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MODELLING INNOVATIVE ENTERPRISE AROUND COFFEE GROWING

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Abstract. *The coffee trade has been observed as an alternative for entrepreneurship in the face of the health and economic crisis of Covid-19. The objective of this work was to model innovative entrepreneurship. An exploratory, retrospective and systematic study was carried out with a selection of sources indexed to international repositories, considering a search by keywords. Axes, trajectories and relationships between variables that explain the phenomenon were found, suggesting extending the work to other repositories and categories, as well as the inclusion of other variables reported as mediating and moderating the effect of the pandemic on coffee growing.*

Keywords *Higher Education; Educational Innovation; Transformational Leadership Model; OECD Member Countries; ICT.*

Introduction

The states that 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 most private HEIs, followed by the State of Mexico and the state of Puebla. While it is the state of Veracruz, which registers the highest percentage of public HEIs, followed by Mexico City and the State of Mexico [1].

On the other hand, carrying out a comparison of the distribution of IES both public and private, with other countries in the Organization for Cooperation and Development Economic (OECD) structured under a scheme that favors financing public the education sector, above others, such as the health sector; or balanced financing; It is observed that Mexico is among the countries that allocate more public financing to the education sector; However, at the same time, it is at the same level as the Czech Republic, a country that allocates more economic resources to the health area [2]. In addition, it is at a lower level than Canada, which has a balanced system of financing in education and health.

From the above, it can be deduced that, although Mexico occupies intermediate places in the OECD lists, it is considered a type of financing in health and education [3]. However, to include other indicators of educational quality, as, for example, innovation education, research, collaboration and availability of talent or competitive, the country occupies a lower place with respect to Brazil, Chile, Costa Rica and Puerto Rico. Synthetically is possible to say, considering the competitiveness indicator and talent training, HEIs both public and private,

located at Mexico in indices poor quality compared to other member countries of the OECD, and even the region Latin America.

The objective of this work was to model the theoretical, conceptual and empirical trajectories around entrepreneurial innovation, considering a review of the literature from 2019 to 2021, as well as the search for keywords.

Are there significant differences between innovative entrepreneurship in the face of the pandemic reported in the literature regarding the qualification of expert judges on the subject?

The premise that guides this work warns that entrepreneurship is a social and organizational process that merges in crisis situations such as pandemics [4]. In addition, economic conditions force innovation for the maintenance of the entrepreneurial project, as well as for its consolidation and hegemony in the local market, although such a process has its local peculiarities [5]. In this sense, significant differences are expected between the structure reported by the literature with respect to the qualifications of expert judges on the issues.

Theory of Innovative entreprendeurship

The paradigm of rational choice that assumes the ability to collect and process enough information for decision-making that reduces costs, while increasing benefits, led to the theory of human capital, which aims to explain the dependency relationship between citizens consider and named as "Talents" or "Human Capital" and the implementation of policies public, in which the educational fields and health are all factors are crucial for the proper development of the so - called Human Capital. For [6], Human Capital is a result of combining educational policies, systems educational and IES, seeking to promote the capabilities of people (in the form of emotions, speeches, skills and knowledge) oriented entrepreneurship, innovation, productivity and competitiveness [7]. In other words, human capital is a process of educational training that is made up of two aspects: on the one hand, there are the academic training opportunities generated by the State, while on the other there are the individual (cognitive and contextual) capacities [8]. Consequently, those with more educational training and experience in the processes will be considered talents [9]. This is so because knowledge and skills are perfected and accumulated in order to provide solutions in public management and administration.

Finally, it is emphasized that e n the case of indicators of educational quality , such as research, the collaboration and innovation, not only determine the human capital, but also to the place these in key sectors of the economy, explain the development of a country, since it is these talents who will carry out the management and administration of public goods and resources , but if the agenda is rather inhibited by audience styles such as *stalker , buller* or *troller ,* then digital entrepreneurship not only you must include these disadvantages in the business model, but also identify the reasons that these Internet users have to discredit the entrepreneurial initiative or the innovative proposal [10].

In other words, if rational choice and human capital reflect a propositional audience style that coexists with inhibitory styles of entrepreneurship and innovation, then business models must adjust to this complex dialectic, while identifying the reasons for the actions. audiences it will be possible to establish a dialogue to highlight the competitive advantages of the product or service that is intended to be carried out on the Internet, social networks or electronic mail [11].

