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## Training in Accounting and Financial Components in the Business Administration Programs offered in Norte de Santander

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### ABSTRACT

This study determines the participation of accounting and financial training components in the curricula of Business Administration programs in the Colombian department of Norte de Santander, located in the border area with Venezuela. Knowing the importance of these components in the acquisition of competencies and skills necessary for the creation, management and direction of organizations in a dynamic and changing environment, the need arises to determine how professional training in Business Administration is academically relevant in accounting and financial aspects

To this end, the Business Administration curricula have been taken and we have proceeded, descriptively, to identify which subjects allow the acquisition of the competencies and skills mentioned above, and to what extent they respond to the needs and realities of the companies in the regional context, identifying, for example, how the programs located on the border guide efforts through academic credits for training in finance, currencies and international markets.

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Keywords: Business Administration, Management, Accounting, Education, Education

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### 1. Introduction

The educational system in Colombia in its different levels of training is regulated by the Ministry of National Education (MEN) and some university careers have a normative or regulatory framework that establishes the minimum conditions that must be met for the offer of the same in the different Institutions of Higher Education (IES).

As a mechanism for the management of information on students, graduates and HEIs, and as a source of information for different users, the MEN has different information systems, thanks to which it is possible to characterize the country's academic offer in general aspects and variables. Some of these systems at the higher education level are the National Higher Education Information System (SNIES), the Higher Education Dropout Prevention System (SPADIES) and the Higher Education Quality Assurance System (SACES), among others.

In the case of specific information needs of university programs such as educational projects, curricula, training profiles, etc., it is more useful and practical to resort to the information that the different HEIs make public on their web pages, which is similar in most of them.

On the other hand, in the case of the offer of higher education programs, an important aspect consists of the relevance of the program in question, its coherence in the context of development and offer, as well as the relationship of the components of the curriculum with the training needs required by the academic program itself and the realities of the economic and social context.

In view of the above, (Zafra Tristancho, Martínez Lozano, & Vergel Ortega, 2014) indicate that the social responsibility of HEIs is based on relevance, and that their actions lack social meaning if they do not anticipate future scenarios or express their intention to modify the current reality.

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This paper focuses specifically on Business Administration university programs, proposing at the documentary level to determine the participation of aspects related to accounting and finance within the different curricula of the Business Administration programs offered in the Colombian department of Norte de Santander, which is located on the border with Venezuela.

This is due to the importance of accounting and financial aspects in management processes and decision making in organizations, which at the curricular level is part of the academic relevance of business administration programs. Incidentally, (Villacís Yank & Villarroel Pico, 2020) indicate the relevance that management accounting is assuming in companies due to competition and changes in markets and the business environment, as well as the permanent updates in information systems.

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## 2. Theoretical Framework

(Amado - Piñeros, 2020) states that economic crises present organizations with scenarios in which it is necessary to rethink and modify practices and behaviors, since often when contemplating economic dynamics from a financial perspective, connections are made at the local and/or regional level, which lead to the creation of new networks, the emergence of responsibilities and the mitigation of risks, thus reducing negative impacts on organizations.

In difficult times like the ones the world is going through due to the pandemic and the disastrous effects it has brought on the different economies such as the crisis of energy resources, the crisis of the production and distribution chains, the container crises, and in the Colombian case, adding that the economic and business system has been affected by the migratory phenomenon, by becoming a receiving country of immigrants (Jiménez – Lobo & Guerrero – Duran, 2020) requires strengthening competencies and skills that complement the training of business administration students by providing them with competencies and tools that optimize the management and administration of organizations in convulsive and dynamic scenarios.

For the specific case, education in accounting and financial aspects is fundamental in programs in the area of administrative sciences, due to the impact that these topics have on the management and responsible development of organizations, even more so in times of crisis. For the above (Zambrano - Mercado, Muñoz - Hernández, Brito - Aleman, & Caro - Florez, 2020) state that accounting in an organization helps to know the accounting, financial, economic performance and the results of business management in an organization through financial reports, around which different authors such as (Friães dos Santos, Pires, & Fernandes, 2019), (Andrade Valenzuela & Parrales Higuera, 2019), (Huacchillo Pardo, Ramos Farroñan, & Pulache Lozada, 2020), (Alarcón Armenteros & Ulloa Paz, 2019) converge pointing out that financial statements result important in decision making, financial impact assessment and support management.

In this order of ideas, training in accounting and finance allows students, future professionals in areas of administrative sciences not only the capabilities to know aspects related to the economic and financial reality of organizations, but also predictive skills, which from the evolution and trends, allow to raise predictions of what can be expected in economic terms (Cortés Giraldo & Franco García, 2018), finding authors who go a little further stating that additionally accounting should serve to predict the socio-economic system itself (Gil, 2013).

