

The Effect of Role Model and Entrepreneurship Education on Entrepreneurial Intention of Korean Juvenile*

Yang, Jun-Hwan**

Abstract

Preparing juvenile for future careers in global market becomes one of the most important tasks in education today. This study attests the impact of role model and entrepreneurship education on entrepreneurial intention of Korean secondary school students. Total 217 students participated in this research from 11 different high schools across the country. The result suggests that the role model and entrepreneurship education have significant relationships with entrepreneurship as well as entrepreneurial intention of secondary school students. Entrepreneurship was also positively related with entrepreneurial intention of students. The findings imply that both the role model and entrepreneurship education are crucial elements to foster entrepreneurship as well as entrepreneurial intention of the secondary school students. Practical implications were presented to relevant authorities for takeaway in designing effective pedagogy.

Key word: Role Model, Entrepreneurial Education, Entrepreneurship, Entrepreneurial Intention, Korean Juvenile

1. Introduction

Entrepreneurship has never been treated as significant as it is today, as the world is getting faced with economic challenges. Entrepreneurship is known as the formidable force that has an impact on economic growth and societal welfare by infusing innovation and increasing employment through creation of new ventures. However, success of entrepreneurial attempts highly depend on entrepreneurship training. Preparing young students for success of future career and leadership in the global market are one of the most important tasks in education today.

Entrepreneurship education becomes an important tool to attain these goals and it should be available to all students so that every individual can fulfil their own potentials and explore new opportunities(Bell-Rose & Payzant, 2008). In this sense, school should take a role for promoting entrepreneurship and nurturing necessary knowledge and skills for students. As jobs become

borderless along with advancement of technology, and as more opportunities become available to public, the number of new entrepreneur tends to increase, because the change instigates new challenge. Naturally, entrepreneurs play as driving forces toward economic prosperity by launching breakthroughs, and creating new jobs. This has created a need for students to learn about entrepreneurship(Kourilsky, 1995), and more demand of entrepreneurship programmes(Hayward & Sundes, 2000).

Meanwhile, role model has been identified as a key antecedent underlying entrepreneurial decision in literature. In particular, role model serves as an antecedent affecting thought process of potential entrepreneur(Van Auken, et al., 2006). For instance, providing business owners' experiences and knowledge is a typical type of role model to learners. Because, it helps them develop an affinity with entrepreneurship, when making an entry into entrepreneurial world(Dyer, 1994).

Although there are general agreements as to the effect of role

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** First Author, Assistant Professor, Global Entrepreneur and Start-up Center, Dankook University, stvyang@dankook.ac.kr

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model and entrepreneurial education on promoting entrepreneurship, domestic researches have not been done enough for the secondary school students. Understanding on the influence of role model and education at an early stage of a person's career will help developing a practical pedagogy for secondary school. This empirical study aims at attesting the effect of role model and entrepreneurship education program currently offered by Korea Venture Business Association(KOVA) to promote entrepreneurship of secondary school students. The result of this study can present several recommendations in designing pedagogy of secondary school students.

II. Literature Review

2.1 Role Model

Role models are generally regarded as having a vital impact on career development. The term 'role model' was firstly used in 1957 by Robert K. Merton who introduced the term as individuals, comparing themselves with people in reference group who take a social role that individual aspires(Holton, 2004). The term quickly spreads all over and is now used to mean an individual whose behavior is emulated by others, or any person who serves as an example(Steele, et al., 2013).

In one hand, the term role model refers to a specific aspect of the model's behavior, and is accordingly role specific. For instance, a medical doctor is likely to be a suitable role model for medical students. In the other hands, the term indicates a more comprehensive influential person. The relationship between a parent and child can be a good example. This way of emulation can extend to a wider layer of behaviors and values of this type of role model(McCullough, 2013). As an example, Scott & Twomey(1988) argued that those students whose parents running a business display much higher preference for being entrepreneur, and lower preference for being hired.

