

Analysis of Entrepreneurial Competencies in Youth: A Cognitive and Attitudinal Perspective

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Abstract

Entrepreneurial competencies encompass intellectual skills such as critical thinking, problem-solving, and creativity, in conjunction with attitudes that influence the entrepreneurial mindset, such as decision-making and managerial capability. These competencies are considered highly relevant for addressing the challenges of the 21st century. Therefore, the objective of this study is to analyze entrepreneurial competencies among young individuals in the Western Region of Cundinamarca, Colombia, focusing on both cognitive and attitudinal dimensions. To achieve this, a quantitative methodology was employed, with a Likert-scale survey specifically designed for this research. The findings suggest that young individuals in the Western Region exhibit a positive and receptive attitude towards entrepreneurship. Nevertheless, it is imperative to consider contextual and socio-economic factors to fully comprehend attitudes and perceptions concerning entrepreneurship, thereby enabling a more targeted approach to public policies associated with this field.

Keywords: *Young entrepreneurs, entrepreneurship, entrepreneurial competencies.*

Introduction

Contemporary society faces challenges that demand the talents, skills, and efforts of young individuals in generating ideas that contribute to the execution of various projects, including productive ones. This is because "entrepreneurship is a phenomenon that significantly contributes to the socio-economic development of a region" (Suárez et al., 2017, p.24). In this regard, Zahra et al. (2009) and Huarng (2013) posit that entrepreneurship encompasses processes and activities executed to identify, define, and capitalize on opportunities that allow for the creation of new products and/or services, businesses, or the implementation of innovative ideas within organizations for the broader market. However, embarking on or undertaking a project is not a straightforward endeavor. In addition to having the idea, it requires moments where decision-making can have consequences that affect not only the entrepreneur but also the interconnected context (Rodríguez, 2009) unless individual and social competencies necessary for entrepreneurship establishment are developed.

It is in this scenario where the cognitive and attitudinal capacities of those who choose to undertake play a significant role in the challenge of contributing to the economic and social development of a region (Hernández et al., 2018). From this perspective, the

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cognitive capacities and attitudes of entrepreneurs in carrying out mental activities of comprehension and reasoning (Jiménez et al., 2019) are indispensable ingredients in the generation of innovative ideas, services, inputs, and productive processes that benefit administrative management and contribute to the economic activation of the sector to which they belong. Within this framework, young individuals play a crucial role in this progress, as the qualities attributed to this demographic segment: creativity, a sense of adventure, productivity, and a willingness to embrace change (Abdala, 2004) contribute substantially and positively to the advancement of a sector, the economy, or even a nation (Ribeiro and Huarng, 2013; Bruton et al., 2013).

The specific knowledge and attitudes of young entrepreneurs are part of the learning processes and experiences that individuals accumulate over the course of their lives. It is known that these can be acquired and learned. However, it is also necessary that from an early age, individuals learn to work in teams, take on commitments, and lead (Pabón, 2021) through education at various levels. This is done with the aim of developing or strengthening entrepreneurial capacities and even assisting entrepreneurs in discovering attitudes that can aid in business planning. This is closely aligned with what is outlined in the Youth-Government Management Report of Colombia 2018-2022 (Colombia Joven, 2022), which mentions that young people are affected by the country's unemployment, leading them to seek solutions to this challenge by trying to become entrepreneurs. However, as indicated in the document, not all young people have the capacity to undertake entrepreneurial endeavors, and this depends on various variables such as fear or lack of knowledge about management processes, education, and how to address difficulties, among others (Fuentes and Sánchez, 2010). Furthermore, as asserted by Ovalles et al. (2018), many of them are not familiar with, do not strengthen, or do not develop their entrepreneurial skills, let alone attempt to start a business to improve their quality of life or that of the region.

Taking into consideration the aforementioned considerations, the present study aims to analyze entrepreneurial competencies among young individuals in the Western Region of Cundinamarca, focusing on both cognitive and attitudinal dimensions. It is anticipated that the results obtained will contribute to the educational processes in the region, with the objective of creating or enhancing curricular content geared towards entrepreneurship. Additionally, the study aims to facilitate the identification and recognition of opportunities within various contexts.