Within the framework of the information society and socio-digital networks, the management of the State and the self-management of the community have been differentiated in terms of objectives, tasks and goals [12]. In this sense, the social sciences have built

comprehensive models such as socio-state co-management consisting of; 1) the **diagnosis** of the social representations of the State and citizenship indicated by the establishment of a public agenda on security-sustainability, 2) the **dissemination of** information on trust, commitment, entrepreneurship, innovation and satisfaction as determining factors of the social representations of the State and citizens; 3) the **evaluation** of the diffusion of the determining factors of the representation of the State and citizenship.

Studies of innovative entrepreneurship

Educational institutionalism studies 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 (see Table 1).

Table 1. Studies of innovative entrepreneurship
Source: Elaborated with the study data

Year	Author	Factor
2010	Borjas	Entrepreneurial spirit
2010	Chiang et al.,	Achievement orientation
2010	Fuentes and Sánchez	Cross-perspective initiative
2010	López et al.,	Transformational Leadership
2010	Moreno et al.,	Professional efficiency
2010	Omar	Trust to authority
2011	Adenike	Ideological commitment
2011	Galindo and Echabarría	Proselytizing creativity
2011	Rodríguez et al.,	Electoral satisfaction
2011	Rojas et al.,	Vocational training
2011	Yuangiong	Entrepreneurial intention
2012	Díaz et al.,	Social norms
2012	Hallak et al.,	Political identity
2012	Hazlina et al.,	Citizen self-management
2013	Escamilla and Caldera	Social opportunity
2013	Zampetakis and Mostakis	Strategic vision

Studies relating to entrepreneurship establish : 1) The synergy between Higher Education Institutions and micro, small and medium-sized 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

leaderships [13]. Innovative entrepreneurship refers to civil initiatives and citizen proposals regarding security and sustainability in order to integrate such amendments into the political agenda, government policies, crime prevention programs and delivery strategies. of justice and sustainability.

However, the construction of a civil agenda or social self-management supposes the informative dissemination of the demands and resources, opportunities and capacities, since it is the digital networks that question the public agenda -Trolling-, or, rather, strengthen it - Stalking, Trending - ⌈14⌋. Therefore, cyberpolitical entrepreneurship refers to the intensive use of Information and Communication Technologies, as well as electronic devices for the establishment of an agenda regarding trolling, stalking or trending towards a political figure or process ⌈15⌋. This is the case of voting intentions or elections.

The relationship between State and citizenship, mediated by an agenda in which education, science and technology are central issues of human development, supposes; 1) the influence of contexts, sources, audiences and devices on public opinion; 2) the establishment of symbols from which the impact of citizens in public policies is interpreted; 3) the representation of progress indicated by strategies, discourses and styles of knowledge; 4) the intensive use of electronic devices for the diffusion of innovations; 5) the barriers to digital entrepreneurship identified in styles of audiences such as stalker, troller or buller [16].

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Modeling variables of 1 innovative enterprise

The specified model included hypotheses, constructs, and indicators for each of these, all related to the trajectories of correlations between the variables. Study in relation to other models of leadership and use electronic devices, identified the scope and limits of the specified model as well as possible integration into future research ⌈17⌋. 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).

From the theoretical, conceptual and empirical review it was possible to establish a model for the study of cyberpolitical entrepreneurship ⌈17⌋. The proposal includes four explanatory hypotheses of the trajectories of dependency relationships between the factors established as determinants in the consulted literature.

The model includes hypothesis of correlation trajectories between the variables used by the state of knowledge to explain 1) the establishment of an agenda in educational, scientific and technological matters; 2) the professional training of human capital, talents and leadership; 3) knowledge networks around strategic alliances between universities and for-profit organizations; 4) the quality of educational processes and products in terms of evaluation, accreditation and certification; 5) barriers that inhibit and / or stimulate entrepreneurship and digital innovation ⌈18⌋.