Assuming that individuals select specific behaviors for emulating from a certain role model infers that individuals may pick and select desired characteristics from various models. From this perspective, Bucher & Stelling(1977) classified role models into five types: partial, charismatic, stage, option, and negative. The most common type is a partial role model which is to demonstrate a certain skill or characteristic of a role model.

A charismatic role model represents inspiring others to want to become as similar to the role model as possible because he or she is cognized as admirable and attractive. A stage role model provides what someone must attain by a certain 'stage' in training or career course. For instance, a stage model could exemplify a desirable status of a young professional as opposed

to an established professional. An option role model refers to the alternative perspectives or patterns of behavior than the observing individual's views. Finally, a negative model indicates variations of the other types of model because each type may have a negative influence modeling against what someone desires to be.

Meanwhile, Ibarra(1999) argued that individuals imitate role models in different ways during role transitions; wholesale, selective, and true-to-self imitation strategies. Wholesale imitation happens when a person adopts a role model without much adaptation. Selective imitation occurs when individuals modify elements of several role models for creation of a new synthesis or composite role model. Last, true-to-self imitation indicates a person's concern for being genuine, not 'faking it'. This strategy is finding a role model with desirable elements that suited for their own internal style.

Literature in career planning field has long displayed that role models play an important role in shaping one's career aspirations(Douglas & Shepherd, 2002; Krueger, et al., 2000; Scherer, et al., 1989a, 1989b; Scott & Twomey, 1988).

Dyer(1994) suggested that entrepreneurial factor, social factor such as family relationships and role models, and economic factor are typical antecedents to career choice. Scherer et al. (1989a, 1989b) argued that role model performance was not as critical as having a role model, and role models do affect entrepreneurial intentions. This suggestion notes that being associated with role models was necessary to develop the desire of becoming an entrepreneur.

Synthesizing the discussions in the literature, it becomes obvious that role model is an indispensable factor in terms of fostering entrepreneurship among young people.

2.2 Entrepreneurship Education

Entrepreneurship education is important in many aspects. Jones & English(2004) define entrepreneurship education as the process of providing people with the capability to recognize business opportunities, necessary knowledge and skill-set, and attitudes to work on them.

Entrepreneurship education is related to one's life itself. There has been debates as to whether entrepreneurship education should focus on venture creation and business operation or developing personal attributes and skill-sets in order to operate business successfully. For example, Kirby(2004) raised an issue on whether school should educate about entrepreneurship or educate for it. Traditionally, entrepreneurship education has focused on teaching students how to create a business plan, and start a business, etc.. However, Rae(1997) pointed out that such skills should be essential but deficient to make a successful

entrepreneur. Namely, a successful entrepreneur requires not only knowledge of the business mechanism, but also possession of generic attributes, skill-set and behaviors related to problem-solving, creativity, challenge and communication(Cheung, 2008).

Gartner & Vesper(1994) argued that an important target of entrepreneurship education is the differentiation it from the typical business education because starting up a new venture is totally different event from business management. In order to make a successful entry into business society, they stress vital skill-sets such as creative thinking, developing novel and innovative product, negotiation skill and leadership which are inevitable ingredients in entrepreneurship. Thus, entrepreneurship education must have substantial impacts such as forming entrepreneurial willingness and changing one's perception about being an entrepreneur.

There are many prior researches outline entrepreneurship education has a positive impact on the perception about entrepreneurship among students. Because entrepreneurship education provides students with the understanding about business such as purpose of start-up, structure of a firm, and inter-relationship with society and economy. Also, entrepreneurship education offers students an opportunity to see the latest developments in their preferred field, and this enables them to catch an insight on how to deploy their entrepreneurial journey.