Theoretical framework

Entrepreneurship is a complex and multifaceted phenomenon (Oré, 2023), and comprehending the psychological and cognitive aspects that underlie it is essential for fostering an entrepreneurial culture and promoting success in the business realm. The entrepreneurial act encompasses various disciplines, implying that the activities undertaken by an individual depend not only on economic and managerial aspects but also on their talents, resources, entrepreneurial skills, and aspirations (OECD, 2014). Therefore, it is intriguing to understand the personality traits and structure of an entrepreneur, along with their competencies, to elucidate how their vocation drives them to engage in the entrepreneurial process, utilizing their skills to confront and capitalize on as many opportunities as obstacles (Roth and Lacoa, 2009). In this context, studies that highlight the value of cognitive and attitudinal processes as supports for entrepreneurship (Baron, 2007) are particularly interesting. This is because they provide a more comprehensive and holistic view of the entrepreneurial process, allowing the identification of key factors that drive innovation and economic development. These mental processes and attitudes play a crucial role in the development of successful entrepreneurial initiatives (Hidalgo, 2014) since they influence decision-making, creativity, perseverance, and the willingness to take risks.

Cognitive Competencies in Entrepreneurial Determination

Competencies are a topic of broad relevance for the development of a specific activity, encompassing a set of knowledge, skills, and individual attributes. The concept of competence is intrinsically linked to personality and a series of behaviors that contribute to achieving a good performance in specific tasks (Martínez et al., 2018). In other words, they are characteristics, knowledge, aptitudes, and skills related to personal growth, enabling the execution of tasks in a more suitable and efficient manner (Alles, 2015). Along these lines, according to Ahumada (2013), competencies constitute the fundamental pillars of the skills necessary for individuals to develop innovative entrepreneurial ventures. These skills and abilities become essential for confronting the challenges of the modern business world and fostering progress and creativity in the entrepreneurial sphere.

When examining cognitive competencies, it is evident that they represent a blend of practical skills and executive abilities that vary depending on the social environment in which an individual operates, acquired through formal education. Their purpose lies in addressing problems through knowledge that transcends the empirical (Jiménez et al., 2019). This notion corresponds with the perspective of the European Union (2019), which considers cognitive competencies as fundamental elements of the human mental structure. These capacities are essential for comprehending, evaluating, and generating information, making decisions, and solving problems, all of which influence both personal behavior and the business context (Simón, 2011).

From this standpoint, entrepreneurship, being conceptualized as an intrinsic process of innovation, demands aptitudes that allow for the organization, comparison, analysis, application, and evaluation of actions and results derived from previous decisions and their corresponding execution (Capillar, 2016). This approach underscores the need for robust cognitive competencies to successfully carry out the stages of entrepreneurship, as it entails not only generating original ideas but also critically evaluating and effectively implementing them. A clear example of this lies in the entrepreneur's ability to discern opportunities that may have gone unnoticed by others. In the words of Mitchell et al. (2002), these individuals are capable of constructing and applying knowledge structures that enable them to conduct assessments, judgments, and decisions that also involve evaluations regarding opportunities to initiate and expand initiatives. The author mentions two key approaches: the intuitive and the analytical style. The former relies on exploratory methods of a random nature, upon which individuals place their trust. The latter, on the other hand, is based on a structured approach to problem-solving and employs systematic research methods.

In light of this, cognitive skills are perceived as competencies for carrying out comprehension and reasoning activities, which are fundamental elements for professional growth in the conventional work environment (Cobo and Álvarez, 2021). Therefore, it is plausible to think that the behavior adopted by entrepreneurs during the process of conceiving and maintaining an economic initiative is influenced, at least in part, by a specific cognitive style. The actions that an entrepreneur undertakes are shaped by complex processes such as cognitive ones, as well as the identification of patterns and codes (Baron, 2004b). Furthermore, these activities entail skills in organization, observation, evaluation, decision-making, anticipation, risk management, and dealing with fluctuations, among others.

