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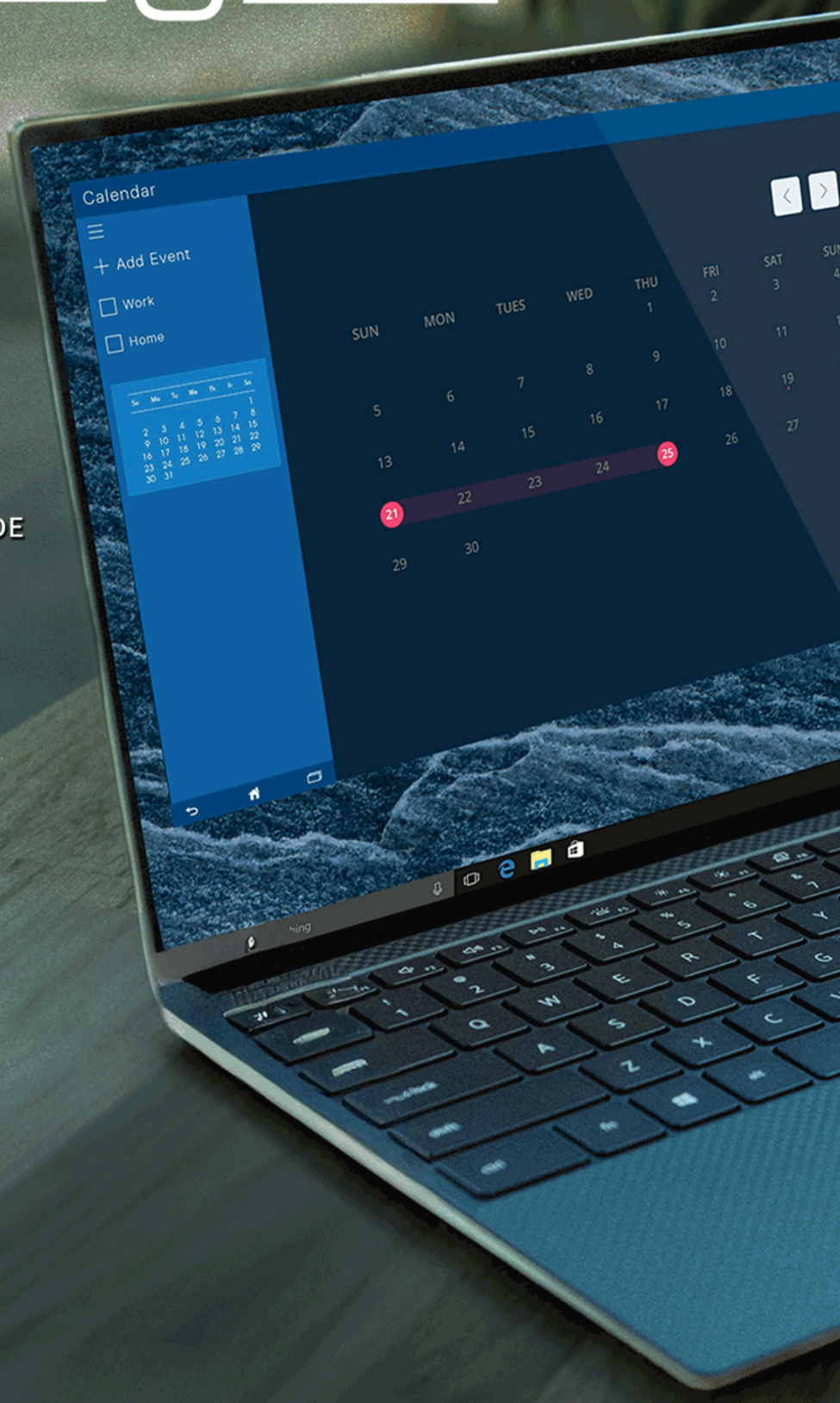
Educational innovation, digital transformation and university entrepreneurship: Strategies for developing entrepreneurial competencies

Innovación educativa, transformación digital y emprendimiento universitario: Estrategias para el desarrollo de competencias emprendedoras



