

Entrepreneurial attitude in urban and rural youth in two regions of Colombia

¹ISABEL CRISTINA RIVERA LOZADA, ²PAULA ANDREA MENESES
MEDINA, *³ORIANA RIVERA LOZADA

Abstract--In Colombia, as in the rest of the world, the youth unemployment rate is higher than the global unemployment rate. This research aimed to contrast the entrepreneurial attitude of a group of students at five schools in two regions of the country. The methodological approach was quantitative and descriptive, contrasting the entrepreneurial attitude of students in urban areas with attitudes in rural areas, as well as with each school. The results showed that in urban areas there is greater participation of students with a high level of entrepreneurial potential and lower participation of students with low level in comparison to rural areas.

Keywords: Entrepreneurial, attitude, youth, unemployment

I. Introduction

Despite the fact that the unemployment rate worldwide has decreased to 5.5% according to the International Labour Organization, and even though stability was forecasted for the year 2019, the number of unemployed people increased by 1,3 million and youth unemployment was 13%, “three times higher than adult unemployment, which is 4,3%”(1).

This world tendency is becoming more serious in Colombia where youth unemployment in the first quarter of 2019 was 18.1%, which was over the national unemployment rate, 10.2% (2). The technical bulletin of the Colombia's National Statistics Department (Departamento Administrativo Nacional de Estadística in Spanish), (2) does not exclude the youth unemployment rate in rural areas.

In answer to these numbers that unveil the incapability of the productive apparatus to absorb youngsters' workforce, entrepreneurship education and training programs emerge as an appropriate strategy for self-employment, improvement of economic conditions and the drop in the youth unemployment rate (3,4). On the contrary, Furtado (5) states that entrepreneurship should not be the solution to youth unemployment due to the high rates of failure.

Different studies explore the elements and factors that involve entrepreneurship education (6-9), many of them centered on psychological components (10), others centered on particular methodologies (11-12), or factors such as communication (13) or business potential (14,15). These research studies suggest that entrepreneurial attitude increases every educational year and, in all cases, evidences are conclusive regarding the effectiveness and potential of educational programs for entrepreneurial education.

In Colombia, as well as in Ecuador, Peru and Venezuela, entrepreneurial education started in the late nineties and many of the entrepreneurial centers that are responsible for training entrepreneurial leaders are at universities, according to Lozano (16) and Xena (17). In addition, Villarán de la Puente (18) proposes that entrepreneurial education involve two elements: 1. the development of the innovative and productive capacity and 2. the development of creativity, innovation, appreciation and expression of arts, humanities and sciences, without denying that the level of entrepreneurship education in Latin America is a good predictor of its entrepreneurial activity rate (6).

Another research line shows the existent correlation between entrepreneurial attitudes and social skills (19-21) framed in Bandura's cognitive model of social learning (22), which is the basis for life skills programs. Thus, Torres & Torres (23), Amorós (24), Damian (25), Santos (26), Gonzales, Torres & Tinoco (27), intended to identify capabilities, profiles and/or determinants of entrepreneurship at educational institutions. Despite having applied different instruments, the results showed that effective personality, as well as socioeconomic conditions, family environment, among others, contribute significantly to positive entrepreneurial attitude.

In this first phase of the research, we wanted to identify and compare entrepreneurial attitude of 564 young students, some of them at rural schools and others at urban schools, both in two departments of Colombia, to establish the initial conditionals of these youngsters to start entrepreneurship. The instrument of data collection was the entrepreneur profile adapted by Peralta (11).

The results proved that young students in urban areas have a better entrepreneurial potential than those in rural areas. The situation reflects the asymmetries regarding education in rural areas in Colombia and the distribution of educational resources depending on the department (28). It is remarkable that youngsters from both urban and rural areas have a low capability of planning and of realization, which makes it difficult to consolidate initial entrepreneurship, and at the same time, define the orientation of instructional programs required by educational institutions.