In summary, entrepreneurs demonstrate their capacity by identifying opportunities unnoticed by others. Their actions are shaped by a combination of perceptual and cognitive processes and practical skills that influence their decision-making and the management of various tasks. The amalgamation of these characteristics and attitudes contributes to driving the innovative and proactive nature of the entrepreneur in the business context.

Attitudinal Competencies for Entrepreneurship

Entrepreneurship, at its core, transcends mere application of technical knowledge and operational skills. From a perspective centered on the entrepreneurial attitude, Hidalgo (2014) suggests defining an entrepreneur as someone capable of taking creative actions to construct something valuable from decisions, whether they involve certainty or uncertainty. Moreover, the importance of cultivating an entrepreneurial mindset based on competencies and skills in decision-making and management is emphasized (Uribe-Toril et al., 2019). Their success is grounded in competencies that go beyond the cognitive and technical realms, encompassing attitudinal dimensions that play a crucial role in the genesis and development of innovative and sustainable enterprises (Rodríguez, 2015). The ability to face obstacles without giving up is essential, as entrepreneurs are expected to be leaders with innovative responses and projects (Ayaviri et al., 2017). In this context, the idea of an entrepreneurial business attitude based on entrepreneurial competencies, focused on innovation, social responsibility, and leadership, is promoted (Rodríguez and Gómez, 2014).

Authors like Raičević et al. (2007) identify strategic competencies for entrepreneurship, such as initiative, a positive attitude toward change and innovation, and the ability to identify opportunities (Ortíz and Olaz, 2022). Furthermore, self-efficacy, control, and the need for achievement are relevant attitudes for entrepreneurial initiative (Rábago et al., 2004). In the realm of attitudinal skills, these pertain to the capacity to work with others and achieve commitment, cooperation, and interaction (Barragán et al., 2020). These skills are vital for future entrepreneurs, enabling them to utilize their abilities for effective communication and conflict resolution. Additionally, the importance of managing levels of engagement within the organization is emphasized (Marchant, 2005; Albers, 1997).

One of the fundamental attitudes in entrepreneurship is the willingness to take risks (Jiménez et al., 2020). This ability is essential for carrying out a business idea since the creation of any company entails an inherent degree of uncertainty. A positive attitude towards taking risks, both in generating the idea and in decision-making, allows entrepreneurs to confront the unknown with courage and perseverance. The attitude towards unexpected changes is another factor that gains relevance in entrepreneurship (Baron and Shane, 2008). Emerging businesses often face sudden changes in their environment, and entrepreneurs must be willing to adapt and pivot in response to these circumstances. An open and flexible attitude facilitates successful navigation through changing challenges and opportunities.

Entrepreneurship also involves building relationships and seeking support (Ruef, 2010). Attitudes of accepting support from others and working as a team are essential for the growth and evolution of an idea. Successful entrepreneurs understand that collaboration can generate powerful synergies and contribute to sustainable success. On the other hand, the willingness to face failure and mistakes (Baum and Locke, 2004) allows entrepreneurs to learn from errors, overcome adversity, and adapt. A resilient attitude enables the transformation of failures into learning opportunities and catalyzes continuous innovation. Likewise, the attitude towards goal setting and objectives is an intrinsic driver in entrepreneurship (Ovalles et al., 2018). Visionary entrepreneurs are oriented towards ambitious goals and use these aspirations as a guide for decision-making and overcoming challenges. Perseverance and determination stem from this attitude, propelling entrepreneurs to reach new levels of success.

In conclusion, attitudinal competencies play an essential role in entrepreneurship. From the willingness to take risks to the attitude towards failure and goal pursuit, these attitudes shape the entrepreneur's mindset and significantly determine their ability to innovate, adapt, and persevere in the ever-changing business world. The combination of technical skills with strong entrepreneurial attitudes forms the foundation for the successful

creation and consolidation of new enterprises, driving economic progress and social transformation.

