

Specification a Model of Agenda of Knowledge

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Abstract

Background: Studies of educational institutionalism warn; 1) the administration of a traditional culture and leadership as the guiding axis of academic programs ; 2) the establishment of an agenda focused on knowledge management , entrepreneurship and innovation; 3) strategic alliances between universities and companies as the central axis of vocational training; 4) multidisciplinary collaborative networks.Objective: Specify a model for digital entrepreneurship research.Method: A non-experimental, cross-sectional and exploratory study was carried out with a nonprobabilistic selection of indexed sources in repositories of UNAM and UAEMEX. Results:The model specification includes five explanatory hypotheses of the dependency relationship trajectories between eight variables-beliefs, values, perceptions, knowledge, motives, attitudes, intentions and behavior.

Index terms— higher education, educational innovation, transformational leadership model, OECD member countries, ICT.

1 Introduction

studies on l venture established : 1) The synergy between higher education institutions and micro, small and medium enterprises (MSMEs) ;

2) The establishment of knowledge networks between universities, technological institutes, research centers and industries; 3) The formation of scientific, technological and industrial agendas prior to the multidisciplinary academic exchange ; 4) The framing of topics such as technoscience, nanotechnology and digital entrepreneurship ; 5) The formation of talents and leadership (Walgrave. and Van Aeist, 2006).

The purpose of this paper is to specify a model for the study of correlation trajectories between the variables reviewed in the theoretical, conceptual and empirical frameworks related to digital entrepreneurship.

Indicators of educational quality of the Organization for Economic Co-operation and Development (OECD), located in Mexico in recent. This text intends to carry out a non-experimental, crosssectional and exploratory study of three portals that collect and give access to scientific documents published in Spanish (Dialnet, Latindex, Redalyc), also called "indexed sources", to: a) review the human capital theory to extract indicators of formative quality; b) establish the hypotheses of correlation trajectories between the quality of life indicators; c) compare the specified model with others to discuss its scope and limits; d) propose a comprehensive model considering the theoretical, conceptual and empirical frameworks reviewed.

The specified model included four hypotheses, five constructs and four indicators for each of these; all related to the correlation trajectories between the variables.

Study in relation to other models of leadership and using electronic devices, identified the scope and limits of the specified model as well as possible integration into future research.

A comprehensive model for the study of digital entrepreneurship would include leadership and psychological variables around the acceptance, adoption and intensive use of Information and Communication Technologies (ICT).

First, it states that e l education system in Mexico, at the upper level, accuses a greater presence of Higher Education Institutions (IES) of a private nature regarding s public IES. Being Mexico City, the entity with the

3 SPECIFICATION OF THE INNOVATIVE ENTREPRENEURSHIP MODEL

45 most private HEIs, followed by the State of Mexico and the state of Puebla. While it is the state of Veracruz,
46 which has the highest percentage of public HEIs, followed by Mexico City and the State of Mexico.

47 On the other hand, to carry out a comparison of the distribution of both public IES and private, with other
48 countries in the Organization for Cooperation and Development Economic (OECD) structured under a scheme
49 that favors financing public of the education sector, above others, such as the health sector; or balanced financing;
50 it is observed that Mexico is among the countries that allocate greater public financing to the education sector;
51 However, at the same time, it is located at the same level as the Czech Republic, a country that allocates more
52 economic resources to the health area. In addition, it is at a lower level than Canada, which has a balanced
53 system of financing in education and health.

54 From the above, it follows that, although Mexico occupies intermediate places in the OECD listings, if it is
55 considered a type of financing in health and education. However, by including other indicators of educational
56 quality, such as: educational innovation, research, collaboration and availability of talents or competitiveness the
57 country occupies a lower place with respect to Brazil, Chile, Costa Rica and Puerto Rico.

58 Synthetically is possible to say, considering the competitiveness indicator and talent training, HEIs both public
59 and private, located in Mexico at rates lower quality relative to other member countries of the OECD, and even
60 the region Latin America.