II. Experimental, Materials and Methods

The methodology of this research is quantitative. This type of research was based on theoretical proposals to formulate hypothesis about expected relationships between variables that were part of the body of this work (29). The confirmation was obtained by quantitative data collection through the entrepreneur profile questionnaire of adapted by Peralta (11) and administered to the students in four schools in Cauca and one in Valle del Cauca. The methodology is descriptive, "oriented to the knowledge of reality just like it is in a given space-time situation" (30) and developed around empirical measurable concepts. The collected information was analyzed to establish the significance of observable relationships between the variables (29).

These research results verify the presence of an entrepreneurial attitude in students in an aggregate way (total) and disaggregated way for urban and rural areas, as well as in each institution. The research was part of the "Entrepreneurship and youth workforce inclusion in Colombia" project ("Emprendimiento e inclusion laboral juvenil en Colombia" in Spanish). This project was part of the GICEA research group of University of Cauca, in collaboration with the Colombian network of social youth presence in Cauca (Red

Colombiana de Actoría Social Juvenile Del Cauca in Spanish), as part of the working group CLACSO 2017-2019.

2.1. Population sample

The research confirms the presence of an entrepreneurial attitude in 564 students at five schools (EI¹, EI², EI³, EI⁴ and EI⁵) in Cauca and Valle del Cauca, Colombia in 2018. The students at EI¹, EI², EI³, EI⁴ and EI⁵ constitute the 6%, 33%, 17%, 20% and 24% of the total sample respectively. The total number of students and the urban and rural areas refer to the 100%, 33% and 67% of the total sample.

2.2. Methodological instrument

The results of the research were obtained after the administration of the questionnaire adapted by Peralta (11) and processing the data. This instrument has 55 questions and uses Likert scale “to measure the attitudes of the surveyed asking to what extent they agree or disagree with a particular question” (31).

The entrepreneurial attitude was analyzed in three dimensions. The first is realization capacity, which consists of initiative and search of opportunities, persistence, efficiency and quality demand, persistence in solving problems and independence. Then, the second dimension is ability to plan, which is composed of search of information, target setting, systematic planning and monitoring. Finally, the third dimension is the ability to relate to others, which is comprised of by self-confidence, persuasion, and contact network (32).

Corrections were based on the three dimensions, taking into account the obtained results after having used the Likert scale. Then, the scores were defined for the low, regular, regular+ and high level as expressed in table 1.

Table 1. Entrepreneurial potential. Source: own elaboration.

RANGE	LEVEL
135-175	Low
176-187	Regular
188-196	Regular+
More than 196	High

The low level represents students who have entrepreneurial attitudes and behaviors that do not permit them to execute projects; the regular level refers to those who have some entrepreneurial qualities and skills, but require support and permanent orientation in the formulation of business plans. The regular+ level is composed of those who have entrepreneurial qualities; however, they still lack attitudes to have a successful entrepreneurship. The high level is made up of a stable structure of attitudes, behaviors and qualities to carry out plans and project with less support (19).

Finally, the entrepreneurial potential (EP) is disaggregated; therefore, we have three dimensions: realization capacity (RC), ability to plan (AP) and ability to relate to others (AR). The scores for these dimensions were calculated through quartile deviation of the total sample, making corrections and checking

the sums in each dimension to obtain scores for the low, regular, regular+ and high levels as expressed in table 2.

Table 2. Realization capacity, ability to plan and ability to relate to others. Source: Own elaboration.

DIMENSION	RANGE	LEVEL
Realization	54-78	Low
	79-83	Regular
	84-87	Regular+
	Más de 87	High
Ability to plan	41-56	Low
	57-62	Regular
	63-67	Regular+
	Más de 67	High
Ability to relate to others	24-37	Low
	38-41	Regular
	42-44	Regular+
	45	High

III. Results and Discussion

3.1. Entrepreneurial profile and social capacities

In regard to entrepreneurial potential, the 30% of the students have a low level, in other words, they have few potentialities to undertake entrepreneurial projects. In addition, this percentage is greater than the one for students who have a stable structure of entrepreneurial qualities (high level, 24%) and also higher than students who have entrepreneurial qualities (regular+ level, 24%) and those who have some behaviors that encourage them to accomplish projects (regular level, 22%) at EI¹.

At EI², approximately the percentage of students (27%) with skills to build projects (high level) is superior to the one obtained by students who have a behavior that encourage them to be entrepreneurial (regular+ level, 25%). On the other hand, the percentage of students concentrated in the high level (27%) is inferior to the percentage of students that show some entrepreneurial attitudes (regular level, 28%).