Mohan-Neill(2001) suggested that students who received entrepreneurship education have more favourable perspectives on SMEs. In particular, Waldmann(1997) found that entrepreneurship education at high school would have the greater impact on more students who seriously consider start-up in the near future. Fillion(1994) and Gasse(1985) stressed the importance of entrepreneurship education even in primary and secondary schools. They delineated that entrepreneurship education should be reconsidered because it promotes the desire to continue entrepreneurship education in college. Another strong evidence on the critical aspect of entrepreneurship education for juvenile is a research by Peterman & Kennedy(2003) who investigated the effect of participation in entrepreneurship program. The study was conducted to identify effect of entrepreneurship education for secondary school students, using 200 samples who participated in entrepreneurship program named Young Achievement Australia(YAA). The result presented a strong tendency of a higher perception on desirability and feasibility toward start-up after the students joined the program(Kim & Park, 2009). As to the effect of education, most recently, Yang(2014) suggested that entrepreneurship education has influenced entrepreneurial intention of university students positively. Thus, entrepreneurship education is likely to be a vital factor that contributes to forming entrepreneurship among secondary school students, too.

2.3 Entrepreneurship

Entrepreneurship has been received remarkable attentions from both researchers as well as policy makers, as it is known as stimulating innovation and creating new job and venture that link to economic growth of a nation. Quite bunch of empirical researches support positive connections between entrepreneurial activity and economic growth(Van Praag & Versloot, 2007).

Thus, one highest priority in public policy focuses on fostering entrepreneurship(Luthje and Franke, 2003), which is based on such suggestion that entrepreneurship can be acquired and learned(Kuratko, 2009).

The term 'entrepreneurship' was created by R. Cantillon and afterward enforced and spread by French economist J. B. Say in early 1800s(Baumol, 1993). In the beginning, the term was used to mean the merchant wholesaler who takes the risk of reselling manufactured and agricultural products. Drucker(1985) depicted the term as an individual who shifts economic resources from lower area into the greater profit and higher productivity area.

Meanwhile, Ronstadt(1985) described entrepreneurship as a dynamic process of creating incremental wealth. The wealth here means to be created by individuals who assume major risks in terms of equity, time, and/or commitment of providing new valuable product or service. Kuratko(2009) also suggested an integrated definition which reads 'Entrepreneurship is a dynamic process of vision, change and creation. It requires an application of energy and passion toward creation and implementation of new ideas and creative solution. Several essential ingredients include the willingness to take calculated risks in terms of time, equity, or career; the ability to build an effective venture team; creative skill to marshal needed resources; the fundamental skill of formulating a solid business plan; and the vision to recognize opportunity where others see chaos, confusion and contradiction'.

Shane & Venkataraman(2000) argued that entrepreneurship is related with the process of opportunity identification, evaluation, and exploitation. In natural, entrepreneurs own prior experiences, high levels of alertness, entrepreneurial capital, efforts in searching for new opportunities, and so reducing errors that economy moves forwards equilibrium. With discovering a business opportunity, a desire toward new startups is viable factors in pursuing a venture. Prior experiences, environmental changes, the right place at the right time, obtaining a relevant information, or existence of frustrated users are all those common characteristics that make it work.

Casson(1982) noted that entrepreneur finds unbalanced situations in the market which implies profitable business opportunity waited for being uncovered. These opportunity is realized by entrepreneurs who bring raw materials, new products and

services, and organizing new methods enabling the outputs to be sold with greater than production cost. Intriguing in pre-start activities and ways to get seized new opportunities have been another interested area in entrepreneurship research, even though hiring human resource, raising start-up fund, developing buyers and suppliers, and formulating strategic plan have also been regarded as a success factor of new ventures(Baron & Ensley, 2005). Because of these reasons, a number of entrepreneurial programs have been designed and implemented to promote entrepreneurship and provide better start-up environment world-wide.

2.4 Entrepreneurial Intention

Entrepreneurial intention refers to a conscious state of mind that controls attention, experience and action toward a specific goal or pathway to attain it(Bird, 1989). In this regard, Mitton(1989) outlined entrepreneurs as individuals who have typical psychological characteristics such as unavoding uncertainty and challenge, need for control and commitment to their work. Koh(1996) also suggested that psychological traits that are unique to entrepreneurs. From this viewpoint, developing adequate educational tools and programs has the relevance for developing entrepreneurial characteristics of students.

