learn to improve their distribution channels, open the doors to the global market, comply with commercial and international standards when it comes to a product that is handmade or specifically food products where they must meet various quality standards. This has prevented them from expanding commercial borders, being competitive and having a sustainable enterprise at the present time. For this reason, López et al. (2021) point out that:

Many businesses go to market regardless of size, time or location, this leads to strengthen business relationships of these young entrepreneurs that due to the shortage of work in our country, allows the growth of informal traders from an early age, many of them fail others achieve their goal, and for this we want to train them to become sustainable entrepreneurs through the knowledge that is provided with appropriate guidance from the administrative management in the development of sustainable entrepreneurship and thus, face great challenges of continuous change in entrepreneurs able to achieve their goals (p. 45).

These shortcomings are also present in the context where the research is conducted, since we can observe how our students who have initiatives, due to lack of knowledge, fall into non-compliance with tax regulations and this leads to a distancing in what could be a venture.

Regarding the content and structure of the article, section 2 presents the concepts related to the research. Section 3 describes the methods and materials used in this research and contrasts them with research carried out by other authors. In section 4, the findings found after the application of the respective instrument are detailed. Section 5 details the discussion of the results. Section 6 describes the pertinent conclusions.



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## 2. Related concept

### 2.1 Business management

According to Kayl et al. (2017) "is a method of training specialists of business management. This ensures high effectiveness of management and its systematization. At present, to occupy a managerial position, a specialist must have business management" (p. 69). While Chiavenato (2010) points out that:

Business management is a management style that maximizes an objective function, which expresses the satisfaction of consumers with respect to service goods, with a constraint condition, which expresses the limits of their spending on service goods (p. 125).

On the other hand, Miles (2019) points to business management "as a particular domain of knowledge, e.g., through teaching and teacher training, it also requires expertise. And it can be seen as expert knowledge, i.e., proven knowledge based on experience" (p. 89). For Stewart and Hocking (2019) "entrepreneurial management is a new and innovative approach to leadership and entrepreneurship that aims to foster new mindsets that can adapt to change and develop new skill sets that can address today's complex challenges" (p. 73).

In other words, business management as understood is a set of specific activities performed by a manager or entrepreneur. His process is influenced by his intuitive or cognitive decision making. Moreover, he has the ability to manage in a traditional, dogmatic or innovative way, which also depends to a large extent on his personality profile.

### 2.2 Sustainable entrepreneurship

Sustainable entrepreneurship according to Briceño et al. (2017) defines it as.:

A process that improves the discovery, evaluation and exploration of opportunities in the commercial market; it is worth mentioning that the term entrepreneurship is characterized by the acquisition of products or services at a reasonable price in the market, it also states that an entrepreneur is a person who breaks schemes through innovation in the development of a new product under the constancy and persistence to bring out a product under the innovative approach, observes an opportunity in every need of the environment achieving a significant impact on the labor market (p. 125).

In this sense, sustainable entrepreneurship represents the concept of development. Sustainable development aims at protecting nature, sustaining life and society in exploring discovered opportunities for the birth of services with monetary and non-monetary objectives for people, stock exchange and community. Sustainable entrepreneurship is measured by innovation which is calculated by research and development for which there are various types of innovation including disruptive innovation, indigenous innovation. Similarly, Ratten et al. (2019) expound that:

Sustainable entrepreneurship is subject to various interpretations and is a dynamic concept. In the past it was mainly related to the environment, but it has adapted to a more holistic view of what it means to take care of future generations in different ways. Sustainable entrepreneurship is a concept that has an interdisciplinary meaning.



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This makes it a good topic to study because of its links to disciplines including anthropology, economics, business management, sociology and tourism (p. 12).

According to the above it can be said that sustainable entrepreneurship is a novel field in entrepreneurship research. It is derived from sustainable/sustainable development, it meets the current need without complicating the supply of next generations. In addition, sustainable entrepreneurship is considered as the orientation in the conservation of the natural or social environment, the sustenance of life and society in the exploration of opportunities achieved for the purpose of reviving products, processes and services to achieve monetary returns in which profit is generalized to include economic benefits, and non-economic benefits for individuals, the economy and society.