EI³ has a bigger percentage of students with a regular level (34%) and at EI⁴, the percentage is higher regarding low and regular+ level (27% in both levels), while at EI⁵ the regular+ level is higher (30%). The educational institutions with a greater percentage of students who have a stable structure of entrepreneurial qualities (high level) and have some qualities that prevent them from undertaking entrepreneurship projects (low level) are EI⁵ (29%) and EI¹ (30%), respectively.

Regarding realization capacity, the greatest percentage of students have qualities for entrepreneurship (regular+ level) at EI¹, EI² and EI⁵ (30%, 30%, 32%), while at EI³ and EI⁴ the greatest percentage of students are those who have some entrepreneurial behaviors (regular level) (36%, 28%). The lowest percentage is concentrated in students who have the capability to make strategic alliances (high level) at EI¹, EI² and EI³ (18%, 22%, 21%). About the 21% of students have a high and low level of realization at EI⁴ and EI⁵. The schools with a greater percentage of students that take advantage of opportunities for the realization of projects (high level) and have behaviors that avoid facing obstacles (low level) are EI⁵ and EI¹ (27%).

Regarding ability to plan, the greatest percentage of students is concentrated in students who have some attitudes that make it difficult to plan (low level), in students who have qualities to carry out projects (regular+ level) and those who have some attitudes that permit them to plan (regular level) at EI¹ (27%), EI² (28%) and EI³ (37%). Moreover, at EI⁵ the highest percentage of students have a regular level (28%) and at EI⁴ the highest percentage has a low and regular level with about 27% for both levels. EI¹ has the same percentage of students with high, regular+ and regular levels (24%) in comparison with other schools while EI³ has the lowest percentage concentrated in students who have few planning skills (low level, 18%) and the highest percentage is centered on students who have some behaviors that let students make projections (regular level, 37%).

On the other hand, regarding the ability to relate to others, the highest percentage is about students who have behaviors that let them relate to other students (regular level) and students who have some relational attitudes (regular level) at EI² (29%) and EI³ (29%), respectively. Regarding the highest percentage of students with difficulties to interact (low level), it is at EI¹ (30%), followed by EI⁵, EI³, EI⁴ and EI² (28%, 27%, 27%, 20%). At EI⁴ and EI⁵, the biggest percentage is concentrated on students who have obstacles to interact (low level) and those who have behaviors that let them approach the rest of students (regular level) with about 27% (for both levels) and 28% (for both levels), respectively. The school that has the highest percentage and lowest percentage of students on the high and low levels is EI² with about 25% and 20%.

3.2. Entrepreneurial profile and social capacities: total institutions and by urban and rural areas

The overall results for all the schools show that the greatest percentage of students with entrepreneurial potential (EP) and realization capacity (RC) is concentrated in the regular+ level for

students who have attitudes and behaviors to undertake projects with 27% and 28%, in each institution respectively. In addition, the greatest percentage of students regarding their ability to plan (AP) and their ability to relate (AR) is concentrated in students who have some planning attitudes (regular level) and those who have behaviors to undertake projects (regular+ level) with about the 26% and 27%.

The lowest percentage of students with EP is 23%. They are students who have some difficulties to undertake projects (low level). In addition, the lowest percentages of students with RC, AP and AR are 22%, 24% and 22%, these percentages represent students who have a stable structure of fulfilling, planning and relational qualities (high level).

Particularly, in urban areas, the lowest percentage of students with entrepreneurial potential (EP) and ability to relate (AR) is on students who have low attitudes to start projects and relate to other students (low level) with about 20%, for both categories or dimensions. Additionally in urban areas, the lowest percentage of students with realization capacity (RC) and ability to plan (AP) is concentrated on students' profiles with stable structures to undertake and plan entrepreneurial projects (high level) with about 22% and 23% respectively.

The greatest percentage of students with EP is on those who have some entrepreneurial attitudes (regular level) with about the 28%, while the highest percentage of students with RC, AP and AR is concentrated on students who have behaviors and attitudes towards realization, planning and relations with others (regular+ level) with about 31%, 28% and 29%, respectively.

