ENTREPRENEURIAL ATTITUDES: AN EMPIRICAL ANALYSIS IN SECONDARY EDUCATION STUDENTS

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European and National institutions have recently expressed the need to encourage entrepreneurship in early aged formative stages. In this context, the aim of this paper is to identify factors that influence Secondary Education students’ propensity towards an entrepreneurial option in their professional career. This analysis has been performed taking into account psychological factors such as entrepreneurial attitudes (creativity, proactivity and risk tolerance) and sociocultural factors such as the entrepreneurship role models and the businessmen perception. The results show differences in entrepreneurial skills developed by students who prefer to work for others and students who prefer to start their own business. Also, they confirm that entrepreneur role models positively influence a student preferences towards an entrepreneurial career. Specifically, we obtain that students will more likely wish to be an entrepreneur if they have a higher positive perception about the selected skills and if their role model has her/his own business. The main implications of this work involve new perspectives to design educational activities where both parents and students take part, and where entrepreneurial role model activities and entrepreneurial attitudes are remarked and supported. It would be very useful for the design of new educational activities for both students and parents to promote entrepreneurship from early ages.
1. INTRODUCTION

Today we are witnessing a growing interest by academics and the European Commission and national governments to analyze entrepreneurship. There is a general agreement in social, political and academic circles about the importance of business owners and new companies as key drivers of wealth generation and welfare (Wennekers y Thirk, 1999, Liñán 2007, Nyström, 2012, UE, 2013). Entrepreneurial activity is particularly relevant in the development of innovation, competitiveness, job creation and economic growth (Moriano, 2006). This fact means that the study of entrepreneurship is one of the fields that is growing faster in the social sciences (Katz, 2003), even being considered as an area of knowledge (Veciana, 1999; Toledano, 2005).

Despite the above advantages associated with entrepreneurial activity, currently the data on this activity in the European Union are far from adequate (Fuentes García y Sánchez Cañizares, 2010). Actually, the number of Europeans who prefer self-employment has been reduced by 8%, in the Spanish case it is a 5% in triennium 2009-2012 (Eurobarometro, 2012). Countries where entrepreneurial skills are increasing their rates tend to reduce unemployment (MEC, 2007). Therefore, this brings out the need for the development of qualities related to entrepreneurship in the education system from primary school (UE, 2006, 2009). The entrepreneur needs technical training, but must also cultivate skills such as innovation or creativity. The training in elementary students should aim to stimulate students' creativity and their initiative. Furthermore, the education system should design measures demonstrating the ability to create a company as a suitable career option in high school students (Baldassari, 2006).

Identifying the factors that lead an individual to become an entrepreneur have a significant interest in empirical literature about entrepreneurship (Delmar y Davidsson, 2000). There are strands of empirical studies that have linked the entrepreneur with psychosocial factors, skills and abilities and learning process (Shapero, 1975; Shapero y Sokol, 1982; Nuño, 1994; Ajzen, 1991; Veciana, 1999; Sánchez, 2002; Benavides, 2004; de Pablo, 2006; Moriano, 2006). In addition, there are studies that have analyzed the influence of sociocultural factors in the learning process to be entrepreneur (Bandura 1978; Shapero y Sokol, 1982, Benavides, 2004; EspíGuzmán, 2007; Kickul, 2007, Urbano 2008, Nyström, 2012). In recent years, it has been paid special attention to identify the different necessary personal skills to successfully undertake with the aim of promote these skills among the population to create a new culture of "employability" and promote the entrepreneurship (de Pablo, 2004). But although there are studies that have been focused on identifying the entrepreneurial profile of university students (Cano, 2004; Benavides y Sánchez, 2004; Toledano, 2005; Veciana, 2005; Espíritu y Sastre, 2007; Martínez et al, 2007), there is little empirical evidence about the entrepreneurial skills at earlier stages of learning (Peterman & Kennedy, 2003; Bernal, 2012). This paper attempts to fill in this gap by focusing on these stages of pre-university level.