Entrepreneurial intention is treated as a key antecedent of venture creation in the literature. A well-established body of study has been built with this approach that connect intention to subsequent actions(Ajzen, 1991). Honig(2004) proposed that intention is the best predictor of entrepreneurial behaviour. Remarkable advances and contributions have been made in the literature regarding entrepreneurial intentions over the last several decades.

Above all, two major models have been suggested on entrepreneurial intention; the entrepreneurial event theory by Shapero & Sokol(1982) and the theory of planned behaviour by Ajzen(1991). The theory suggested by Shapero & Sokol(1982) states that the intention of a person to start a venture is decided by two factors, so called perceived desirability and perceived feasibility. In specific, the perceived desirability is depicted as a degree of the attractiveness for individuals to create a new business, while the perceived feasibility represents the perception regarding his or her own capability to become an entrepreneur.

At the same time, the authors argue that the intention of becoming an entrepreneur occurs when a precipitating event happens in individual's life, which is known as 'displacements', either can be positive(e.g. seized a good opportunity) or negative (e.g. be fired), and neutral (e.g. completed studies). All these situations make people perceive the entrepreneurial activity

differently as more desirable and feasible than the other alternatives available. Accordingly, these external conditions come into play significantly, as they influence individuals to perceive the desirability and feasibility of creating a new venture.

In addition, Shapero(1975) suggested early the importance of having a role model in the process of entrepreneurial intentions, such as a family member who runs his or her own business. Because it works for having the desirability and the credibility of a person to become an entrepreneur.

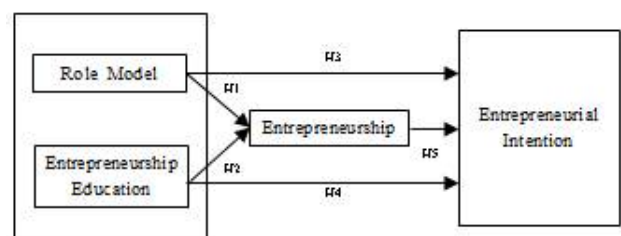
Meanwhile, entrepreneurship education on the basis of theoretical approach contributes to improving knowledge management as well as promoting psychological attributes related to entrepreneurs. This education is a key element in increasing entrepreneurial tendency and is essential in order to promote entrepreneurial intention among young students(Ferreira, et al., 2007).

Hamidi, et al.(2008) also outlined that students who participated in entrepreneurship programs have higher entrepreneurial intentions in the future. They stressed the importance of role model particularly in each educational context, because they may bring significant difference in building entrepreneurial intention, depending on different educational program.

III. Research Design

3.1 Research Framework

This study focuses on attesting the effect of role model and entrepreneurship education on entrepreneurship and entrepreneurial intention of Korean juvenile based on prior studies. Since there is lack of relevant curriculums on entrepreneurship officially offered by secondary school in Korea, this research adopts entrepreneurship education program currently provided by Korea Venture Business Association(KOVA) for students in secondary school. This program has initiated since back in 2009 and has a long history compared to other educational program. Thus, we propose a conceptual research model as following to ascertain the relationship among the key variables.



<Figure 1> Research Model

3.2 Hypotheses Development

Role Model, Entrepreneurship and Entrepreneurial intention

Role model refers to an individual whose behavior is emulated by others, or a certain person who serves as an example(Steele et al., 2013). Entrepreneurship education provides students with an opportunity to see the latest changes and developments in the environment, and this helps them to catch an insight on how to deploy their entrepreneurial journey. Mohan-Neill(2001) argued students who received entrepreneurship education have more favourable views on creating venture. These suggestions note that role models and education play a vital role in promoting entrepreneurship and so it is necessary to develop the desire of becoming an entrepreneur, that are critical elements of entrepreneurship. Based on these discussions, the following hypothesis is established:

H1. The role model will have a positive relationship with entrepreneurship of Korean juvenile.

H2. Entrepreneurship education will have a positive relationship with entrepreneurship of Korean juvenile.