In regard to rural area, the highest percentage of students with entrepreneurial potential (EP) is on those who have attitudes and entrepreneurial abilities (regular+ level) with about 26%. The highest percentage of students with planning abilities (AP) is on students with some abilities and behaviors to plan projects (regular level) with about 27%. The highest percentage of students with abilities to relate to others (AR) is on students who have the biggest difficulties to interact with the rest of their partners (low level) with about 28%. On the other hand, the highest percentage of students with realization capacity (RC) is on students who have some abilities to undertake projects (regular level) and on those who have entrepreneurial attitudes (regular+ level) with about 27% for both levels.

The lowest percentage of students with EP is 24%, which represents students with difficulties to make entrepreneurial projects (low level). On the other hand, the lowest percentages of students with RC and AR are related to those students who have a stable structure of realization and relational qualities (high level) with about the 22%, for both categories. Concerning the lowest percentage of students with AP, it is concentrated in students who have planning abilities, behaviors and attitudes (regular+ level) and also in students who have a stable structure of planning qualities (high level) with about the 24% for both levels.

3.3. Participation of students for the entrepreneurial profile and social capacities with low, high and regular levels in urban, rural and total areas

Students with a regular level, according to the entrepreneurial profile and social capacities in urban, rural and total areas, represent between the 50% and 55%. The superior percentage refers to the urban students' ability to relate and the inferior percentage refers to rural relational ability. The percentage of students who have a stable structure in the entrepreneurial potential and social skills for life (high level)

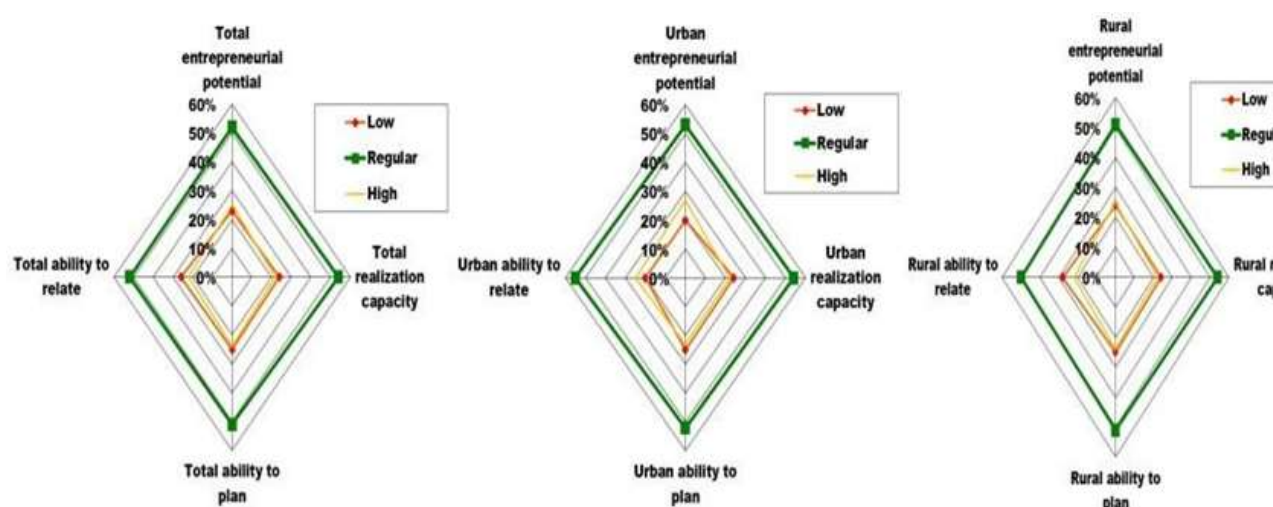
is between 22% and 27%, the inferior percentage is concentrated on the urban and rural realization capacity, as well as in the total and rural abilities to relate. On the other hand, the superior percentage is made up by the 27% of students in the urban entrepreneurial potential. The students who have difficulties to undertake a project, to feel fulfilled, to plan and relate (low level) range from 20% to 28%, the inferior percentage is concentrated on the entrepreneurial potential and the ability to relate in urban areas, while the superior percentage is concentrated in ability to relate to others in rural areas.