Methodology

The adopted approach is grounded in the descriptive aspects of numerical data collected and analyzed. Following the reference of Hernández et al. (2014), this methodology is characteristic of a quantitative approach, ensuring coherence and providing objectivity and rigor in research in terms of obtaining and applying results. In the specific context of this study, aimed at analyzing entrepreneurial competencies among young individuals in the Western Region of Cundinamarca, this methodology allowed for an understanding of the interactions and patterns present in the data. The combination of detailed descriptions and statistical analyses facilitates the identification of significant relationships and trends, enriching the examination of the studied aspects. Ultimately, this quantitative approach with descriptive elements led to the observation of actions based on the realities of the study units (Maldonado, 2018), which in this case are young individuals from the Western Region. Ferrer (2016) points out that descriptive research analyzes specific aspects within a specific interval, without basing the procedure on the search for cause-and-effect relationships.

In this research, 1,154 young residents from municipalities in the Western Region, near Bogotá, Colombia, were surveyed. A structured survey developed by the researchers was used, in Likert format with five response options. It consists of 17 items, of which 3 are for characterizing the variables: cognitive and procedural competencies. Each variable is evaluated through seven specific questions. The instrument underwent a validation process, from which a Cronbach's Alpha coefficient of 0.811 was obtained, indicating good reliability in the responses.

Results

Within the sample composed of 1,154 young individuals from the municipalities of the Western Region: Funza, Mosquera, and Madrid, in terms of gender, place of residence, level of education, and average age, a varied distribution of young individuals was found. In Funza, for both men and women, the distribution across different levels of education is relatively uniform, with minor variations among grades. On the other hand, in Mosquera, data is limited in some grades, but in the 10th grade, both men and women have an equal proportion of 50%. Meanwhile, in Madrid, women tend to have a stronger presence in the 10th and 11th grades, while men have a more uniform distribution in the same grades.

Table 1. Characterization of the Sample

Gender	Residence Municipalities	Grade (Average Age)			
		8th (14 years)	9th (15 years)	10th (16 years)	11th (17 years)
Women	Funza	25,9%	28,6%	19,1%	26,4%
	Mosquera	25,0%	0,0%	50,0%	25,0%
	Madrid	6,4%	10,0%	54,9%	28,7%
Men	Funza	26,3%	26,3%	20,6%	26,9%
	Mosquera	20,0%	0,0%	60,0%	20,0%
	Madrid	14,3%	21,9%	38,6%	25,1%

Source: Compiled from metrics analyzed using SPSS

In all three municipalities, the 10th grade, where the ages of the young individuals average around 16 years, has the highest proportion of young individuals in the sample. The provided statistics offer a valuable insight into the gender composition, place of residence, and grade distribution of young individuals in the Western Region. However, for a more in-depth and comprehensive analysis, it is important to consider additional factors such as sociocultural context, access to education, and other socioeconomic indicators that may influence the observed trends.

Exploration of Knowledge and Perception of Entrepreneurial Experiences in Young People from the Western Region.

Below, the perceptions of young individuals based on their experiences and knowledge are described, focusing on the recognition of cognitive competencies in the field of entrepreneurship. Intellectual skills such as critical thinking and problem-solving are analyzed with the purpose of assessing their capacity, which has been developed through empirical and scientific knowledge and is applied in making informed decisions. The statistical data presented in Table 2 reflect the young individuals' knowledge about entrepreneurial experiences with nearby business owners, as well as their perceptions regarding adaptation and willingness to learn. Furthermore, the attitudes they hold toward entrepreneurial experiences and how these influence their decision-making process are explored. The results obtained provide a deep insight into how young individuals perceive and engage with the world of entrepreneurship in their immediate context.

Table 2. Statistics Resulting from the Perceptions of Young Individuals in the Western Region.

N°	Knowledge and Perception of Entrepreneurial Experiences					
None	28,7%	45,8%	41,0%	15,9%	23,7%	4,4%
One	32,0%	33,1%	36,4%	33,9%	34,5%	5,3%
Two	20,7%	12,7%	13,7%	23,4%	23,7%	31,2%
Three	12,5%	4,8%	5,8%	16,1%	10,7%	47,9%
Four	6,2%	3,6%	3,1%	10,7%	7,4%	11,2%

Source: Compiled from metrics analyzed using SPSS

In a sample of 1,154 young individuals residing in the Western Region, it has been found that they have had knowledge regarding business experiences in which the owners are individuals close to them, such as family members, friends, classmates, and neighbors. From this group, 28.7% of the participants have had no knowledge of any business experiences in which the owners have close ties. This figure suggests the possibility that this portion of the population may not have been exposed to or had prior contact with such entrepreneurial endeavors.