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Abstract

In the context of the digital economy, institutions of higher education face the challenge of equipping students with entrepreneurial competencies that are suited to highly dynamic and uncertain environments. The integration of educational innovation and digital transformation is emerging as a strategic pillar for fostering these skills. The objective of this research was to analyze the techno-pedagogical strategies implemented in the university setting and their relationship to the development of entrepreneurship, educational innovation, and digital transformation. The study adopted a quantitative approach with a descriptive, cross-sectional design. The sample consisted of 20 university faculty members from the Bachelor's Degree program in Marketing and Management, selected through non-probabilistic convenience sampling. A structured survey using a Likert scale was administered to assess three dimensions: techno-pedagogical strategies; digital transformation; and educational innovation. The data were analyzed using descriptive and basic inferential statistics. The results showed a moderate adoption of digital strategies, with a positive relationship between educational innovation and the development of entrepreneurial competencies. However, limitations were identified in faculty training and in the systematic integration of emerging technologies. It is concluded that the integration of technology, pedagogy, and innovation is key to strengthening university entrepreneurship, although it requires more robust institutional strategies.

Keywords: educational innovation, digital transformation, university entrepreneurship, entrepreneurial competencies, higher education

Resumen

En el contexto de la economía digital, las instituciones de educación superior enfrentan el desafío de formar estudiantes con competencias emprendedoras que respondan a entornos altamente dinámicos e inciertos. La integración de la innovación educativa y la transformación digital se configura como un eje estratégico para potenciar dichas competencias. El objetivo de esta investigación fue analizar las estrategias tecno-pedagógicas implementadas en el ámbito universitario y su relación con el desarrollo del emprendimiento, la innovación educativa y la transformación digital. El estudio adoptó un enfoque cuantitativo, con diseño descriptivo y transversal. La muestra estuvo conformada por 20 docentes universitarios de la Licenciatura en Mercadotecnia y Administración, seleccionados mediante muestreo no probabilístico por conveniencia. Se aplicó una encuesta estructurada con escala Likert para evaluar tres dimensiones: estrategias tecno-pedagógicas; transformación digital; e innovación educativa. Los datos fueron analizados mediante estadística descriptiva e inferencial básica. Los resultados evidenciaron una adopción moderada de estrategias digitales, con una relación positiva entre la innovación educativa y el desarrollo de competencias emprendedoras. Sin embargo, se identificaron limitaciones en la formación docente y en la integración sistemática de tecnologías emergentes. Se concluye que la articulación entre tecnología, pedagogía e innovación es clave para fortalecer el emprendimiento universitario, aunque requiere estrategias institucionales más robustas.

Palabras clave: innovación educativa, transformación digital, emprendimiento universitario, competencias emprendedoras, educación superior

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1. Introduction

Higher education is undergoing a process of transformation driven by digitalization, globalization, and the need to train professionals capable of generating value in complex contexts. In this scenario, university entrepreneurship is positioned as a key element for economic and social development, as it should promote business creation, innovation, and professional autonomy. Various studies have shown that entrepreneurship education contributes to the development of competencies such as creativity, innovation, and the ability to identify opportunities (Abeysekera & Dovel, 2026; Sun et al., 2026). Likewise, it is recognized that universities have evolved toward entrepreneurial university models, in which knowledge transfer and engagement with the productive environment are fundamental (Al-Maadeed et al., 2026; Johnson et al., 2026).

In this context, digital transformation plays a decisive role. The incorporation of emerging technologies, such as artificial intelligence (AI), has redefined teaching and learning processes, facilitating dynamic and interactive environments. Choi et al. (2026) noted that digitalization directly influences students' entrepreneurial intention, while Du and Qiao (2026) highlighted the potential of AI-supported scenario-based design to foster creativity. Moreover, educational innovation has driven the use of active methodologies such as experiential learning and service-learning, which support the development of entrepreneurial competencies (Chua et al., 2026; Bernal-Guerrero & Cárdenas-Gutiérrez, 2026). These methodologies integrate theory and practice, strengthening students' ability to face real challenges.

In addition, factors such as digital literacy (Karimi et al., 2026), the university entrepreneurial ecosystem (Nwosu et al., 2026), entrepreneurial identity (Koropogui et al., 2026), and motivation (Reijonen et al., 2025) significantly influence the development of entrepreneurship. Similarly, the use of generative artificial intelligence in education has been shown to enhance innovation and entrepreneurial intention (Duong, 2026; Rahal et al., 2026; Le et al., 2026). Nevertheless, significant challenges persist, such as the lack of faculty training in digital competencies, limitations in technological infrastructure, and the weak articulation between universities and the productive environment (Zarimi et al., 2026). In this regard, Zhang et al. (2026) highlighted the need to strengthen teaching capacities in order to ensure entrepreneurship-oriented education.