The aim of this work is to identify how the skills related to entrepreneurship, the image of businessman and their role models influence on the way in which secondary students choose an entrepreneurial career. The analysis was carried out by means of an empirical study on a sample of 1,244 high school students in Region de Murcia. The
research questions to answer in this paper are: Are there psychological traits and external influences that influence to choose an entrepreneurial career? How do psychological traits that are characteristic of entrepreneurial attitude influence on high school student? Are there differences on these factors between those students who would or not like to be entrepreneur? What influence has the role model chosen by the student on their preference for being an entrepreneur?

Our work contributes, with new empirical evidence, to the existing literature on entrepreneurship in four ways. First, we show the present situation of secondary school student in terms of skills and competencies that are characteristic of the entrepreneur. Second, we indicate where there may be strengths and weaknesses in entrepreneurial skills. Third, we describe the business owner image that students have of them. Fourth, we analyze the role model that the student has chosen and their entrepreneurial character. The structure of this paper is the following. Firstly, the theoretical framework is exposed, developing the main hypotheses and justifying the proposed model. Secondly, in the methodology section, the sample used in the analysis is characterized and the variables are defined. Finally the main findings are remarked in the discussion and conclusion section.

2. THEORETICAL FRAMEWORK

Many of the qualities that define entrepreneurs are part of different learning processes that the person faces throughout his life, and it can be taught and learned. Schools must adopt a more dynamic and integrative role (Martínez 1998, Benavides 2004). Schools must not only be sites where knowledge is acquired, they should also teach skills and capabilities. Therefore, education should play a decisive role in the promotion and development of entrepreneurial attitudes (Liñán, 2011). We may define learning as a process of relatively permanent change in people’s behavior generated by experience (Feldman, 2005). According to Benavides (2004), Figure 1 shows the factors involved in the learning process and they are influential for an individual to opt for the entrepreneurial option.

![Figure 1](image_url)
The model of Benavides (2004) focuses on the influence of internal traits (psychological factors) and external factors (Sociocultural) in the learning process. Others authors (Veciana, 1999; Cano, 2003; Moriano, 2005; Vázquez et al. 2011) emphasize the personal traits and skills characteristic of entrepreneurs. Likewise, there is extensive literature that has linked sociocultural factors and entrepreneurship (Alonso y Galve, 2008). Accordingly, having a reference nearby entrepreneurship is relevant to entrepreneurial preference. We must emphasize that there are studies (Gibb, 1994; Peterman & Kennedy, 2003) that show that it’s important to develop these entrepreneurial skills in pre-university stage to strengthen the entrepreneurial preference. In this paper we have focused on psychological and sociocultural factors to establish the model and hypotheses.

**Psychological Factors**

Several authors relate entrepreneurial preferably with personal traits of the individual (Shapero, 1985; Veciana, 1999; Benavides, 2004, Liñan, 2007, Brück et al, 2011). This approach analyzes the entrepreneur as a person, his profile and the characteristics of the successful entrepreneurs (Veciana, 1999). The beginnings of this strand of the literature may be found in McClelland (1968). This author defines the entrepreneur through the personality traits (independence, propensity to risk, etc.). In fact, the generally accepted characterization as entrepreneurial orientation is the one that includes features such as innovation and creativity, risk taking and proactiveness (Covin & Slevin 1989; Sánchez, 2005; Entraglo et al, 2010). These parameters are not only used to analyze the entrepreneurial behavior of a person, but also are used to analyze the entrepreneurial orientation of an organization or company (Kickul, 2002; Hagen and Zucchella, 2011). Therefore, both within an organization and the individual level, these factors are common and characteristic of entrepreneurial behavior (Dess et al., 1997). McGee (2009) recognizes basic tasks associated to entrepreneurial skills, such as recognizing opportunities, managing uncertainty and risk, and innovation.