In another aspect, 32% of the young individuals indicate that they have knowledge about a business experience in which the owners are people close to them. Meanwhile, approximately one-fifth of the young individuals, representing 20.7%, have been informed about two similar business experiences with close owners. Additionally, 12.5% of the participants have been aware of three similar business experiences. In contrast, a limited minority has demonstrated a more extensive knowledge of these situations; specifically, 6.2% have had knowledge of up to four business experiences with close owners. It is relevant to highlight that the majority of the young participants in the study, reaching an average of 71.3%, have reported having knowledge of at least one business experience in which the individuals involved are close to them.

In regard to the knowledge acquired through experiences derived from involvement in businesses that have resulted in some form of benefit and have included close individuals

(such as family members, friends, classmates, and neighbors), ranging from none to four experiences, it is observed that 45.8% lack direct experience in such entrepreneurial endeavors. On the other hand, 33.1% have participated in this type of business on one occasion. Meanwhile, 21.1% have been involved in such entrepreneurial endeavors at least twice. In general, a varied distribution is noticeable concerning the practical knowledge acquired from participation in businesses with close individuals and the attainment of benefits. However, the number of young individuals who have not yet had this experience is significant.

Regarding the knowledge of business experiences where owners have faced difficulties, it has been identified that approximately 41% of the young individuals in the sample have no knowledge of any business experiences where the owners have had unfavorable outcomes. This might suggest that this portion of the population has not been exposed to or lacks information about entrepreneurial ventures with negative results. Similarly, 36.4% of the young individuals are aware of one business experience in which the owners did not fare well. On the other hand, 13.7% have knowledge of two experiences, while 5.8% are informed about three situations, and 3.1% have encountered four instances of this nature. The data reveal that within the sample, 59% have experienced a limited number of businesses with negative outcomes.

In relation to the knowledge of business experiences in which owners have performed well, that is, have had positive outcomes, it has been found that 15.9% of young individuals are not familiar with any business experiences in which owners have succeeded. 33.9% have knowledge of one business experience in which owners have had a positive performance. Additionally, 23.4% are aware of two experiences of entrepreneurial endeavors with positive results, 16.1% have knowledge of three experiences, and 10.7% are informed about four business experiences with a positive performance.

It has also been observed that concerning the knowledge of family-owned entrepreneurial experiences, 23.7% of young individuals have no knowledge of any experiences in this realm. On the other hand, 34.5% of young individuals are informed about one such experience. Meanwhile, 23.7% of young individuals have knowledge of two family-owned entrepreneurial experiences, and 10.7% of young individuals have had knowledge of three family-owned entrepreneurial experiences. Additionally, 7.4% of young individuals are informed about four family-owned entrepreneurial experiences.

When inquiring about the perception of young individuals in the western region regarding the existence of entrepreneurial experiences that have provided them with valuable learning for future businesses of their own, it was found that 4.4% of young individuals perceive a shortage of experiences that have instructed them in the proper way to establish a business. Similarly, a similar percentage, equivalent to 5.3%, believes that there have been insufficient experiences that have guided them in the entrepreneurial process. Meanwhile, 31.2% maintain that they have had a moderate number of these beneficial experiences. On the other hand, a substantial 47.9% points out the existence of many entrepreneurial experiences that have taught them to act wisely when starting a business. Furthermore, 11.2% perceive a high number of these experiences that have provided them with valuable knowledge. These recent findings suggest that the majority highly appreciates the opportunity that these experiences have provided them with in promoting their willingness to learn.