Entrepreneurship Education, Entrepreneurship and Entrepreneurial intention

Dyer(1994) delineated that entrepreneurial factors such as family relationships and role models, and economic factor are typical antecedents to career choice. Scherer et al.(1989a, 1989b) argued that role models do affect entrepreneurial intentions.

Waldmann(1997) suggested that entrepreneurship education at high school would have a greater impact on students who seriously consider start-up in the near future. Another strong evidence on the critical aspect of entrepreneurship education for juvenile is a research by Peterman & Kennedy(2003) who studied the effect of entrepreneurship education of secondary school student. Their finding was a strong tendency of a higher perception on desirability and feasibility toward start-up after the students joined the program. From these discussions, it is arguable that both role model and entrepreneurship education have significant impacts on entrepreneurial intention of students at secondary school. Thus, following hypotheses are offered;

H3. The role model will have a positive relationship with entrepreneurial intention of Korean juvenile.

H4. Entrepreneurship education will have a positive relationship with entrepreneurial intention of Korean juvenile.

Finally, Shapero(1975) argued the importance of having a role model in the entrepreneurial intentions process, because it works

for increasing the desirability and the credibility of a person to become an entrepreneur. Also, entrepreneurship education is a key element in increasing entrepreneurial tendency and is essential in order to promote entrepreneurial intention among young students (Ferreira, et al., 2007). Thus, it is rational to infer the entrepreneurship formed by both role models and entrepreneurship education would influence the entrepreneurial intention of high school students, and so it is hypothesized;

H5. Entrepreneurship will have a positive effect on entrepreneurial intention of Korean juvenile.

IV. Method

3.1 sample

The data were collected through survey questionnaire administered to 11 different high school students across the country under assistance of KOVA during two months from Oct. 15 ~ Dec. 17, 2016. Out of total 1,000 survey questionnaires that were sent out, finally 217 completed useable surveys were secured.

<Table 1> Sample Characteristics(n = 217)

		Frequency	Weight(%)
Gender	Male	104	47.9
	Female	113	52.1
High School	Gyeonggi Global Trade	10	4.6
	Gyeonggi Mobile Science	18	8.3
	Gyeonghu Girls's Information	40	18.4
	Dogye	15	6.9
	Dongducheon	7	3.2
	Busan Information Tourism	15	6.9
	Bucheon Technical	10	4.6
	Wonju Technical	40	18.4
	Yuseong	26	12.0
	Ilisan Int'l Convention	29	13.4
	Chungbuk Commercial Information	7	3.2
Year	1st	34	15.7
	2nd	130	59.9
	3rd	53	24.4
Parents	Employer(Self-employed)	125	57.6
	Employee	92	42.4

More than 96% of the respondents were in the range from 16 to 18 years old, and over half(52.1%) were female. 59.9% of respondents were second year, and 24.4% were third year students. 57.6% out of participants responded that parents run their own business already.

3.2 Measure

Measuring instruments for each variable were designed and developed with proper modifications of the original questionnaires used in the literature. The majority of the questions consist of a

five-point Likert scale with the statement where (1) indicates very untrue to (5) very true, except control variables. Then, means of each question item was generated from the scales responded by the students. All survey items have been identified as having both strong construct validity and reliability throughout prior studies.

Role model

Questionnaire for role model(RM) was developed on the basis of the study of Van Auken et al.(2006), Dyer(1994) and Scherer et al.(1989a, 1989b). Some of the example include 'the successful role model seduces me to being an entrepreneur rather than being hired by others', 'I want to follow the pioneering attitude and leadership of the role model', 'I wish to stay and learn the business at the role model's work as long as possible', 'Role model helps me facilitates my desire for start-up'.

Entrepreneurship education

Studies of Jones & English(2004) and Peterman & Kennedy(2003) were basically adopted in developing the survey items for entrepreneurship education(EE). The items involve 'The education encourages me to develop creative idea for being an entrepreneur', 'The course renews my conception on entrepreneur', 'The education is important to foster entrepreneurship of young people', 'The education provides the necessary knowledge about entrepreneurship'.