### 3. Related studies

Chen's (2021) research entitled Entrepreneurial management and its after effects of the application of a WebQuest to technology education on students' critical thinking psychology and operational ability aimed to study and describe the correlation that exists between the teaching of entrepreneurial management and the application of technological tools for the benefit of students. The introduction of online-supported teaching-learning in training requires a better judgment of how students experience online support (many of whom encounter this technology for the first time in high school). Methodologically, the mixed approach was used; in addition, a qualitative component was incorporated that was based on the principles of phenomenology. From 156 students enrolled in a business management education module that is part of a Bachelor of Education study regimen, 15 participants were selected by random sampling. A sequential exploratory quantitative sequential research was then conducted to test the qualitative findings. Qualitative data sources included personal reflection journals, focus group discussions, and individual interviews. Quantitative data were generated from questionnaires administered to respondents. In the key findings participants indicated that the online discussion forum provided them with a context for learning through social interaction in qualitatively different ways, and this offers insights into how developing nations might address the need to engage with pedagogical practices in the online space.

Raza's (2019) research entitled Evaluating the Effectiveness of the Business Management Education Program aimed to assess the effectiveness of the Department of Business Management's Master of Business Education (MBE) program in terms of its approach to business education and the business management competencies of its graduates. For the methodology, a survey-questionnaire along with document analysis technique was employed to collect information from 80% of the final semester students (taken systematically) and 80% of the graduates from two batches of alumni and their immediate tutors as employers (taken purposively) for both entrepreneurship education and business management domains. Descriptive and inferential statistics were employed to estimate and compare the level of effectiveness of the MBE program as perceived by the respondents. The overall effectiveness level of the program stood at 82.2% as rated by final semester students, 86.4% as rated by alumni, 90.6% as rated by employers in the business management domain, and 90.4% as rated by employers in the business education domain.

In the research of Ruidías (2020) in his doctoral thesis entitled Educational Program of Innovation and entrepreneurship to raise leadership in students, the purpose was to raise the incidence of an Educational Program of Innovation and entrepreneurship develops leadership in the students of this educational institution. The type of research was basic and



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an existing propositional design was applied to the dominant model (DIAC). In addition, the sample applied was made to 206 students of which 103 were considered for the experimental group and 103 for the control group, giving the value of .05 of significance. The program applied to the institution was educational in the field of innovation and entrepreneurship where a great leadership was developed by the students, it could be evidenced that there were no alterations in the imagination of the first control group. The authors conclude by indicating that after the implementation of the educational program of innovation and entrepreneurship to develop leadership in students were very high with the following percentages 74%, 70%, 80% and 69%. In addition, the author suggests to the Ministry of Peru to carry out permanent trainings where integral instructions are used to improve innovation and entrepreneurship. On the other hand, a relationship is established in the objectives of this thesis, which represents an advantage to improve the development of students who focus on entrepreneurship to strengthen the disciplines in educational institutions.

#### 4. Methodology

The research design was quasi-experimental with pre-test-post-test and intact groups with quantitative approach. The research hypothesis  $H_1$  was considered: the application of the business management skills development program significantly increases sustainable entrepreneurship in teachers in Educational Units of Guayaquil-Ecuador 2021. The null hypothesis was:  $H_0$ : the application of the business management skills development program will not significantly increase sustainable entrepreneurship in teachers of Educational Units of Guayaquil-Ecuador 2021.

It was an experimental type study, since new approaches were observed and described, simultaneously the hypothetical-deductive method was used, given that it contemplates doubts with theoretical approaches and debates them with other contributions of other authors. Meanwhile, for the Kolmogorov-Smirnov normality test, given that the sample is larger than 50 individuals, it was essential to determine the data distribution in order to know whether the frequency obtained is normal or non-normal, assuming that the asymptotic significance value (bilateral) is greater than 0.05, the values will be normal for the sustainable entrepreneurship construct, thus fulfilling the results through inferential statistics.

The selected population, which in this case was made up of high school teachers from Circuit 06 of Guayaquil, Ecuador, who teach the subject of entrepreneurship, totaled 114. The following table 1 summarizes the overall total population and classifies them by gender, establishing the number and percentage of male and female participants.

		Frequency	Percentage	Valid percentage	Acumulated Percentage
Valid	masculine	35	58.4	58.4	58.4
	feminine	25	41.6	41.6	41.6
	Total	60	100.0	100.0	

Table 1. Populatio



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#### 4.1 Instruments for information collection

The technique used for data collection was the survey, since it was used to measure the dependent variable, i.e., sustainable entrepreneurship. For Bracho et al. (2021). "This method of data collection consists of applying a closed questionnaire addressed to people related to the research topic" (p. 78).