Regarding the level of agreement on whether there have been occasions when, based on third-party experiences, there has been a desire to undertake but fear arises due to the perception of having limited knowledge in that area, it was found that 7.3% of young individuals have a very negative perception towards the desire to undertake and the fear associated with limited knowledge.

This suggests that this group does not identify with the idea of fearing a lack of knowledge. 13.6% of young individuals disagree with feeling fear due to limited knowledge when desiring to undertake. Although this perception is more moderate, it still implies some lack of identification with this feeling. 26.6% are undecided, while 37.3% agree to feeling fear due to limited knowledge when desiring to undertake based on third-party experiences. This indicates that more than a third of the sample acknowledges this fear and relates it to the perception of limited knowledge. Furthermore, 15.2% of young individuals strongly agree with the idea of feeling fear due to limited knowledge when desiring to undertake, reflecting a strongly related attitude to the perception of limited knowledge as an obstacle to entrepreneurship.

Respecting the level of agreement regarding whether there have been occasions when, based on third-party experiences, there has been a desire to undertake but fear arises due to the perception of having limited knowledge in that area, it was found that 7.3% of young individuals have a very negative perception towards the desire to undertake and the fear associated with limited knowledge. This suggests that this group does not identify with the idea of fearing a lack of knowledge. 13.6% of young individuals disagree with feeling fear due to limited knowledge when desiring to undertake. Although this perception is more moderate, it still implies some lack of identification with this feeling. 26.6% are undecided, while 37.3% agree to feeling fear due to limited knowledge when desiring to undertake based on third-party experiences. This indicates that more than a third of the sample acknowledges this fear and relates it to the perception of limited knowledge. Furthermore, 15.2% of young individuals strongly agree with the idea of feeling fear due to limited knowledge when desiring to undertake, reflecting a strongly related attitude to the perception of limited knowledge as an obstacle to entrepreneurship.

Entrepreneurial Attitudes in Youth: Influence on Approaching Challenges and Opportunities.

In this section, the findings related to the entrepreneurial attitudes of young individuals concerning training, adaptability, adherence to rules, effective interaction, and the ability to bring people together for common goals are presented: results that provide insight into how young people perceive and engage with the challenges and opportunities of entrepreneurship. The descriptions provided are based on the statistics presented in Table 3.

Table 3. Statistics Resulting from Perceptions of Young Individuals in the Western Region.

Criteria		Level of agreement					
Strongly disagree	2,4%	1,6%	1,8%	2,1%	2,2%	1,8%	2,5%
Disagree	5,8%	2,0%	2,9%	5,5%	3,6%	4,9%	6,0%
Undecided	23,3%	9,4%	10,6%	25,9%	21,3%	31,6%	26,2%
Agree	54,2%	36,4%	44,4%	48,4%	50,3%	47,5%	49,7%
Strongly agree	14,2%	50,6%	40,4%	18,2%	22,6%	14,2%	15,6%

Source: Own data from metrics mediated by SPSS

In the exploration of attitudes, values, and emotional dispositions that young people have towards different situations and challenges involving motivation, self-confidence, passion, and a willingness to learn and take risks from the perspective of young people in the Western Region, it was initially found that regarding their intentions for training to acquire knowledge that helps them identify and value the necessary resources in starting a business; 2.4% have a negative perception, 5.8% disagree, 23.3% are neutral, while 54.2% agree, and 14.2% strongly agree, revealing their positive assessment and willingness to undergo training.

Regarding the awareness of the need to make efforts and transformations in life to undertake and achieve positive results, it is noted that 1.6% of young people have a very negative perception regarding the need to make efforts and transformations in life to undertake and achieve positive results. 2.0% of young people disagree with the idea that efforts and transformations are needed to undertake and achieve positive results. In terms of indecision, it is observed that 1.6% of young people have a very negative perception. 2.0% disagree, while 9.4% remain undecided. In contrast, 36.4% agree, and 50.6% strongly agree. These latter groups show that the vast majority, making up 87%, have a positive and determined attitude towards the changes and efforts necessary for entrepreneurship.