The model assumes that there is a close relationship between values and motives since ⌈19⌋. If entrepreneurship is oriented by cooperative values and is intrinsically motivated,

then it is an altruistic style that does not seek to maximize benefits over costs ⌈20⌋. Even if entrepreneurship is the result of expected benefits but interrelated with the belief that opportunities are increasingly scarce, it is determined by traditions, uses and customs deeply rooted in productive and innovative sectors ⌈21⌋. This is how values, beliefs, perceptions, motives and knowledge anticipate the emergence of provisions in favor of innovations given the scarcity of opportunities ⌈22⌋. If such provisions are in favor of an innovative culture that coexists with the authoritarianism of traditional leaderships, consequently, decision-making will favor innovative entrepreneurship ⌈23⌋. Precisely, the balance in favor of benefits over costs, not only reflects the rational choice of human capital or the prospect of talents and leaderships, but also predicts the emergence of a lifestyle with dispositions inherited from the academic or work culture and dispositions learned from trials of more successes than errors.

In this way, the establishment of an agenda in matters of higher education, science and technology, at the local level, consists of the orientation of cooperation, the beliefs of scarcity of opportunities, the perceptions of areas of opportunity that will determine intrinsic reasons such as the need to be informed about the alternatives of prosperity in knowledge networks, as well as the dispositions to know and acquire skills that define entrepreneurship decisions and generate proposals, agreements and co-responsibilities within the academic groups ⌈24⌋.

Values, beliefs and perceptions related to needs, expectations, demands, opportunities and available resources for safety and sustainability as determinants of the attitudes, motives and knowledge of entrepreneurship indicated by Trolling (aggression), Stalking (espionage) and Trending (promotion) ⌈25⌋. Values, beliefs and determining perceptions of attitudes, motives and knowledge that influence the intention of entrepreneurship. Indirect determining values, beliefs and perceptions of entrepreneurship through attitudes, motives and knowledge determining intentions.

Method

Design. A documentary work was carried out with a selection of sources indexed to international repositories: Academia, Copernicus, Dialnet, Ebsco, Frontiers, Latindex, Redalyc, Scielo, Scopus, and Zenodo, considering the threshold from 2019 to 2021, as well as the search by keywords: “Entrepreneurship” and “innovation” (see Table 2).

Table 2. Descriptive sample

Note: Elaborated with data study

	Entrepreneurship			**Innovation**		
	2019	2020	2021	2019	2020	2021
Academia	1	2	1	3	2	4
Copernicus	2	4	2	2	1	3
Dialnet	1	3	3	4	3	3
Ebsco	1	4	1	3	2	3
Frontiers	2	2	2	2	2	2
Latindex	2	1	3	2	2	4
Redalyc	2	3	3	2	1	1
Scielo	1	4	1	1	1	2
Scopus	0	0	0	0	1	1
Zenodo	2	1	0	1	0	0

Process. Expert judges in the topics of entrepreneurship and innovation evaluated the extracts of selected findings, considering three rounds: 1) Qualifying round where a value of -1 was assigned to the negative relationship between the two categories and +1 to the positive

relationship between both categories ; 2) Feedback Round where the judges received the grade point average to compare it with their initial assessments; 3) Reconsideration round in which the judges changed or maintained their criteria for evaluating the relationship between the pair of categories (see Table 3).

Table 3. Descriptive extract

Note: Elaborated with data study: ← formative relation, → reflective relation ←→ correlation

Extract	Author	Year	References	Relations
e1	Bustos et al.,	2020	21	Entrepreneurship → Innovation
e2	Bustos et al.,	2021	24	Innovation ← Entrepreneurship
e3	Garcia et al.,	2020	35	Entrepreneruship ← Innovation
e4	Ratten	2020	22	Innovation → entrepreneurship
e5	Beruedes et al.,	2019	21	Entrepreneurship ←→ Innovation

Analysis. The judges' scores were processed in the NetMinner version 4.0 package considering the estimation of parameters: normality, contingency, proportions, adjustment and residual in order to be able to contrast the hypothesis of significant differences between the relationship structure reported in the literature with respect to that observed in the present work.

Results

Table 4 shows the values of the estimated parameters which reached minimum levels essential to carry out the estimation of the review and evaluation structure with respect to the entrepreneurship and innovation categories published from 2019 to 2021.