Entrepreneurship

Measuring tools for entrepreneurship(ES) were developed with the study of Shane & Venkataraman(2000), and including suggestion by Kuratko(2009). This variable was measured with the items such as 'I'm committed and persistent, once I determined', 'I'm creative and pursue opportunities proactively and very much goal-oriented', 'I own a passion and strong willingness to overcome any difficulties'.

Entrepreneurial intention

Lots of survey items were developed for measuring entrepreneurial intention(EI) in the literature. In this study, we adopted the prior studies of Ferreira, et al.(2007) and Hamidi, et a.,(2008) for developing the questionnaire. The items include 'I consider having my own business seriously', 'I'm ready to challenge for successful start-up', 'I'm interested in start-up process and its contents', 'My dream is to realize creating new venture in the future'.

Control variable

Gender, age, school year, and parental role models which are known as to enhance entrepreneurial intention were used as control variables, in line with the suggestion by Van Gelderen,

et al.(2008). It is notable that all these demographic factors are treated commonly and importantly in intention research(Louw, et al, 2003). Gender and parental role models were appraised as a dichotomous variable by coding 0 = male and employer, and 1 = female and employee, respectively.

IV. Result

4.1 Data Analysis

To analyze the data, SPSS version PASW Statistic 18 version was used. In order to determine the dimensions and evaluate the content and construct validity of both independent and dependent variables, principal components analysis with varimax rotation method was applied based on simultaneous multi-group exploratory factor analysis(EFA). As shown on <Table 2> for factor analysis of independent variables, the whole items for RM and EE have been grouped into two different dimension that the Eigen values are greater than 1.0. Each variables represent high factor loading values ranged from .844 to .810(EE), from .837 to .798(RM) which ensure both content and construct validity, while they explain 81.985% of the total variance that is exceptionally high.

<Table 2> Factor analysis of independent Variables

Item	Factor1	Factor2	Accumulated variance(%)	Eigen Value	Cronbach's α
EE	.844	.350	43.736	7.963	.956
EE	.837	.392			
EE	.833	.366			
EE	.825	.344			
EE	.810	.394			
RM	.371	.837	38.249	1.055	.943
RM	.294	.830			
RM	.394	.811			
RM	.434	.809			
RM	.430	.798			

EE and RM stand for each Entrepreneurship Education and Role Model.

<Table 3> Factor analysis of dependent Variables

Item	Factor1	Factor2	Accumulated variance(%)	Eigen Value	Cronbach's α
ES	.858	.195	40.623	7.569	.944
ES	.806	.420			
ES	.797	.433			
ES	.796	.386			
ES	.781	.389			
EI	.325	.828	38.034	1.083	.935
EI	.296	.825			
EI	.396	.820			
EI	.352	.800			
EI	.410	.711			

ES and EI stand for Entrepreneurship and Entrepreneurial Intention respectively.

<Table 3> presents the factor analysis results for dependent

variables, ES and EI which indicate the same strong construct validity with the total variance of 78.657%. To verify the reliability of the measuring tool that related to the internal consistency of the instrument, Cronbach's alpha coefficient was applied. The reliability coefficients of the all variables(EE=.956, RM=.943, ES=.944 and EI=.935) displayed much greater than commonly used criterion of .70(Nunnally & Bernstein, 1994).

<Table 4> indicates the descriptive statistics for means, standard deviations of each variable, and inter-correlations among all the variables.

<Table 4> Descriptive statistics and correlations

Variable	Mean	SD	RM	EE	ES	EI
RM	3.982	.795	1			
EE	4.003	.820	.764***	1		
ES	3.864	.780	.765***	.696***	1	
EI	3.909	.831	.789***	.674***	.752***	1

*** $p < .01$

The participants reported an average level of each variable such as RM=3.982, EE=4.003, ES=3.864, and EI=3.909 which were measured on a five-point Likert scale. All variables displayed high values in inter-correlations within the statistic significant level($p < .01$); RM was correlated highly with EE($r=.764$), ES($r=.765$) and EI($r=.789$) respectively. EE was strongly correlated with ES($r=.696$) and EI($r=.674$). Lastly, ES also correlated with EI highly($r=.752$). All correlation coefficients were ranged in between .674 and .789, all below .80 level and so the data is free from the potential multicollinearity problem(Hair, et al., 2010).