In this same sense, to measure sustainable entrepreneurship as a dependent construct, the questionnaire was used as a research instrument, which according to Carrasco (2020) "is the most used, since it allows a direct response, through the sheet of questions given to each one of them" (p. 318). To measure the dependent variable, the sustainable entrepreneurship questionnaire was established, consisting of 20 items, which are located according to their dimensions and corresponding indicators.

The questionnaire was elaborated with evaluation items, whereby each response has a score equivalent to: 1 point = Never, 2 points = Almost Never, 3 = sometimes, 4 points = almost always, 5 points = always.

As a first step, the population to be worked with and the institutions where the teachers with the required profile will be selected were defined, after which the place where the survey was to be applied was defined. This instrument was executed in two instances, and to two different groups, the first one before the execution of the business management program, this research is defined as the independent variable; the instrument used was designed for teachers of the subject, understanding that they are the basis of the problem. At the end of the program, the instrument was applied again for a second time, in order to know the new level of sustainable entrepreneurship. On the other hand, there was a control group where the program was not applied.

As a second instance, the analysis, interpretation and study of the data obtained from the instruments was carried out by means of the IBM SPSS Statistics v.25 statistical software, through the tabulation of data in the Microsoft Excel software, descriptive statistics were applied and then exported to SPSS and the levels were counted and recategorized in tables, which allowed the interpretation of the following sustainable entrepreneurship variable. In addition, the Kolmogorov-Smirnov normality test was developed, given that the sample is larger than 50 individuals, it was essential to determine the data distribution in order to know whether the frequency obtained is normal or non-normal, assuming that the asymptotic significance value (bilateral) is greater than 0.05, the values will be normal for the sustainable entrepreneurship construct, thus fulfilling the results through inferential statistics.

## 5. Results

In search of similarities or differences between the control and experimental groups, a comparison of the results by dimensions of sustainable entrepreneurship was carried out, showing the results of the PreTest

Pretest Report					
Dimension	Groups	N	Average Range	U de Mann- Whitney	Sig. asintótica(bilateral)
Social	Experimental	57	60.30	1465.000	.346
	Control	57	54.70		
	Total	114			



Proactivity	Experimental	57	55.25	1496.000	.452
	Control	57	59.25		
	Total	114			
Persistence	Experimental	57	58.11	1589.500	.837
	Control	57	56.89		
	Total	114			
Creativity	Experimental	57	55.25	1543.000	.639
	Control	57	59.25		
	Total	114			

Table 2. Comparison of means between control and experimental groups in the Pretest

In the Mann-Whitney test, for the social dimension, a value of 1456.00 is obtained according to table N° 6, also a "p" value of .346 being this value greater than .05, it can be said that there are no significant differences in the results obtained between the experimental and control groups, therefore, the research hypothesis is accepted and the null hypothesis is rejected.

In the Mann-Whitney test, for the proactivity dimension, a value of 1496.00 is obtained according to table N° 6, also a "p" value of .452 being this value greater than .05, it can be said that there are no significant differences in the results obtained between the experimental and control groups, therefore, the research hypothesis is accepted and the null hypothesis is rejected.

In the Mann-Whitney test, for the Persistence dimension, a value of 1589.00 is obtained according to table N° 6, also a "p" value of .837 being this value greater than .05, it can be said that there are no significant differences in the results obtained between the experimental and control groups, therefore, the research hypothesis is accepted and the null hypothesis is rejected.

In the Mann-Whitney test, for the Creativity dimension a value of 1543.00 is obtained according to table N° 6, also a "p" value of .639 being this value greater than .05, it can be said that there are no significant differences in the results obtained between the experimental and control groups, therefore, the research hypothesis is accepted and the null hypothesis is rejected.