61 II. Theory of Agenda Setting (Rational Choice and Human Capital)

62 The relationship between State and citizenship, mediated by an agenda in which education, science and
63 technology are central themes of human development, supposes; 1) the influence of contexts, sources, audiences
64 and devices on public opinion; 2) the establishment of symbols from which the impact of citizens on public
65 policies is interpreted; 3) the representation of progress indicated by strategies, speeches and knowledge styles;
66 4) the intensive use of electronic devices for the diffusion of innovations; 5) barriers to digital entrepreneurship
67 identified in audience styles such as stalker, troler or buller (McCombs and Stroud, 2014) .

68 The rational choice paradigm that involves the ability to collect and process sufficient information for decision-
69 making that reduces costs, while increasing profits, derived from the theory of human capital , which aims to
70 explain the relationship of dependence between citizens named as implementation of policies public, in which
71 the fields of education and health are all factors are crucial for proper development called for García, et al.
72 (2015), the result of the combination of educational policies, systems educational and IES, seeking to promote
73 the capabilities of people (in the form of emotions, speeches, skills and knowledge) oriented entrepreneurship,
74 innovation, productivity and competitiveness .

75 In other words, human capital is an educational training process that is made up of two aspects: on the one
76 hand, there are the opportunities for academic training generated by the State, while on the other there are the
77 individual (cognitive and contextual) capabilities. Consequently, those who have more educational training and
78 experience in the processes will be considered talents. This is because knowledge and skills are perfected and
79 accumulated in order to provide solutions in public management and administration .

80 Finally, it is emphasized that e n the case of indicators of educational quality , such as research, the
81 collaboration and innovation, not only determine the human capital, but also to locate these in key sectors
82 of the economy, explain the development of a country, since it is these talents who will carry out the management
83 and administration of public goods and resources, but if the agenda is rather inhibited by audience styles such
84 as stalker , buller or troler, then digital entrepreneurship not only You must include these inconveniences in
85 the business model, but also identify the reasons that these Internet users have to discredit the entrepreneurial
86 initiative or the innovative proposal.

87 That is, if rational choice and human capital reflect a style of proactive audience that coexists with inhibitory
88 styles of entrepreneurship and innovation, then business models must conform to this complex dialectic, while
89 identifying the reasons for the hearings will be possible to establish a dialogue to highlight the competitive
90 advantages of the product or service that is intended to be carried out on the Internet, social networks or email.

91 2 III.

92 3 Specification of the Innovative Entrepreneurship Model

93 The model includes five hypotheses of correlation trajectories between the variables used by the state of knowledge
94 to explain 1) the establishment of an educational, scientific and technological agenda; 2) the professional formation
95 of human capital, talents and leadership;

96 3) knowledge networks around strategic alliances between universities and for-profit organizations; 4) the
97 quality of educational processes and products in terms of evaluation, accreditation and certification; 5) barriers
98 that inhibit and/or stimulate entrepreneurship and digital innovation.

99 The model assumes that there is a close relationship between values and motives (hypothesis 1) since. If
100 entrepreneurship is guided by cooperation values and is intrinsically motivated, then it is an altruistic style that
101 does not seek to maximize cost benefits. Even if entrepreneurship is the result of expected benefits but interrelated
102 with the belief that opportunities are increasingly scarce (hypothesis 2), it is determined by traditions, customs
103 and customs deeply rooted in productive and innovative sectors. Thus, values, beliefs, perceptions, motives and
104 knowledge anticipate the emergence of provisions in favor of innovations in the face of a shortage of opportunities
105 (hypothesis 3). If such provisions are in favor of an innovative culture that coexists with the authoritarianism

106 of traditional leaderships, consequently, decision-making will favor innovative entrepreneurship (hypothesis 4).
107 Precisely, the balance in favor of cost benefits not only reflects the rational choice of human capital or the
108 prospective of talents and leaderships, but also predicts the emergence of a lifestyle with provisions inherited
109 from the academic or labor culture and provisions learned from trials of more success than errors (hypothesis 5).

110 In this way, the establishment of an agenda in higher education, science and technology, at the local level,
111 consists in the orientation of cooperation, beliefs of lack of opportunities, perceptions of areas of opportunity
112 that will determine intrinsic motives such as the need to be informed about the alternatives of prosperity in
113 knowledge networks, as well as the dispositions to know and acquire skills that delimit entrepreneurial decisions
114 and generate proposals, agreements and co-responsibilities within academic groups.