**Creativity & Innovation.**

Since Schumpeter (1942), the innovative role of the entrepreneur has been highlighted. Entrepreneurs are people who exploit market opportunities through innovation processes. Creativity and innovation play a key role in the entrepreneurial behavior, it is, therefore, the instrument by which entrepreneurs exploit change as an opportunity that did not exist before (Drucker, 2003). Several authors (Veciana, 1989, de Pablo, 2004, Ward, 2004, Liñan, 2007) identify creativity as a basic competency of entrepreneurs. Some authors feel that creativity is synonymous of innovation and initiative (Kickul, 2002, Saboia y Martin, 2006). Creativity is a set that includes multiple attributes and the differences between people is, among other factors, the style of creative thinking (Ward, 2004; Sternberg, 2005).

Motivating and stimulating the creative thinking is considered essential in early stages of education. Veciana (1996 and 2007) refers to the need of innovating and being creative because of the global intensification of economy and technological evolution. For this reason, growth and competitive strategies based on the identification of new business opportunities have become very important. Creativity is not only the product of
genetic, rather it is related to the behavior and personality and therefore it may be modified as the individual gets to know itself (Sánchez, 2006). Some authors (Liñan, 2007) highlight the need of strengthening creativity in the educational system because the development of this competence may be essential to recognize opportunities. In addition, several authors (Esteve, 2008; Falk & Woessmann, 2011) associate in a positive way creativity with entrepreneurial preference. Ward (2004) concludes that the concept of creativity is a complex phenomenon that cannot be explained only as a process of generating new ideas.

Risk taking

Risk aversion is the rejection or low tolerance that a person shows in risk situations. Throughout history the entrepreneur has been associated to a person who takes risks. Therefore, among the psychological conditions that characterize entrepreneurs are tolerance and risk management. For this reason, entrepreneurial behavior has generally been associated with moderate levels of risk appetite in the person (McCelland, 1961; Sexton and Bowman, 1983).

Lüthje & Franke (2003) and Sanchez (2005) found evidence of the influence of risk taking in the formation of entrepreneurial intentions. This relationship reflects a positive effect of risk tolerance on entrepreneurial choice. Cano (2003) continues this line, ensuring that the propensity to take moderate risk and tolerance to the uncertainty are other psychological traits associated with the entrepreneur (Van Auken, 2013).

People with high risk tolerance will be inclined to risky behavior, ie, they will consider alternatives whose ultimate consequences could vary their frame of outcome expectations. Meanwhile, subjects with low risk tolerance will tend to low-risk behavior, and avoid alternatives that may cause results to stay away from their expectations.

Proactivity

Proactivity is related to take the initiative, to anticipate and exploit new opportunities (Entrialgo et al, 2010). Actions can alter the immediate environment (Bateman and Crant, 1993). Proactive personalities identify opportunities and act on them, show initiative, take direct actions and persevere until they get a significant change. However, non proactive people fail to identify and act on opportunities to change things. Proactivity implies an emphasis on anticipating and preventing problems before they happen. Some authors find relation between proactive personality and career success (Seibert, Crant, and Kraimer, 1999). Proactive behaviors tend to prefer the entrepreneurial option in the comfort to a paid employment (Seibert and Crant, 2001). Shapero (1975) believes that an entrepreneur has initiative, organizes social and economic mechanisms and accepts the risk. Thus, Crant (1996) finds a positive relationship between proactive and entrepreneurial intention. Kickul (2002) concludes that the links between proactive personalities of small business owners and their involvement stimulate innovation processes in the company.
Sociocultural Factor

García et al. (2007) recognizes that there are internal factors (psychological), such as external ones (environment), that influence the entrepreneurial choice. The sociocultural approach analyses the impact of social, political, economic and family factors, and the influence of institutional support in the decision to create business (Benavides, 2004). Clearly, the standards and guidelines of behavioural rules and relationships influence the social and economic reality (Espí et al., 2007).