Post test Report					
Dimensión	Groups	N	Average Range	U de Mann- Whitney	Sig. asintótica(bilateral)
Social	Experimental	57	84.25	99500	.000
	Control	57	30.75		
	Total	114			



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Proactivity	Experimental	57	76.06	53.500	.000
	Control	57	25.61		
	Total	114			
Persistence	Experimental	57	84.39	92.000	.000
	Control	57	30.61		
	Total	114			
Creativity	Experimental	57	81.83	237.500	.000
	Control	57	33.17		
	Total	114			

Table 3. Comparison of means between control and experimental groups in the Post-Test

Se observa que hay una diferencia significativa en la dimensión social del emprendimiento sostenible, primero entre los rangos promedio para el grupo experimental 84.25 y para el control 30.75 y finalmente una Sig. asintótica (bilateral) de .000 siendo menor a .05 por lo tanto se evidencia una heterogeneidad de los grupos demostrando la efectividad del programa de gestión empresarial sobre el grupo experimental en la dimensión social. En definitiva, se rechaza la hipótesis nula y se acepta la hipótesis de investigación.

Se observó que hay una diferencia significativa en la dimensión proactividad del emprendimiento sostenible, primero entre los rangos promedio para el grupo experimental 76.06 y para el control 25.61 y finalmente una Sig. asintótica (bilateral) de .000 siendo menor a .05 por lo tanto se evidencia una heterogeneidad de los grupos demostrando la efectividad del programa de gestión empresarial sobre el grupo experimental en la dimensión proactividad. En definitiva, se rechaza la hipótesis nula y se acepta la hipótesis de investigación

Se observó que hay una diferencia significativa en la dimensión persistencia del emprendimiento sostenible, primero entre los rangos promedio para el grupo experimental 84.39 y para el control 30.61 y finalmente una Sig. asintótica (bilateral) de .000 siendo menor a .05 por lo tanto se evidencia una heterogeneidad de los grupos, demostrando la efectividad del programa de gestión empresarial sobre el grupo experimental en la dimensión persistencia. En definitiva, se rechaza la hipótesis nula y se acepta la hipótesis de investigación.

Se observó que hay una diferencia significativa en la dimensión creatividad, del emprendimiento sostenible, primero entre los rangos promedio para el grupo experimental 81.83 y para el control 33.17 y finalmente una Sig. asintótica (bilateral) de .000 siendo menor a .05 por lo tanto se evidencia una heterogeneidad de los grupos, demostrando la efectividad del programa de gestión empresarial sobre el grupo experimental en la dimensión creatividad. En definitiva, se rechaza la hipótesis nula y se acepta la hipótesis de investigación.



## 6. Discussion and conclusions

Table 2 shows the level of development of the social dimension of sustainable entrepreneurship in the teachers of the experimental group and the control group before the quasi-experiment, the scores obtained in reference to the social dimension in the pretest revealed 21.1% in the medium level and 78.9% in the high level, and for the control group 29.8% in the medium level and 70.2% in the high level. The application of the experimental group's program increased to 100% being a high level of all its participants (Table 2 and 3). According to these results it is confirmed that the average range obtained in the pretest of 60.30 and 54.70 respectively of the experimental and control groups, confirms the homogeneity of the groups, in the same way, in the posttest the inferential results when observing the average ranges for the experimental group 84.25 and for the control group 30.75 and the level of significance with an asymptotic (bilateral) sig. of .000 being less than .05 (Table 3) which makes evident a heterogeneity of the groups demonstrating the effectiveness of the business management program on the experimental group in the social dimension.

The results coincide with Raza's (2019) research titled Evaluation of the effectiveness of the Business Management education program where the overall effectiveness level of the program improved by 82.2% as rated by students in the last semester, 86.4% as rated by alumni, 90.6% as rated by employers in the field of business management and 90.4% as rated by employers in the field of business education. In turn, it coincides with the theoretical position of Briceño et al. (2017) for whom "sustainable entrepreneurship is a process that allows improving the process through the discovery, evaluation and exploration of opportunities in the commercial market" (p. 42).

It can be concluded that the business management program significantly influenced sustainable entrepreneurship specifically in the social dimension according to table three so the research hypothesis is accepted and the null hypothesis is rejected, confirming the effectiveness of the program, in that the social aspect is an important ingredient in the current entrepreneurial education environment and contributes significantly to the general welfare of society.

In the proactivity dimension according to table three the research hypothesis is accepted and the null hypothesis is rejected, confirming the effectiveness of the program, in that proactivity representing a behavior to be followed is future oriented that seeks opportunities and acts on future needs and trends before competitors. In the persistence dimension according to table three, the research hypothesis is accepted and the null hypothesis is rejected, confirming the effectiveness of the program, being the persistence an impulse of the entrepreneurial students that will serve to pursue their goals in order to have a better chance of success and achieve the much sought after entrepreneurial persistence.



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