The urban entrepreneurial potential has an inferior percentage of students (20%) with low level and a superior percentage (27%) of student with high level, in comparison with other entrepreneurial potential and capacities of the urban, rural and total areas.

The urban relational ability has a higher percentage (55%) of students with a regular level in comparison with other entrepreneurial potentials and capacities in the rest of the other areas. Additionally, there is an inferior percentage on the low level with 20%, in the same way as the urban entrepreneurial potential (low level, 20%), in comparison with the rest of potentials and social skills of the rest of students in the urban areas and the rural areas and in total.

The rural ability to relate has a superior percentage (28%) of students with difficulties to start a project, relate, plan and feel fulfilled in comparison with the rest of capacities and entrepreneurial potentials of the rest of the rural areas and the urban areas and total areas. In addition, the percentage of students who have some capacities to start an entrepreneurial project (regular level) and a stable structure of entrepreneurship (high level) is inferior in 50% and 22% respectively as shown in graphic 1.

Graphic 1. Participation of students in the entrepreneurial profile and social capacities for the low, high and regular levels in urban and rural areas, and in total. Year 2018. Source: own elaboration



3.4. Global results

The greatest percentage of students with a high and low levels regarding entrepreneurial potential (EP) and realization capacity is concentrated in EI⁵ and E¹ schools. At EI⁵, the percentage of students (29%

and 26%) who have a stable structure of qualities to carry out entrepreneurial projects (high level) in the EP categories and RC is higher than the percentage of students that also have a stable structure to undertake entrepreneurial projects in other schools. At EI¹, the percentages of students (30% and 27%) who have difficulties to perform and execute projects (low level) in the EP and RC categories are higher than the percentage of students who have few skills to make projects at other schools.

On the other hand, the greatest percentage of students with high and low levels regarding planning ability (AP) and relational ability (RA) is concentrated in the groups EI⁵, EI², EI¹, EI⁴, EI⁵ and EI¹. At EI⁵, the percentage of students (26%) who have a stable structure of planning qualities (high level) in the AP category is higher than the percentage of the rest of students that also have the same skills at the other schools. At EI², the percentage of students (26%) who have a stable structure of relational attitudes (high level) in the CRE category is higher than the percentage of students who have relational skills at other schools.

At EI¹, EI⁴ and EI⁵, the percentage of students (27%) who have difficulties to plan (low level) in the CP category is higher than the percentage of students who have problems with planning at EI² and EI³. At EI¹, the students (30%) with low relational attitudes (low level) in the AR category is higher than the percentage of students with difficulties to relate at the other schools.

On the other hand, among the urban and rural areas, and the total, the highest percentage of students with entrepreneurial potential PE and relational capacity (AR) who have a high level is concentrated in urban students. In the urban area, the 37% of students have a stable structure of entrepreneurial qualities to carry out projects and relate with their partners (high level) in the EP and AR categories, which is higher than the percentages of the rest of students that also have a stable structure to undertake projects and relate to other people.

The highest percentage of students with high level of abilities to relate (AR) is concentrated in the rural area and in the total percentage with one more point than students in the urban area. While the realization capacity has the same percentage of students (22%) in urban, rural and in total areas.

The percentage of entrepreneurial potential (EP) and ability to relate (AR) of students who have difficulties to undertake projects and relate to other people (low level) is superior with about 24% and 28% in the EP and AR categories, respectively in the rural area in comparison with the urban area and with the total. On the other hand, the low level of realization capacity (RC) and planning ability (AP) have the same percentage of students with about 24% and 25%, respectively in the urban and rural area, and in the total.

The participation of students in the urban area has an inferior percentage of students (20%) with difficulties to start a project in the entrepreneurial potential in comparison with the rest of the urban areas and the rural areas and in total. Additionally, it has a superior percentage of students in the regular level (55%) and in the high level (27%) with ability to relate and in the entrepreneurial potential, respectively in comparison with other entrepreneurial potentials of the rest of the urban areas and in the rural areas and in total.