Table 4. Descriptive data

Note: Elaborated with data study: E = Extract, e1 = Bustos et al., (2020), e2 = Bustos et al., (2021), e3 = Garcia et al., (2020), e4 = Rtten (2020), e5 = Bermudez et al., (2019), R = Round, R1 = Qualifiying, R2 = Fedback, R3 = Reconsideration, M = Mean, SD = Standard Deviation, C = Category, C1 = Entrepreneuship, C2 = Innovation

E	M	SD	e1	e2	e3	e4	e5
R1							
e1	,763	,102					
e2	,652	,189	1.43 (1.23 0.34)				
e3	,764	,156	0.14 (0.23 0.43)	1.43 (1.03 0.45)			
e4	,783	,109	1.45 (0.23 0.45)	1.54 (0.23 0.54)	1.46 (0.72 0.40)		
e5	,609	,123	0.82 (0.32 0.43)	0.46 (0.21 0.38)	2.45 (0.32 1.46)	1.46 (2.34 0.54)	
R2							
e1	,612	,135					
e2	,753	,167	0.32 (0.24 0.11)				
e3	,867	,144	0.36 (0.91 0.30)	0.80 (0.30 0.21)			
e4	,673	,189	0.54 (0.24 0.56)	0.40 (0.50 0.43)	1.78 (0.32 0.54)		
e5	,672	,145	1.45 (0.32 0.43)	1.45 (1.34 1.9 0)	0.46 (0.23 0.49)	0.80 (0.76 0.73))	
R3							
e1	,870	,109					
e2	,883	,132	1.35 (0.25 0.98)				
e3	,790	,145	1.45 (1.40 1.9 5)	0.39 (0.43 0.28)			
e4	,752	,151	1.43 (0.43 0.59)	1.56 (0.21 0.43)	1.57 (0.89 0.44)		
e5	,761	,121	0.78 (0.32 0.21)	1.45 (0.89 0.32)	1.54 (0.21 0.34)	1.69 (0.89 0.45)	

The structure of probability proportions suggests permissible risk thresholds in which the five extracts would be located with respect to the categories of entrepreneurship and innovation

That is, the results of the extracts are clustered in an interval that explains the latent relationship between both categories, suggesting that in the face of the pandemic, the literature has compiled responses of entrepreneurship and innovation that are closely linked to each other.

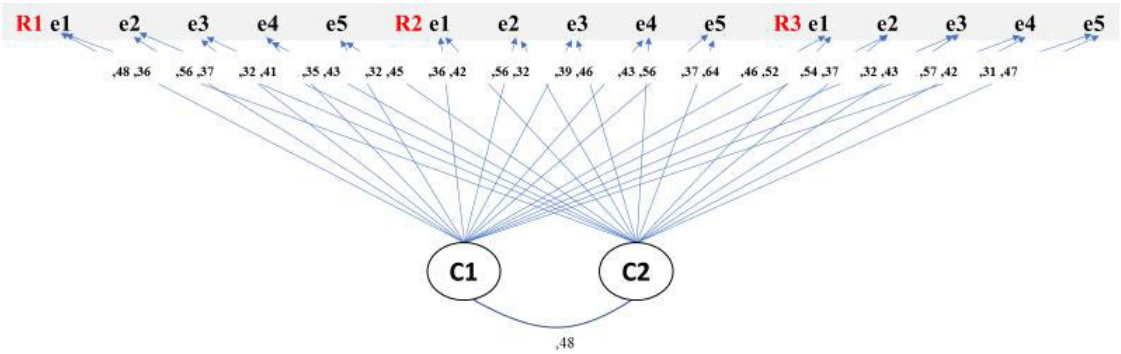

Figure 1. Structural equation modelling

Note: Elaborated with data study: E = Extract, e1 = Bustos et al., (2020), e2 = Bustos et al., (2021), e3 = Garcia et al., (2020), e4 = Ratten (2020), e5 = Bermudez et al., (2019), R = Round, R1 = Qualifying, R2 = Fedback, R3 = Reconsideration, M = Mean, SD = Standard Deviation, C = Category, C1 = Entrepreneurship, C2 = Innovation: ← formative relation, → reflective relation, ←→correlation

In order to be able to anticipate risk scenarios, we proceeded to estimate the structure of axes, trajectories and relationships between the categories with respect to the five analyzed extracts (see Figure 1).

The adjustment and residual parameters ⌈χ2 = 12,43 (12 df) p > ,05; CFI = ,997; NFI = ,990; RMSEA = ,009⌋ suggest the non-rejection of the null hypothesis relative to the significant differences between the theoretical structure with respect to the observed structure. In other words, entrepreneurship and innovation are a dual response of coffee growing that the literature recorded during the pandemic.