It was found that regarding the perception of young people in the Western region regarding the importance of complying with rules for successful and satisfying entrepreneurship, 1.8% have a very negative perception. 2.9% disagree, and 10.6% are undecided. In contrast, 84.7% agree, with half of this group being firmly positive about its relevance. Thus, a majority attitude favoring rule compliance is observed.

Concerning the conviction of possessing the ability to interact effectively through "listening and speaking" to foster beneficial communication in entrepreneurial goals, it is observed that 2.2% have a very negative perception. 3.6% disagree, and 21.3% are neutral, indicating a lack of a firm opinion on this matter. On the other hand, among the 1,154 respondents, 50.3% agree with having this ability, and 22.6% strongly agree, revealing positive attitudes and strong confidence in their ability to generate beneficial communication in entrepreneurship.

Analyzing young people's perceptions about the conviction that opportunities for improvement and achieving objectives in a business can lead them to reconsider their initial ideas and adapt, it is observed that 1.8% have a negative perception, while 4.9% do not identify with this idea. A significant 31.6% remain neutral about adaptation. On the other hand, 47.5% and 14.2% agree and strongly agree, respectively. This reflects a high percentage with a positive attitude and conviction regarding the need for adaptation for entrepreneurial success.

Relating to the perception of young people in the Western region concerning considering themselves to have the ability to gather people around actions that benefit everyone, it was found that 2.5% of young people have a very negative perception in this regard, 6.0% of young people disagree with the idea that they possess this capacity. On the other hand, 26.2% are indecisive, neither for nor against the idea of possessing the capacity under study. 49.7% agree, and 15.6% strongly agree with their ability to bring people together for common benefits.

In respect of the perception of confidence in their ability to connect with people and networks to discover potential businesses, it was reported that 2.1% of young people have a very negative perception regarding their ability to connect with people and networks to discover potential businesses. 5.5% disagree with it, and 25.9% are neutral about the idea of being able to connect with people and networks to discover potential businesses. Meanwhile, 48.4% agree, and a significant percentage, equivalent to 18.2%, claim to strongly agree.

Conclusions

This research has focused on analyzing the entrepreneurial attitudes of young people belonging to the municipalities in the western region, specifically Funza, Mosquera, and Madrid. Through the analysis of statistics and collected data, patterns and trends have been identified that offer a deep insight into how young people perceive and engage with entrepreneurship in their immediate environment.

Firstly, a varied distribution of young people in the sample has been observed in terms of gender, place of residence, level of education, and average age. Each municipality presents its particularities regarding gender composition and distribution by educational level, highlighting the importance of considering contextual and socioeconomic factors for a more comprehensive analysis.

Concerning knowledge and perception of entrepreneurial experiences, it has been found that the majority of young people have been aware of business experiences where the owners are close individuals, such as family members, friends, study partners, and neighbors. However, a significant percentage has not had contact with such experiences, suggesting the need to promote exposure to nearby entrepreneurial endeavors in this portion of the population.

In relation to the knowledge of business experiences with positive and negative results, it has been evident that a considerable percentage of young people have had experience in a limited number of both types of entrepreneurial ventures. These results indicate the importance of considering both successful and challenging cases when promoting entrepreneurship among young people.

The entrepreneurial attitudes of young people have also been explored in detail. It has been found that the vast majority show a positive disposition toward training to acquire knowledge in entrepreneurship, as well as toward the efforts and transformations necessary to achieve business success. Additionally, a favorable attitude toward compliance with regulations and the ability to connect with people and networks to discover potential businesses is observed.

Regarding adaptation, the results indicate that most young people recognize the importance of adapting to new circumstances and reconsidering initial ideas to achieve goals in a business. Furthermore, a significant proportion of young people are favorable to the idea of being able to gather people around actions that benefit everyone.

Overall, the findings of this research suggest that young people in the western region have a positive and receptive attitude toward entrepreneurship. However, it is essential to consider contextual and socioeconomic factors to fully understand the attitudes and perceptions of young people regarding entrepreneurship. These results provide a valuable foundation for the design of strategies and programs that promote and encourage entrepreneurship among young people, harnessing their attitudes and dispositions towards this activity as a key tool for their personal and professional development in the future.

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