Different papers agree that it is crucial to have a close entrepreneur figure to consider a future career professional (Basow & Glaser, 1980; Kruegel et al. 2000, Sánchez, 2009). These studies show that having a entrepreneurial reference person will influence positively to opt for an entrepreneurial option. Veciana and Urbano (2004) and Urbano (2004) say that having a positive view of the image of entrepreneurs will have a positive influence to maintain a positive attitude towards entrepreneurship.

Role Model

This theory argues that individual behaviour is created through socialization and learning at different stages of the life cycle (Thomas & Biddle, 1966). This socialization is influenced by the behaviour of the individual who is taken as reference (Role Models). Therefore, the "Role Models" are those whose life and activities influence on the individual and contribute to the learning of this one (Basow y Howe, 1980). There are many studies that relate the behavior of the Role Model with entrepreneurial individual preference (Krueger et al. 2000, Kuratko & Hodgetts, 2004; Hisrich, Peters, & Shepard, 2005; Van Auken, et al. 2006).

3. THE MODEL

This paper suggests that there are factors that literature has identified as entrepreneurial behavior (creativity, proactivity, risk taking) and sociocultural factors (Role Model, business owner image) that makes individual perceives and get influence so that he will choose an entrepreneurial preference (figure 2).

Regarding the characteristics of entrepreneurial behavior in line followed by various authors (Kickul, 2002, Liñán 2011) we propose that creativity and proactivity are essential traits of entrepreneurs. Therefore, students who express an entrepreneurial preference will have a higher perception of their competence with respect to proactivity and creativity. In contrast, students who have a higher aversion to risk situations have further chosen the option of working for others. The hypotheses are as follows:

Hypotheses 1($H_1$): Creativity will positively influence entrepreneurial students preference.

Hypotheses 2($H_2$): Risk aversion will negatively influence entrepreneurial students preference.

Hypotheses 3($H_3$): Proactivity positively influence students entrepreneurial preference.
With regard to external factors, we agree with the vast majority of the literature (Krugel et al, 2000) and propose that students who show affinity for entrepreneurial option have an entrepreneur role model. In the same way, we believe it is important to know the image that students have of entrepreneurs. Therefore, those students who choose the entrepreneurial option will have a more positive view of the entrepreneur as other students. According to this, the hypotheses tested are as follows:

Hypotheses 4\((H_4)\): Having an entrepreneur role model positively influence students entrepreneurial preference.

Hypotheses 5\((H_5)\): Students who show a better concept of the entrepreneur will have more entrepreneurial preference than the rest.

4. METHODOLOGY

4.1. Sample

The sample used consists of 1,244 students who are studying Secondary Education in the Region of Murcia. The average age is 15 years old. The sample was obtained through the project “Difusión del Espíritu Emprendedor” directed by the Consejería de Educación, Universidades y Empleo de la Comunidad Autónoma de la Región de Murcia in collaboration with the Local Development Agency (ADLE) of the City of Cartagena. It has a sampling error of 2.7% with a confidence interval of 95%. Thirty-five schools have participated. Population sizes were obtained from the mentioned Consejería of the Murcia Region. Information collection was performed through the internet, using a questionnaire as a support for all students in the mentioned educational stages. The procedure was carried out as follows: the teachers of each course accompanied the students to the computer lab and explained the methodological conditions for the questionnaire in optimal conditions: no answer is wrong, answer honestly or request a silence atmosphere, among other considerations. With this method of data collection we make sure, at first, get a better response, and on the other hand, have the advantage of explaining in detail the questionnaire and reduce the number of errors.

The questionnaire is divided into four separate parts. The first two relate to the different characteristics of entrepreneurial attitudes; the third shows the preference of the students for their professional future and the fourth part asks about the student’s role model and the view they have of businessmen. Fieldwork was conducted during the last quarter (April, May and June) of the academic year 2010/2011.