115 IV.

116 4 Final Considerations

117 The contribution of this work to the state of knowledge lies in the specification of a model for the study of
118 entrepreneurship considering a) the context of lack of opportunities and abundance of initiatives that, however,
119 are disconnected from agreements and co-responsibilities between citizens and the state; b) business promotion
120 policies limited to MSMEs that force them to merge or ally with multinationals; c) the absence of a culture of
121 social and organizational entrepreneurship avoided by an ideology of cooperativism where profits do not exceed
122 costs; d) knowledge networks established in professional practices or social service, but without follow-up by the
123 university or company; e) the dissociation between theoretical subjects with respect to professional practices; f)
124 the confinement of disciplines and the lack of multidisciplinary systems (Weaver, 2007).

125 However, educational institutionalism has been the preponderant barrier that not only inhibits, but also
126 reduces to its minimum expression any initiative or proposal that contradicts its principles of reproduction
127 of the differences between talents and leaderships; unilateral or majority decisions against dissident groups;
128 predominance of the climate of relations over the task climate; direction and control from traditional leaderships;
129 conservation of processes that have not always been efficient, effective or effective. Aguilar et al., (2016) warn
130 that institutionalism determines entrepreneurship directly through financing and resource distribution policies,
131 but indirectly institutionalism has a greater dissipative effect because it determines the priorities of an institution
132 among which entrepreneurship and Innovation is not a central issue in the institutional agenda because it refers
133 to change and the quality of processes and products.

134 Once institutionalism has penetrated the academic spheres, its reproduction is imminent. Carreón, Hernández
135 and García (2014) demonstrated that through the teaching-learning process, as well as the extra-curricular
136 process, the agenda is established as a legacy of the public agenda. That is, if citizen opinion is immersed in
137 issues established by traditional media, then student, teacher or administrative opinion will also be influenced by
138 those same issues.

139 Institutionalism generates academic exclusion, since those who do not follow the guidelines of educational
140 policies, their voice and vote will be considered peripheral in the discussion of the central issues established by
141 the media and disseminated in the classroom and other university spaces (García, 2011).

142 Therefore, in the face of institutionalism, dissenting groups organize themselves in collaborative spheres and
143 knowledge networks in order to be able to counteract the effects of the agenda on vocational training, professional
144 practices and social service, although García (2013) poses a decoupling between academic objectives and business
145 purposes and observe two types of entrepreneurship; one mediated by traditional cultures and leadership styles
146 that limit innovations, but reinvent institutionalism and another mediated by information technologies that drive
147 proposals, agreements and co-responsibilities.

148 However, only a few Internet entrepreneurs are able to build a personal agenda and contrary to the
149 institutionalist agenda. Because Internet use is limited, only those who have the resources and financing are
150 eligible to establish a personal agenda in the classroom and other instances (García, 2014).

151 Therefore, digital entrepreneurship is subject to a context that limits its emergence as an alternative for
152 establishing an agenda and building collaborative networks.

153 García (2015) specified a model in which culture had no direct or indirect influence on innovation strategies
154 but developed a model in which decisions and behaviors were closely related to capabilities. Skills and knowledge
155 as determinants of innovative entrepreneurship on the Internet are cultures and transformational leaderships
156 where there are no differences between talents and leaders. That is, if knowledge management has an impact
157 on talent proposals, then the institutionalist administration is outside the process of creation and innovation
158 (García, Carreón and Quintero, 2016).

159 The institutionalist administration, being replaced by technological risks and threats from Internet communi-
160 ties, guides an enterprise related to the legitimacy of the State as knowledge manager. In this sense, the effects of
161 risks and threats on innovative entrepreneurship are reflected in the privacy and identity of talents. As intensify
162 stalkers, trolls and Bullers, institutionalism is reduced to a minimum to such an extent that the propaganda
163 disrepute, identity theft or the surfer harasses are the issues that govern the university, its alliances strategic
164 and prospective entrepreneurship and innovation.

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