Additionally, the role of university incubators (Adjimah et al., 2026), entrepreneurship centers (Din et al., 2026), and university–industry collaboration (Izharuddin, 2026) are key elements for consolidating entrepreneurial ecosystems. These elements generate practical experiences that strengthen students' education. In the contemporary context, characterized by technological acceleration, the globalization of knowledge, and the transformation of production systems, higher education institutions (HEIs) face the challenge of redefining their educational models in order to respond to the emerging demands of the labor market and the knowledge society.

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In this scenario, educational innovation, digital transformation, and university entrepreneurship are positioned as strategic pillars for the development of entrepreneurial competencies in students, shaping new forms of teaching, learning, and the generation of social and economic value. Digital transformation has had a significant impact on educational processes, modifying not only the tools used in the classroom, but also pedagogical rationales, the roles of teachers and students, and the dynamics of academic interaction.

In this regard, various studies agree that the incorporation of digital technologies in higher education should not be limited to an instrumental integration, but should instead entail a profound reconfiguration of educational practices, oriented toward active, collaborative, and student-centered learning. This approach enables the development of complex skills, such as critical thinking, creativity, problem solving, and decision making, which are fundamental for entrepreneurship.

In the field of university entrepreneurship, the literature shows a growing concern with strengthening entrepreneurial competencies as an integral part of professional education. These competencies include not only technical and managerial skills, but also attitudes, values, and dispositions that foster innovation, proactivity, and the ability to identify opportunities in uncertain contexts. In this sense, entrepreneurship education has evolved from traditional approaches centered on business creation toward broader models that promote entrepreneurship as a transversal competency applicable to diverse professional and social spheres.

Authors such as Vu and Dang (2026) highlighted the importance of entrepreneurship education in strengthening entrepreneurial intentions, particularly when contextual factors such as gender stereotypes are considered. This showed the need to design inclusive and contextualized educational strategies. Likewise, Zanabazar et al. (2026) emphasized the mediating role of self-efficacy in the relationship between education and entrepreneurial intentions, which reinforces the importance of creating learning experiences that strengthen students' confidence in their own capabilities.

On the other hand, educational innovation is configured as a key component for the transformation of teaching and learning processes. It entails the adoption of active methodologies, the strategic use of digital technologies, and the implementation of student-centered pedagogical models. Within this framework, the concept of techno-pedagogical strategies becomes relevant, as it coherently integrates technological resources with instructional approaches, fostering meaningful learning experiences oriented toward competency development.

Zhang et al. (2026) highlighted that innovation and entrepreneurship competencies among university teachers are a determining factor in the quality of entrepreneurship education, which underscores the need to strengthen faculty training in these areas. Along the same lines, Zamora-Ramos et al. (2026) stressed the importance of university entrepreneurial ecosystems and the use of co-creation tools, such as *living labs*, to promote sustainability and innovation in the academic sphere.

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The articulation between educational innovation, digital transformation, and university entrepreneurship translates into the implementation of techno-pedagogical strategies that promote project-based learning, the use of business simulators, collaborative digital platforms, agile methodologies, and virtual learning environments. These strategies allow students to develop entrepreneurial competencies in real or simulated contexts, facilitating the transfer of knowledge to practical situations and the generation of innovative solutions.

However, despite the progress made in incorporating these strategies, significant challenges persist in their implementation, particularly with regard to faculty training, the availability of technological resources, resistance to change, and the need to adapt educational models to the specific characteristics of institutional contexts. Zarimi et al. (2026) pointed out that universities face structural limitations that condition their capacity to play an active role in economic and social development, which implies the need to design policies and strategies that strengthen their role as agents of change.

In this context, it is essential to systematically analyze the techno-pedagogical strategies used in higher education for the development of entrepreneurial competencies, considering their relationship with digital transformation and educational innovation (Baera et al., 2026; Farrow et al., 2026; Gila et al., 2026; Marjanovic et al., 2026; Melati et al., 2026). This analysis makes it possible to identify good practices, areas for improvement, and opportunities to strengthen educational processes, thereby contributing to the training of professionals capable of facing the challenges of the contemporary environment.