4.2. Variables and estimation

We analyze the influence of different factors related to entrepreneurial skills (creativity, proactivity and risk taking) and the influence of sociocultural factors on students to have a greater propensity to entrepreneurship in the future. To analyze the effect of these factors in the preference for an entrepreneurial career, we use the following multivariate analysis:

\[
\text{Empren}_i = \beta_0 + \beta_1 \text{RolEmp}_i + \beta_1 \text{Imag}_i + \beta_2 \text{Crea}_i + \beta_3 \text{Proac}_i + \beta_4 \text{AvRiesg}_i + \pi
\]
Where:

\( Empre_n \) measures the degree of entrepreneurship of high school student using indicators constructed from student perceptions about their own preferences to start their own business or work for others. The purpose is to measure the emotional component of entrepreneurial dimension as the students’ attitude toward creating their own business in the future (Cano et al, 2003). Following the procedure used by others (Krueger et al, 2000, Urbano, 2003, Peterman & Kennedy 2003, Toledano, 2006), only one item has been used to measure entrepreneurial preference. Because of the particularity of the sample and with the limited empirical evidence found in this type of student, the item proposed by Leiva (2003) was used to measure the students motivational component. Specifically, they were asked to identify their preference for a professional future. The student could choose to work for a SME to a large company, for the government or work in their own business. This variable was dealt to turn it into a new dichotomic variable. Therefore, the variable "\( Empre_n \)" takes value 0 when the student chooses to work for others and takes 1 when they choose to work for themselves.

RolEmpi is a categorical variable that identifies whether the reference person for the student is an entrepreneur. Students were asked to identify, the person who most influences their decisions, giving as possibilities to choose among: mother, father, brother/sister, friend, teacher, other, and if they chose the option of "other" they should specify who it was. Once the student points to the person in his/her environment that serves as "Role Model" he/she is asked to indicate whether or not this is an entrepreneurial reference. This approach was used by Van Auken (2006a 2006b). The RoleEmp variable takes value 1 if he is businessman and 0 value if he is not.

**Image of businessman.**

It is important to know the image that high school students have about business owners to explain the future professional preference they have (\( Imag_i \)). So we have adapted the construct proposed by Veciana (1998, 2003), consisting of the average of the three items, using a Likert scale 1: strongly disagree - 5: strongly agree.

**Entrepreneurial Attitudes: Basic skills of entrepreneurs**

The last three variables in the model represent the traits of the individual recognized as typical of the entrepreneurial orientation (Covin. & Slevin 1989; Kickul, 2002, Sanchez 2005). Therefore, these variables gather essential entrepreneurial skills such as creativity, proactivity and risk taking. For all the questions, we have used a Likert scale, taking values 1 (never) to 5 (always).

\( Crea_i \) represents creativity variable wich is a construct consisting of the average of the three items with Likert scale 1:5, following the adaptation of the scale proposed by Saboia and Martin (2006).

\( Proac_i \) shows proactivity variable by using an adaptation of the three-item scale proposed by Seibert and Crant (2001). We use the average of these three items, and a Likert scale 1:5.

\( AvRiesgo_i \) reflects risk aversion through an adaptation of the Entrepreneur Profile Evaluation used by the Technological Institute of Monterrey in Mexico in a research to determine the level of some entrepreneurial characteristics (Martinez and Valenzuela 2005). The scale is similar to that proposed by Saboia and Martin (2006). The construct consists of the average of three items with scale 1:5.
4.3. Scale reliability

A Confirmatory Factorial Analysis (CFA) (Anderson and Gerbing, 1988) was performed by using the maximum likelihood method to evaluate the reliability and validity of the scale model. Previously we had valued the nature of the scale; whether it is formed by reflective or formative indicators. Based on the previous studies mentioned in the literature, all competencies and the image of the entrepreneur are reflective scales which form the abovementioned constructs. The evaluation of the fitting model involved several steps. First, it was verified that there were no estimations of parameters that might be considered contradictory, such as negative error or minor variations, nor standard parameters greater than 0.95 (Hair, Anderson, Tatham and Black, 1998). The analysis of the indexes showed that the model fit the data, as can be seen in the following values: $\chi^2=178$, (df=48; $p = 0.000$); NFI = 0.964; NNFI = 0.963; IFI = 0.973; AGFI = 0.963; GFI = 0.977; CFI= 0.973; RMSA = 0.0460; SRMR=0.0349. Cronbach’s alpha was greater than or equal to 0.6 for all cases (Espíritu y Sastre, 2008).