Regarding the ability to relate, the percentage of students in the rural area with a low level is 28%, which is superior to other entrepreneurial potentials and social skills of the rest of rural areas and the urban areas and in total. In addition, the rural areas have an inferior percentage of students in the regular level

(50%) in comparison to the rest of capacities and entrepreneurial potentials of the rest of the rural areas and the urban areas and in total.

Finally, the 22% of students have a stable structure to undertake projects (high level) regarding their urban and rural realization capacity, as well as in their total and rural relational abilities.

IV. Conclusion

The participation of urban students show a higher percentage of students with high (27%) and regular (55%) entrepreneurial potential as well as a low percentage of students with difficulties to be enterprising (20%) in comparison with the rural area. This type of results generate new questions regarding opportunities, relations and access to opportunities for students in the urban areas in comparison with rural ones as an explicative variable of the found differences. The rural areas have a higher participation of students with a regular level of relational skills (50%) in comparison with the urban area. The socioeconomic dynamics, the armed conflict and the forced displacement could be determinant of the inequalities in the entrepreneurial attitudes in the urban and rural areas in Colombia as stated by Kleinfeld, McDiarmid y Hagstrom [33] y Wößmann [34]. The geographical displacement related to the experiences of students influences the academic performance and the entrepreneurial attitudes that can be developed.

References

- [1] Organización Internacional del Trabajo. (2018). *Perspectivas Sociales y del Empleo en el Mundo: Tendencias*. Recuperado de <https://www.ilo.org/global/research/global-reports/weso/2018/lang-es/index.htm>
- [2] Departamento Administrativo Nacional de Estadísticas. (2019). *Mercado laboral de la Juventud*. Recuperado de https://www.dane.gov.co/files/investigaciones/boletines/ech/juventud/Bol_eje_juventud_dic18_feb19.pdf
- [3] Sánchez, J.C. (2011). *Entrepreneurship as a legitimate field of Knowledge*. *Psicothema*, 23(3), 427-432.
- [4] Gallurt Plá, P. (2010). *Creación de «spin-offs» en las universidades españolas: un modelo de intenciones* (Tesis doctoral). Universidad Pablo de Olavide, España
- [5] Furtado, A. (2003). *Empreendedorismo - Jovens - Experiencias Internacional e Brasileira- Impactos Sobre o Emprego*. Consultoria LegislativaEstudo
- [6] Sánchez, J.C., Ward, A., Hernández, B., & Florez, J. (2017). *Educación emprendedora: Estado del arte. Propósitos y Representaciones*, 5(2), 401 - 473.
- [7] Gibb, A.A. (2002). In pursuit of a new 'enterprise' and 'entrepreneurship' paradigm for learning: creative destruction, new values, new ways of doing things and new combinations of knowledge. *International Journal of Management Review*, 4(3), 233- 269.
- [8] Sogunro, O.A. (2004). Efficacy of role-playing pedagogy in training leaders: some reflections. *Journal of Management Development*, 23(4), 355-371.
- [9] Kirby, D. (2002). Entrepreneurship education: can business schools meet the challenge? *Education & Training*, 46, 510-519.