From a quantitative, descriptive, and cross-sectional perspective, this study focused on the analysis of the techno-pedagogical strategies implemented by university teachers in the education of students in the Bachelor's Degree program in Marketing and Management. This approach obtained an overview of the current state of these practices and identified patterns and trends in their use, providing relevant information for decision-making in the educational field.

The relevance of this study lay in its contribution to the field of university entrepreneurship, by integrating three key dimensions: educational innovation, digital transformation, and techno-pedagogical strategies (Baera et al., 2026). This integration made it possible to understand educational processes holistically and their impact on the development of entrepreneurial competencies, offering an empirical basis for the design of more effective educational interventions. Likewise, this work was grounded in a solid theoretical framework based exclusively on the authors cited, which ensured the coherence and validity of its conceptual foundations. The articulation of these theoretical contributions with the empirical data generated a critical analysis that went beyond the description of the results, offering in-depth and contextualized interpretations.

Consequently, the objective of this research was to analyze the techno-pedagogical strategies used in higher education for the development of entrepreneurial competencies, within the framework of educational

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innovation and digital transformation, based on the perceptions of university teachers. This objective was aimed at identifying the most relevant practices, assessing their level of implementation, and understanding their contribution to strengthening university entrepreneurship.

This research is part of a field of study of growing importance, in which education, technology, and entrepreneurship converge. Understanding these interrelationships is essential for the design of innovative educational models that respond to the needs of the 21st century, promoting the training of professionals capable of generating value in complex and dynamic environments. In this sense, the analysis of techno-pedagogical strategies is a pertinent avenue for advancing toward a higher education that is more relevant, inclusive, and oriented toward sustainable development.

2. Research method

The study was conducted using a quantitative approach, with a non-experimental, descriptive, and cross-sectional design. This design made it possible to analyze the relationship between variables at a specific point in time without manipulating them (Sorokin et al., 2026). The sample consisted of 20 university teachers from the Bachelor's Degree program in Marketing and Management. Non-probabilistic convenience sampling was used, based on accessibility criteria.

A structured survey with a five-point Likert scale (1 = strongly disagree and 5 = strongly agree) was administered, designed on the basis of theoretical contributions on entrepreneurship education (Papadopoulou et al., 2026; Lechuga Sancho et al., 2026). Three variables were considered for the study: techno-pedagogical strategies; digital transformation; and educational innovation. Data collection was carried out through a digital form. The data were subsequently coded and analyzed using descriptive statistics (frequencies, percentages, means) and basic inferential statistics (correlations).

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3. Results

The data suggest that digital transformation acted as a facilitator of entrepreneurship, but its effectiveness depended on the level of pedagogical innovation and faculty training. The empirical evidence obtained from the survey administered to university teachers made it possible to identify relevant patterns in the implementation of techno-pedagogical strategies aimed at developing entrepreneurial competencies. First, the results showed a high valuation of the use of digital tools as support for the teaching and learning process. However, this valuation is not always translated into deep pedagogical integration, which suggests a gap between technological access and its didactic appropriation (Table 1 and Table 2).

Table 1
Techno-pedagogical strategies

Level	Frequency	%
Low	3	15%
Medium	9	45%
High	8	40%

Note. Most of the teachers (85%) showed medium and high levels. This indicated a significant adoption of digital tools, although not yet fully consolidated.

Table 2
Digital transformation

Level	Frequency	%
Low	4	20%
Medium	10	50%
High	6	30%

Note. A transition toward digital environments was observed, although with structural limitations.

With regard to the educational innovation dimension, the results revealed a moderate adoption of active methodologies, such as project-based or problem-based learning. Nevertheless, their implementation was neither systematic nor homogeneous among teachers. This situation revealed an incomplete transition toward student-centered educational models, which is consistent with the need to strengthen institutional processes that promote innovation in a structured manner (Table 3).

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Table 3
Educational innovation

Level	Frequency	%
Low	2	10%
Medium	11	55%
High	7	35%

Note. Educational innovation showed a predominantly medium level, reflecting partial implementation.

On the other hand, in the university entrepreneurship category, the results indicated that teachers recognized the importance of fostering entrepreneurial competencies in students, especially in terms of creativity, initiative, and problem solving. However, it was observed that these competencies are promoted mainly from a theoretical approach, with less emphasis on practical experiences or real contexts of application.