To strengthen the formative process, it is important to link ICT in the development of curricula, which benefits learning thanks to its active, dynamic, creative, collaborative and reflective nature (Muñoz - Hernandez, Canabal - Guzman, & Galarcio - Guevara, 2020) which contrasts with the existence of a significant number of educational institutions where access to technological resources is null or inefficient for the implementation of new learning methodologies (Cruz - Carbonell, Hernández - Arias, & Silva - Arias, 2020).

In this way, the demands proposed by global dynamics and the needs of coverage and access to information and communication technologies demand the formation of professionals with integrity in the Business Administration programs and who can respond to the different needs of the organizations, being competent in accounting and financial aspects and with mastery of ICTs.

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## 3. Methodology

The present study was conducted under a descriptive methodology of documentary type, through a review of the different Business Administration programs offered in the department of Norte de Santander.

To determine the population under study, the information provided by the SNIES was used, and the information published by each HEI on its website was used to determine the respective curricula.

#### 4. Results

In the department of Norte de Santander, 5 Business Administration programs are offered in 5 HEIs and 3 municipalities: Cúcuta, Ocaña and Pamplona (Fig. 1), 3 of which are located in a direct border zone with Venezuela.



**Fig. 1- Location of programs offered in Norte de Santander**

The academic offerings in Business Administration have diverse general characteristics, finding for example that in terms of duration this can be between 8 and 10 semesters and in terms of the number of academic credits the study plans have between 138 and 166.

**Table 1 - General Characteristics of Business Administration Programs**

University	Program credits	Semesters
Universidad de Pamplona	149	9
Universidad Francisco de Paula Santander	166	10
Universidad Francisco de Paula Santander seccional Ocaña	140	10
Universidad Libre	138	8
Universidad Simón Bolívar	158	10

With regard to training components in the area of accounting and finance, the offer is not homogeneous in terms of the intensity of these aspects in the curriculum of the Business Administration programs, with a relative importance in the number of credits of these elements among the total curriculum ranging from 6% to 23.2%.

In this regard, it is important to note that two of the programs offered in the city of Cúcuta have the highest number of credits in accounting and financial aspects: the Business Administration programs of the U. Libre and the Universidad Francisco de Paula Santander with 32 and 26 credits, respectively.

Likewise, it is necessary to highlight that the programs offered in Cúcuta, a border zone with Venezuela, have in their curricula, in the accounting and financial components, subjects oriented to training in securities markets, currency and international finance, which corresponds or is consistent with the type of commercial and business operations that are developed in the territory.

**Table 2 - Training in accounting and financial aspects in Business Administration programs by university**

	Universidad de Pamplona	Universidad Francisco de Paula Santander	Universidad Francisco de Paula Santander sec. Ocaña	Universidad Libre	Universidad Simón Bolívar
<b>Costs and budget</b>	1.3	4.8	2.1	2.2	2.5
<b>Financial mathematics</b>	0	0	2.1	0	1.3
<b>Accounting</b>	1.3	3.6	4.3	6.5	1.9
<b>Capital markets</b>	0	1.2	0	2.9	1.3
<b>Financial administration and finance</b>			5		3.8
<b>Taxation</b>	1.3	1.2	0	0.7	1.3
<b>Financial Statements and analysis</b>	0	1.8	2.1	2.9	0
<b>Total accounting and financial aspects</b>		15.7	15.7	23.2	

Note: Figures represent percentages.

The curriculum of the Universidad Francisco de Paula Santander Ocaña section of the Universidad Francisco de Paula Santander program includes subjects that, from the accounting and financial component, aim at the formation of a professional with skills in Management Accounting and Financial Administration, representing approximately 9.3% of the academic credits of the program.

The Business Administration program at Universidad Simón Bolívar has a greater effort in terms of credits in its curriculum, with financial administration and finance and cost and budget subjects, which represent about 6.3% of the academic credits of the study plan.

Finally, the Business Administration program at the University of Pamplona, is the program with the lowest intensity in the department of Norte de Santander, in accounting and financial training components (6% of academic credits), having in its curriculum 4 subjects related to these aspects: Accounting for Business Management, Cost and Budget Management, Financial Management and Tax Law.

## 5. Conclusions

In the department of Norte de Santander, 5 Business Administration programs are offered in 3 cities, one of which is located in the border zone with Venezuela, and which have different approaches in terms of the skills and competencies to be trained in accounting and financial aspects.

Nevertheless, the programs present characteristics at the level of the training components mentioned above, which are coherent with the commercial and business relations present in the territories, perhaps the most notorious case being that of the programs offered in the city of Cúcuta, all of which are focused on the training of accounting and financial capacities and skills for the management of companies in border areas and international markets.

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