The convergent validity of the measures is guaranteed because in all measures, the composite reliability index (SCR) is greater than 0.6. Meanwhile, the index of extracted average variance (AVE) is around 0.5 for all constructs. In addition, all items load on their hypothetical factors, and estimations are positive and significant, providing evidence of convergent validity. Finally, discriminant validity was confirmed by the confidence interval method.

5. RESULTS

First, we proceed to the univariate analysis between entrepreneurial preference of subject and the factors that previous literature recognizes as typical of the entrepreneur. On the one hand, we consider the internal factors typical of psychological traits of the entrepreneur, such as their attitudes towards creativity, proactivity and risk taking. On the other hand, we analyze the concept that the subject has of the entrepreneur.

Table 1 shows that there are statistically significant differences at a significance level of 0.01 and 0.05 for all proposed variables (ANOVA). These results show that students who choose an entrepreneurial path in their future careers have higher self-perception of their competence in relation to Proactivity (3.69 vs 3.56) and Creativity (3.50 vs 3.33). Also, this group of students has a lower rejection of uncertainty situations, being the student group that prefers to work for others those who have a higher risk aversion (3.53 vs 3.63). Likewise it is confirmed how students who opt for entrepreneurial option generally have better image concept of the entrepreneur (3.16 vs 3.00). This result reinforces the model proposed in the theoretical framework. As we saw in the previous section, in general, the high school students showing willingness to be entrepreneurs have a higher entrepreneurial attitude that those who prefer to be employed in the future.
Table 1

<table>
<thead>
<tr>
<th>Characteristic features of entrepreneurship</th>
<th>Total (Mean)</th>
<th>Mean Emp.</th>
<th>Mean No Emp.</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROACTIVITY</td>
<td>3.63</td>
<td>3.69</td>
<td>3.56</td>
<td>10.412</td>
<td>0.001***</td>
</tr>
<tr>
<td>I have initiative to do things</td>
<td>3.61</td>
<td>3.70</td>
<td>3.51</td>
<td>14.512</td>
<td>0.000***</td>
</tr>
<tr>
<td>Propose new ways of doing things</td>
<td>3.47</td>
<td>3.52</td>
<td>3.42</td>
<td>3.047</td>
<td>0.081*</td>
</tr>
<tr>
<td>Seeking opportunities</td>
<td>3.80</td>
<td>3.84</td>
<td>3.76</td>
<td>2.928</td>
<td>0.087*</td>
</tr>
<tr>
<td>RISK AVERSION</td>
<td>3.58</td>
<td>3.53</td>
<td>3.63</td>
<td>5.132</td>
<td>0.024**</td>
</tr>
<tr>
<td>I have in mind potential risks</td>
<td>3.54</td>
<td>3.48</td>
<td>3.60</td>
<td>3.681</td>
<td>0.055*</td>
</tr>
<tr>
<td>I consider possible outcomes</td>
<td>3.71</td>
<td>3.68</td>
<td>3.75</td>
<td>1.769</td>
<td>0.184</td>
</tr>
<tr>
<td>Seeking information when I do not know anything</td>
<td>3.48</td>
<td>3.42</td>
<td>3.53</td>
<td>3.139</td>
<td>0.077*</td>
</tr>
<tr>
<td>CREATIVITY</td>
<td>3.41</td>
<td>3.50</td>
<td>3.33</td>
<td>18.234</td>
<td>0.000***</td>
</tr>
<tr>
<td>Often, I have original ideas and put them into practice.</td>
<td>3.45</td>
<td>3.51</td>
<td>3.38</td>
<td>6.948</td>
<td>0.008***</td>
</tr>
<tr>
<td>Veo posibilidades creativas en cada cosa</td>
<td>3.31</td>
<td>3.41</td>
<td>3.21</td>
<td>13.979</td>
<td>0.000***</td>
</tr>
<tr>
<td>I enjoy finding new ways to see things</td>
<td>3.48</td>
<td>3.58</td>
<td>3.39</td>
<td>12.585</td>
<td>0.000***</td>
</tr>
</tbody>
</table>