With regard to digital transformation, the data reflected a frequent use of virtual platforms and technological tools, especially following the changes brought about by educational digitalization. Nonetheless, this use is oriented mainly toward content management (for example, sharing materials or administering assessments) rather than toward the generation of innovative learning experiences.

This situation revealed an instrumentalization of technology rather than a transformative integration, which limited its potential for the development of entrepreneurial competencies. From a critical perspective, this suggests that digital transformation in the context analyzed is at an initial or intermediate stage, characterized by technological adoption without profound pedagogical transformation.

In the techno-pedagogical strategies dimension, the results showed that the most widely used strategies were those that are easy to implement, such as digital presentations, the use of educational platforms, and multimedia resources. By contrast, more complex strategies, such as business simulators, co-creation environments, or agile methodologies, are used less frequently.

Another relevant aspect was teachers' perception of the relationship between technology and entrepreneurship, which was rated positively in general terms. However, this relationship is not always translated into concrete classroom practices. This reveals a disconnect between discourse and practice, which constitutes a key challenge for higher education (Table 4).

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Table 4
Relationship between variables (correlation)

Variables	r
Strategies – Innovation	0.68
Strategies – Digital transformation	0.72
Innovation – Digital transformation	0.75

Note. The correlations showed positive, moderate-to-high relationships, indicating that the use of digital strategies is associated with innovation and entrepreneurship.

4. Discussion

The results confirmed that techno-pedagogical strategies are decisive in the development of entrepreneurial competencies, in line with Sun et al. (2026) and Rashid et al. (2026), who highlighted the impact of entrepreneurship education on the formation of an entrepreneurial *mindset*. The relationship between digital transformation and entrepreneurship was consistent with the findings of Romero and Mammadov (2024) and Sánchez et al. (2025), who identified digitalization as a key factor in business innovation. Likewise, the intermediate levels found reflected a process of transition, in line with Lechuga Sancho et al. (2026), who pointed out challenges in the implementation of entrepreneurship education programs.

The role of teachers is fundamental, as indicated by Hämäläinen et al. (2026) and Marcano (2026), who highlighted the importance of motivational and pedagogical strategies. In addition, the study supported the relevance of entrepreneurial ecosystems (Quaye et al., 2026; Zamora-Ramos et al., 2026) and the need to strengthen links with the productive environment. From a practical perspective, it is necessary to strengthen faculty training, technological infrastructure, and the integration of innovative methodologies.

5. Conclusions

The study made it possible to conclude that techno-pedagogical strategies constitute a determining factor in the development of entrepreneurial competencies, since they articulate digital resources, active instructional approaches, and teacher mediation processes aimed at generating applied learning. Likewise, the findings showed that digital transformation is at a stage of progressive consolidation, characterized by the adoption of platforms, technological tools, and virtual resources that still require more systematic pedagogical integration. Within this framework, educational innovation is recognized as a strategic component for strengthening university entrepreneurship. However, its implementation remains partial, which calls for greater institutionalization of active methodologies, faculty training, and academic monitoring mechanisms.

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As its main contribution, the research provided empirical evidence on the interaction between educational innovation, digital transformation, and university entrepreneurship. This made it possible to understand how techno-pedagogical practices influence the development of entrepreneurial competencies in the context of higher education. This contribution is relevant for the design of institutional strategies aimed at strengthening curricular relevance, technological appropriation, and the connection between educational processes and the demands of the productive environment.

Among the main methodological limitations, the small sample size was identified, a condition that restricts the generalization of the results to broader populations. Similarly, the cross-sectional design made it possible to analyze the variables at a specific point in time, but it did not allow for the observation of longitudinal changes in teaching practices or in the progressive development of entrepreneurial competencies. In addition, the quantitative approach favored the measurement of trends and relationships between variables, although it limited the in-depth exploration of perceptions, experiences, and meanings associated with the implementation of techno-pedagogical strategies.

For future research, it is recommended that longitudinal studies be developed to assess the evolution of techno-pedagogical strategies and their sustained impact on the development of entrepreneurial competencies. Likewise, it is advisable to incorporate mixed methods that combine quantitative measurement with the qualitative analysis of teaching and student experiences. Finally, comparative studies between higher education institutions are suggested, with the aim of identifying contextual differences, good practices, and institutional conditions that favor the consolidation of educational innovation and digital transformation in university entrepreneurship.

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