- [10] Rauch, A., & Frese, M. (2007). Let's put the person back into entrepreneurship research: A metaanalysis on the relationship between business owners' personality traits, business creation, and success. *European Journal of Work and Organizational Psychology*, 16 (4), 353-385.
- [11] Peralta, V.J. (2010). *El programa La Compañía y el logro de competencias emprendedoras en estudiantes de cuarto de secundaria de Ventanilla* (Tesis de maestría). Universidad San Ignacio de Loyola, Lima, Perú.
- [12] Murcia, G., & Segura, J.L. (2006). *Incidencia del módulo desarrollo de emprendedores en la actitud emprendedora de los estudiantes de la corporación universitaria unitec* (Tesis de maestría). Universidad de la Salle, Colombia
- [13] Román, Y. (2016). *Análisis de las estrategias de comunicación de las startups españolas. Estudio de casos* (Tesis doctoral). Universidad Complutense de Madrid, España
- [14] Rasheed, H. S. (2000). *Developing entrepreneurial potential in youth: The effects of entrepreneurial education and venture creation*. University of South Florida. Recuperado de <https://pdfs.semanticscholar.org/ecfa/f96b8bc7520c1ec9cb00d4bbf8db0fbd6c7f.pdf>
- [15] Harris, M. L., & Gibson, S. G. (2008). Examining the entrepreneurial attitudes of US business students. *Education+ Training*, 50(7), 568-581.
- [16] Lozano, M. (2004). Empresariado juvenil en Colombia, Ecuador, Perú y Venezuela. In Alfaomega Colombiana S.A. (Ed), *El nuevo rostro empresarial. Indagación sobre el empresariado juvenil en América Latina y el Caribe* (pp. 119-166). Colombia: Alfaomega Colombiana S.A.
- [17] De Xena, L. B. (2012). La educación empresarial en instituciones de educación superior venezolanas. *Estudios Gerenciales*, 28(125), 51-58.
- [18] Villarán de la Puente, F. (2014). *Educación emprendedora en la educación básica regular*. Lima: Perú, Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa (SINEACE).
- [19] Alanya, S B. (2012). *Habilidades sociales y actitud emprendedora en Estudiantes del quinto de secundaria de una institución educativa del Distrito del Callao* (Tesis de posgrado). Universidad San Ignacio de Loyola, Lima, Perú.
- [20] Repetto T, E., & Pena, M. (2010). Las competencias socioemocionales como factor de calidad en educación. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 8(5), 83-95.
- [21] Lope, P. y Bagheri, A. (2011). Malay secondary school students' entrepreneurial attitude orientation and entrepreneurial self-efficacy: A descriptive study. *Journal of Applied Sciences*, 11(2), 316-322.
- [22] Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York : W.H. Freeman and Company.
- [23] Torres, M., & Torres, M. (2013). Capacidades emprendedoras y personalidad eficaz en estudiantes de una universidad privada de Lima. *Revista de investigación en Psicología*, 16(2), 45-59.
- [24] Amorós, L. (2011). El Proyecto Global Entrepreneurship Monitor (GEM). Una aproximación desde el contexto latinoamericano. *Revista Latinoamericana de Administración*, 46, 1-15.

- [25] J Damian, S.J. (2012). Sistematizando experiencias sobre educación en emprendimiento en escuelas de nivel primaria. *Revista mexicana de investigación educativa*, 18(56), 159- 190
- [26] Santos, L.A. (2012). *El clima social familiar y las habilidades sociales de los alumnos de una institución educativa del callao* (Tesis de pregrado). Universidad San Ignacio de Loyola, Lima, Perú.
- [27] González, R. F., Torres, V. H., & Tinoco, M. Á. (2017). Análisis empírico de los determinantes del emprendimiento en estudiantes universitarios. El caso de la Universidad de Colima en México. *Economía y Sociedad*, 21(36), 43-59.
- [28] Delgado, M. (2014). La educación básica y media en Colombia: retos en equidad y calidad. In D. Gregosz (Ed.), *Los Desafíos de Educación Preescolar, Básica y Media en América Latina* (pp. 123-146). Santiago de Chile: Konrad Adenauer Stiftung.
- [29] Monje, C. (2011). Metodología de la investigación cuantitativa y cualitativa. Guía didáctica. *Neiva*, Colombia: Universidad Surcolombiana.
- [30] Hernández, S., Fernández, R., & Baptista, C. (2004). *Metodología de la investigación*. México: McGraw-Hill.
- [31] Contreras, A., González, o., & Carrillo, F. (2018, junio). Análisis de las actitudes de los estudiantes de ciencias exactas de la Universidad de Guadalajara ante el emprendimiento de empresas. In *Congreso de Ciencia y Tecnología ESPE* (Vol. 13, No. 1).
- [32] Rivera Lozada, O. (2018). *Actitud emprendedora y habilidades sociales en estudiantes de cuarto y quinto de secundaria de la institución educativa María Goretti del distrito de Comas*. (Tesis de pregrado). Universidad Cesar Vallejo, Lima, Perú.
- [33] Kleinfeld, J., McDiarmid, G., & Hagstrom, D. (1985). *Alaska's small rural high schools: Are they working?* Fairbanks, AK: University of Alaska
- [34] Wößmann, L. (2010). Families, schools and primary-school learning: evidence for Argentina and Colombia in an international perspective. *Applied Economics*, 42(21), 2645-2665.