UNIVERSIDAD SIMÓN BOLÍVAR | INSTITUTO DE POSGRADOS

# CAPACIDADES DINÁMICAS QUE IMPACTAN LA PRODUCTIVIDAD A TRAVÉS DE LA TRANSFORMACIÓN DIGITAL DE LAS INSTITUCIONES DE EDUCACIÓN SUPERIOR


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## RESUMEN


El presente proyecto de investigación que lleva por título “Capacidades dinámicas que impactan la productividad a través de la transformación digital de las instituciones de educación superior”, se realizó con la finalidad de comprender cómo las capacidades dinámicas de innovación y aprendizaje impactan la productividad a través de la transformación digital de las instituciones de educación superior.

En la actualidad, la globalización de la información, la tecnología y sus nuevas tendencias están potencializando un cambio en las organizaciones, y las instituciones de educación superior no son ajenas a esta transformación, debido a su papel fundamental en la sociedad. La disyuntiva que afrontan muchas instituciones de educación superior, es que deben encontrar una manera de ajustarse a estos cambios manteniendo ventajas competitivas sostenibles; por ello, las instituciones deben identificar y valorar las capacidades dinámicas que impactan la productividad a través de la transformación digital en las mismas, de manera lógica y estratégica, para dar respuesta oportuna a estos nuevos procesos.

El objetivo que se busca conseguir, a través del presente estudio, es explicar como las capacidades dinámicas a través de la transformación digital impactan la productividad de las instituciones de educación superior.

Para ello se utilizó un enfoque cuantitativo dentro del paradigma positivista, con un alcance explicativo-correlacional y un diseño no experimental - transeccional. Los datos fueron recopilados a través de una encuesta estructurada donde participaron personas, que están en el nivel estratégico de las instituciones y algunos tácticos (rectores, vicerrectores académicos, vicerrectores administrativos y/o financieros, vicerrectores de investigación, vicerrectores de extensión, jefes de planeación y

jefes de sistemas), de dieciocho (18) instituciones universitarias públicas colombianas.

Los resultados fueron recabados y procesados, con el fin de comprobar el cumplimiento de las hipótesis planteadas, a través de la herramienta informática SPSS Statistics versión 28 y SPSS AMOS versión 28. El análisis de los resultados se realizó a través de un análisis estadístico descriptivo y un análisis estadístico multivariante con el fin de contrastar las relaciones causales entre las variables del modelo propuesto. El método elegido para analizar y modelar los datos fue el modelo de ecuaciones estructurales.

Como resultados se encontraron que: i) la mayor parte de las instituciones universitarias públicas que desarrollan capacidades dinámicas de innovación han obtenido buenos resultados por su implementación; ii) la mayor parte de las instituciones universitarias públicas que desarrollan capacidades dinámicas de aprendizaje han obtenido buenos resultados por su implementación; iii) la mayor parte de las instituciones universitarias públicas han realizado procesos de transformación digital; iv) la capacidad dinámica de innovación y la capacidad dinámica de aprendizaje impactan positivamente en la transformación digital de las instituciones de educación superior; v) la transformación digital impacta positivamente la productividad en las instituciones de educación superior.

Dentro de las principales conclusiones se tiene que al modelo teórico propuesto, representa cabalmente las diferentes dimensiones de la capacidad dinámica de innovación, la capacidad dinámica de aprendizaje, la transformación digital y la productividad en las instituciones de educación superior. Así mismo, se resalta la baja influencia que se muestra en el modelo teórico de las tecnologías digitales y los clientes en la transformación digital, lo que indica que todavía existe una baja incorporación de las tecnologías digitales en las instituciones de educación superior, y un grado de satisfacción bajo de los clientes por la incorporación de las mismas en los servicios que ellos utilizan de la institución.

**Palabras clave:** transformación digital, capacidades dinámicas, innovación, aprendizaje, universidades.

## ABSTRACT

This research project entitled "Dynamic capacities that impact productivity through the digital transformation of higher education institutions"was carried out with the purpose of understanding how the dynamic capabilities of innovation and learning impact productivity through the digital transformation of higher education institutions.

Nowadays, the globalization of information, technology and its new trends are potentiating a change in organizations, and higher education institutions are not

strangers to this transformation, due to their fundamental role in society. The dilemma facing many higher education institutions is that they must find a way to adjust to these changes by maintaining sustainable competitive advantages; therefore, institutions must identify and assess the dynamic capabilities that impact productivity through digital transformation, logically and strategically, in order to respond in a timely manner to these new processes.

The objective sought to be achieved, through the present study, is to explain how dynamic capabilities through digital transformation impact the productivity of higher education institutions.

For this purpose, a quantitative approach within the positivist paradigm was used, with an explanatory-correlational scope and a non-experimental - cross-sectional design. The data were collected through a structured survey with the participation of people at the strategic and some tactical levels of the institutions (rectors, academic vice-rectors, administrative and/or financial vice-rectors, vice-rectors of research, vice-rectors of extension, heads of planning and heads of systems), from eighteen (18) Colombian public university institutions.

The results were collected and processed, in order to verify the fulfillment of the hypotheses proposed, through the SPSS Statistics version 28 and SPSS AMOS version 28 software tools. The analysis of the results was carried out through a descriptive statistical analysis and a multivariate statistical analysis in order to contrast the causal relationships between the variables of the proposed model. The method chosen to analyze and model the data was structural equation modeling.

The results found that: i) most of the public university institutions that develop dynamic innovation capacities have obtained good results for their implementation; ii) most of the public university institutions that develop dynamic learning capacities have achieved good results through their implementation; iii) most of the public university institutions have carried out digital transformation processes; iv) the dynamic capacity for innovation and the dynamic capacity for learning have a positive impact on the digital transformation of higher education institutions; v) digital transformation positively impacts productivity in higher education institutions.

Among the main conclusions, the proposed theoretical model fully represents the different dimensions of the dynamic capacity for innovation, dynamic learning capacity, digital transformation and productivity in higher education institutions. Likewise, the low influence shown in the theoretical model of digital technologies and customers in digital transformation is highlighted, which indicates that there is still a low incorporation of digital technologies in higher education institutions, and a low degree of customer satisfaction with the incorporation of these technologies in the services they utilize from the institution.

**KeyWords:** digital transformation, dynamic capabilities, innovation, knowledge, universities.

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