

Efectos de la formación en emprendimiento en la educación media y en la educación universitaria en el desarrollo de competencias emprendedoras en jóvenes en contextos de economías emergentes

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RESUMEN

Esta tesis doctoral analiza los efectos de la formación en emprendimiento en la educación media y en la educación universitaria sobre el desarrollo de competencias emprendedoras en jóvenes en contextos de economías emergentes, incorporando el papel de la trayectoria formativa entre niveles. Se desarrolló un estudio cuantitativo con alcance descriptivo y explicativo, basado en encuesta aplicada a dos grupos: estudiantes de educación media (grados 10° y 11°) de instituciones educativas distritales de Barranquilla y estudiantes universitarios de la Universidad Simón Bolívar que cursaban la cátedra de Innovación y Emprendimiento. Tras la depuración de datos se consolidó una muestra definitiva de 1.263 estudiantes de educación media y 1.526 en la educación universitaria. La fiabilidad de los instrumentos fue alta (α de Cronbach > 0,84 en todos los bloques). El análisis integró estadística descriptiva, comparación no paramétrica (U de Mann-Whitney), asociaciones bivariadas (Rho de Spearman), regresión jerárquica y modelamiento de ecuaciones estructurales (SEM). Los resultados evidencian diferencias significativas entre niveles, especialmente en disposiciones personales y metodología pedagógica, mientras que los componentes curriculares y de

ecosistema no muestran diferencias sustantivas. En educación media, el desarrollo de competencias emprendedoras se asocia principalmente a factores disposicionales; en educación universitaria, la consolidación de competencias emprendedoras depende sobre todo de la metodología pedagógica y de factores personales, mientras que la trayectoria previa actúa como habilitador con efecto positivo pero no directo. En conjunto, la investigación concluye que la efectividad de la formación en emprendimiento en economías emergentes depende menos de su presencia formal y más de la calidad pedagógica y de la articulación entre niveles educativos.

Palabras clave: formación en emprendimiento; competencias emprendedoras; educación media; educación universitaria; trayectoria formativa; metodologías pedagógicas activas; economías emergentes.

ABSTRACT

This doctoral thesis examines the effects of entrepreneurship education in secondary and higher education on the development of entrepreneurial competencies among young people in an emerging-economy context, explicitly considering the role of the formative trajectory across educational levels. A quantitative study with descriptive and explanatory scope was conducted using a survey administered to two groups: secondary students (10th and 11th grade) from public schools in Barranquilla and university students at Universidad Simón Bolívar enrolled in the Innovation and Entrepreneurship course. After data screening and cleaning, the final sample included 1,263 secondary students and 1,526 university students. Instrument reliability was high (Cronbach's $\alpha > 0.84$ across all blocks). Data analysis combined descriptive statistics, non-parametric comparison (Mann-Whitney U), bivariate associations (Spearman's rho), hierarchical regression, and structural equation modeling (SEM). Findings show significant differences between educational levels, particularly in personal dispositions toward entrepreneurship and pedagogical methodology, whereas curricular and ecosystem components do not display substantial differences. In secondary education, competency development is mainly associated with dispositional factors; in higher education, competency consolidation is largely explained by pedagogical methodology and personal factors, while prior trajectory operates as an enabling condition with a positive but not direct effect. Overall, the thesis concludes that, in emerging economies, the effectiveness of entrepreneurship education relies less on its formal curricular presence and more on pedagogical quality and meaningful articulation between educational levels.

KeyWords: Entrepreneurship education; entrepreneurial competencies; secondary education; higher education; formative trajectory; active pedagogies; emerging economies.

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