Influences from the environment

<table>
<thead>
<tr>
<th>IMAGE OF THE ENTREPRENEUR</th>
<th>3.08</th>
<th>3.16</th>
<th>3.00</th>
<th>7.450</th>
<th>0.006***</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are able to communicate with workers</td>
<td>3.35</td>
<td>3.43</td>
<td>3.28</td>
<td>4.913</td>
<td>0.027**</td>
</tr>
<tr>
<td>They are honest people</td>
<td>3.00</td>
<td>3.08</td>
<td>2.92</td>
<td>6.205</td>
<td>0.013**</td>
</tr>
<tr>
<td>They are people of clear criteria of social justice</td>
<td>2.89</td>
<td>2.96</td>
<td>2.82</td>
<td>4.593</td>
<td>0.032**</td>
</tr>
</tbody>
</table>

Notes:
*, **, ***: Statistically significant differences at 10, 5 and 1% according to the F test

Table 2

<table>
<thead>
<tr>
<th>Imagen</th>
<th>Av. Riesgo</th>
<th>Creativ.</th>
<th>Proactiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>0.088</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>0.062</td>
<td>0.32</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>0.106</td>
<td>0.92</td>
<td>0.537</td>
</tr>
</tbody>
</table>

Table 3 presents the estimation of logit model that we have proposed. This model includes these constructs: Creativity (Crea), Proactivity (Proa), Risk Aversion (AvRiesgo) and the image of the entrepreneur (Imag). Also, we include the variable that identify if the role model is a business owner. We have selected this statistically method for two reasons. Firstly, the dependent variable is binary and qualitative. Secondly, the majority of the independent variables do not follow a normal distribution. To determine the validity of the model we calculated the likelihood test. To find the most likely estimation of the coefficients, we have used the Hosmer and Lemeshow measure of overall adjustment, the overall rate success in classification and the goodness of fit through the $R^2$ alternative of Cox and Snell and the statistical of Nagelkerke. Statistical test confirms validate of our results (table 3). We rule out the presence of multicollinearity due to the maximum variance inflator factor is lower 1.5.
Table 3 shows the results. Results confirm the influence of internal and external factors. Specifically, for the external factors, the results show positive and significant values. For entrepreneurial role model variable (B= 0.507, significant to 0.000) and for the image of entrepreneur variable (B= 0.128, significant to 0.036). In regards to internal factors, we also found positives and significant results in variable of creativity (B= 0.355, significant to 0.000), in proactive (B= 0.200, significant to 0.068), furthermore, we can observer that the risk aversion variable is negative and significant (B= -0.390, significant to 0.000). These results show an evidence of secondary student in Region of Murcia, that they have appropriate entrepreneurial competences (they are creative, proactive and take risks), they have a fine image of entrepreneur and they have a role model entrepreneur, they have more predisposition to be entrepreneur. Since Schumpeter (1934) and McClelland (1968) the literature has emphasis the importance of creativity and innovation for the entrepreneur. Recently, authors as Kickul (2002) or Liñán (2011) have strongly this theory. They highlight the need to development creative, innovative or proactive behaviors with the objective to be able to propose new ideas and looking for new opportunities.