Discussion

The contribution of this work to the state of knowledge lies in the specification of a model for the study of entrepreneurship considering a) the context of scarce opportunities and abundance of initiatives that, however, are disconnected from agreements and co-responsibilities between citizens and the state; b) business development policies limited to MSMEs that force them to merge or ally with multinationals; c) the absence of a culture of social and organizational entrepreneurship ignored by an ideology of corporativism where profits do not exceed costs; d) the knowledge networks established in professional practices or social service, but without monitoring by the university or the company; e) the dissociation between theoretical subjects with respect to professional practices; f) the confinement of disciplines and the lack of multidisciplinary systems [26].

However, educational institutionalism has been the preponderant barrier that not only inhibits, but also reduces to a minimum any initiative or proposal that contradicts its principles of reproduction of the differences between talents and leaderships ; unilateral or majority decisions against dissident groups; predominance of the relationship climate over the task climate; direction and control from traditional leaderships; preservation of processes that have not always been efficient, efficient or effective⌈27⌋. Institutionalism determines entrepreneurship directly through financing and resource distribution policies, but indirectly institutionalism has a greater dissipative effect because it determines the priorities of an

institution among which entrepreneurship and innovation are not central issues on the institutional agenda because they allude to change and the quality of processes and products.

Once institutionalism has penetrated the academic spheres, its reproduction is imminent ⌈28⌋. Teaching-learning process, as well as the extra-curricular process, the agenda is established as a legacy of the public agenda ⌈29⌋. That is, if public opinion is immersed in issues established by the traditional media, then student, teacher or administrative opinion will also be influenced by those same issues.

Institutionalism generates academic exclusion, since those who do not follow the guidelines of educational policies, their voice and vote will be considered peripheral in the discussion of the central issues established by the media and disseminated in the classroom and other university spaces [30].

Therefore, in the face of institutionalism, dissident groups organize themselves in collaborative spheres and knowledge networks in order to be able to counteract the effects of the agenda in professional training, professional practices and social service, although García [31] proposes a disconnection between academic goals and business purposes and look at two types of entrepreneurship; one mediated by cultures and traditional leadership styles that limit innovations, but reinvent institutionalism, and the other mediated by information technologies that promote proposals, agreements and co-responsibilities.

However, only a few entrepreneurial Internet users can build a personal agenda and contrary to the institutionalist agenda. Given that Internet use is limited, only those who have the resources and funding are eligible to establish a personal agenda in the classroom and other instances.

Consequently, digital entrepreneurship is subject to a context that limits its emergence as an alternative for setting the agenda and building collaborative networks.

Model direct or indirect influence on innovation strategies but developed a model in which decisions and behaviors were closely related to capabilities. skills and knowledge as determinants of innovative entrepreneurship on the Internet are based on transformational cultures and leadership where there are no differences between talents and leaders. In other words, if knowledge management has an impact on talent proposals, then the institutional administration is outside the process of creation and innovation.

Institutionalist administration, being replaced by technological risks and threats from Internet communities, guides an undertaking related to the legitimation of the State as a manager of knowledge [32]. In this sense, the effects of risks and threats on innovative entrepreneurship are reflected in the privacy and identity of talents. As intensify *stalkers, trollers* and *Bullers,* institutionalism is reduced to a minimum to such a degree that the propaganda of disrepute, identity theft or the surfer harasses are the issues that govern the university, its alliance s strategic and prospective entrepreneurship and innovation.

Conclusions

The contribution of this work to the state of knowledge lies in the specification of a model that includes three explanatory hypotheses of the trajectories of relationships between the determining factors of entrepreneurship in its modality of Trolling, Stalkeo or Trending , but unlike the social entrepreneurship that involves the construction of a public agenda based on empathy, commitment, innovation and cooperation, cyberpolitical entrepreneurship assumes that civil initiatives and proposals are gestated from distrust and aggression towards their authorities, in the same way as through the monitoring or supporting political figures or processes.

However, mass communication studies show two logics that consist of the credibility of state propaganda and the verifiability of its achievements disseminated in the media, aspects that the model does not include, but that should be considered in the face of government or government reporting scenarios. electoral contest.

Given that the specified model aims to anticipate entrepreneurship as a result of institutional administration and knowledge management, entrepreneurship and innovation, its empirical contrast is recommended.

The specification of the model establishes the differences between teachers, students and administrators with respect to the evaluation, accreditation and certification of the quality of academic processes and products, as well as anticipates scenarios of knowledge management, entrepreneurship and innovation.

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