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>Significancia</th>
<th>Exp (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role model entrepreneur</td>
<td>0.507</td>
<td>0.138</td>
<td>13.533</td>
<td>0.000</td>
<td>1.661</td>
</tr>
<tr>
<td>Image of the entrepreneur</td>
<td>0.128</td>
<td>0.061</td>
<td>4.380</td>
<td>0.036</td>
<td>1.137</td>
</tr>
<tr>
<td>Creativity</td>
<td>0.355</td>
<td>0.099</td>
<td>12.949</td>
<td>0.000</td>
<td>1.426</td>
</tr>
<tr>
<td>Proactivity</td>
<td>0.200</td>
<td>0.109</td>
<td>3.342</td>
<td>0.068</td>
<td>1.221</td>
</tr>
<tr>
<td>Risk Aversion</td>
<td>-0.390</td>
<td>0.087</td>
<td>20.023</td>
<td>0.000</td>
<td>0.677</td>
</tr>
<tr>
<td>Constant</td>
<td>-1.044</td>
<td>0.408</td>
<td>6.545</td>
<td>0.011</td>
<td>0.352</td>
</tr>
</tbody>
</table>

Dependent variable (Dummy): be entrepreneur= 1; be employed= 0

Notas:B: Coeficientes logísticos, son empleados para medir los cambios en los ratios de probabilidades, denominado odds ratio. Un coeficiente positivo incrementa la probabilidad pronosticada, mientras un valor negativo disminuye la probabilidad predicha. S.E.: error estándar. Wald: estadístico de Wald. Sig.: nivel de significación. Exp(B): coeficiente exponenciado. La significación estadística del modelo se ha determinado utilizando la medida de Hosmer Lemeshow de ajuste global donde se obtiene un contraste estadístico que indica que no existe diferencia estadística significativa entre las clasificaciones observadas y predichas, ya que el valor de la Chi-cuadrado no es significativo (Chi-cuadrado: 7,842, sig.: 0,449). Como medida de calidad de ajuste obtenemos un porcentaje global de acierto del 57,0% si usamos el modelo con función clasificatoria. Resumen del modelo: -2 log likelihood: 1645,136; R² de Cox y Snell: 0,048; R² de Nagelkerke: 0,063.

In view of the above findings, we can say that the five explanatory variables that we have considerate in the statistical analysis have a significant with a 0.1 level. Particularly, three of this variables has a significant level of 0.01 and one of 0.05 to explain the probability of one secondary student in Region of Murcia choose an entrepreneurial career. Results confirm the five hypothesis (H1, H2, H3, H4, H5).
Therefore, the probability that a secondary school student in the Region of Murcia develop professionally as an entrepreneur depends, besides other measures, that students cultivate an attitude of the entrepreneur, be proactive, be innovative and learn to handle situations uncertainty. So it is in line with the works cited in the theoretical framework (Covin & Slevin 1989; Kickul, 2002). In addition to maintaining an entrepreneurial attitude, the results show that having a model of entrepreneurship at close range and have a positive image of the entrepreneur will exert positive influence on student career choice. These results are consistent with a broad spectrum of work (Kruegel et al. 2000).

6. CONCLUSIONS AND DISCUSSION

In this paper we analyze the relationship between entrepreneurial choice, entrepreneurial skills and external factors such as the Role Model or model of influence and image of the entrepreneur. For this we have used a sample of 1,244 students from secondary schools in the Region of Murcia. The empirical study provides information about the impact of some entrepreneurial skills (as creativity, proactiveness and risk-taking), having a role model entrepreneur and the image of the businessman in relation to the preference of being an entrepreneur in the future. With regard to skills, this result is in line with previous literature, since Schumpeter (1934) who highlights the innovative capacity of the entrepreneur as a differentiator, to more recent work (Gibb 1987, Drucker 2003, Almagro Sánchez 2003, Paul 2004). Just happens to have a reference model entrepreneur and have a good image of the entrepreneur (Veciana y Urbano, 2004), checking the results obtained by Van Auken 2006a 2006b.

These results, therefore, may be useful for the Administration with responsibility for education. Following an institutional theory (Norh, 1990, 2005), institutions play a key role in the development of an entrepreneurial culture. This work provides the key skills that the education system should be encouraged in the process of learning. dmination promoted actios are the key to stimulate skills development and encourage the participation of the student reference model. Furthermore, it highlights the importance of promoting a rapprochement between business and education worlds. Students need to know how the company works and how the entrepreneur is.

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