4.2 Test Results

The hierarchical multiple regression was applied to test the hypotheses, entering the control variables first, the main effect variables second. Before stepping into the test, both tolerance and variance inflation factor(VIF) analysis were executed to double-check multicollinearity problem. As shown on <Table 5>, <Table 6> and <Table 7>, the range of all tolerance values indicated from .405 to .966, all of which are far higher than 0.10(Hair et. al., 2010). The VIF values for all variables were also in adequate range from 1.020 to 2.545, which are all much below the cut-off value, 10(Belsley, 1991). Thus, no multicollinearity problem was found from the analysis.

<Table 5> presents hierarchical multi-regression results that tested H1 and H2. At first, all control variables were entered. Then, RM and EE were entered in the second step. Model 1 is the base model which only includes the control variables, and model 2 includes the dependent variable additionally. The test

result reveals that gender, age and year don't have significant effects on ES, except parents. This result implies that the role of parents can play importantly in promoting entrepreneurship among the secondary school students.

<Table 5> Hierarchical regression results on ES

Variable	Model 1		Model 2		Multicol.	
	β	SE	β	SE	Toler.	VIF
Control						
Gender	.040	.111	-.024	.070	.899	1.113
Age	-.004	.099	.032	.062	.417	2.401
Year	-.065	.134	-.050	.084	.393	2.545
Parents	-.127*	.020	-.055	.068	.973	1.028
Independent						
RM			.258***	.064	.407	2.456
EE			.566***	.065	.405	2.471
R^2	.019		.620			
ΔR^2			.601			
F value	1.047		57.212			

* $p < .1$, *** $p < .01$

Both H1 and H2 proposed that each RM and EE would have a positive relationship with entrepreneurship of Korean juvenile. The multiple regression of main effects model for RM($\beta=.258$, $p < .01$) and EE($\beta=.566$, $p < .01$) yielded a significant regression on EI respectively. This result implies strong support that both RM and EE can be positive antecedents of ES. Particularly, model 2 displayed a significant increase in the explanation of variance from the base model for each RM and EE on EI($\Delta R^2=.601$). Therefore, H1 and H2 are all supported.

H3 and H4 suggested that RM and EE would have a positive relationship with entrepreneurial intention of Korean juvenile. <Table 6> reports that each RM and EE had also significant and positive effects on EI; RM($\beta=.172$, $p < .01$) and EE($\beta=.660$, $p < .05$).

<Table 6> Hierarchical regression results on EI

Variable	Model 1		Model 2		Multicol.	
	β	SE	β	SE	Toler.	VIF
Control						
Gender	.077	.119	.010	.073	.899	1.113
Age	.006	.106	.042	.065	.417	2.401
Year	-.043	.144	-.037	.088	.393	2.545
Parents	-.047	.116	.025	.071	.973	1.028
Independent						
RM			.172***	.066	.407	2.456
EE			.660**	.068	.405	2.471
R^2	.008		.636			
ΔR^2			.628			
F value	.405		61.278			

** $p < .05$, *** $p < .01$

Notably, the multi-regression result for direct effects of both

RM and EE on EI presented a huge change in the explanation of variance from the base model($\Delta R^2=.628$). So, H3 and H4 are accepted.

<Table 7> Hierarchical regression results on EI

Variable	Model 1		Model 2		Multicol.	
	β	SE	β	SE	Toler.	VIF
Control						
Gender	.077	.119	.047	.079	.904	1.107
Age	.006	.106	.009	.070	.417	2.399
Year	-.043	.144	.006	.095	.396	2.526
Parents	-.047	.116	.049	.077	.966	1.036
Independent						
ES			.172***	.066	.981	1.020
R^2	.008		.570			
ΔR^2			.562			
F value	.405		56.003			

*** $p < .01$

Finally, H5 predicted that ES would have a positive effect on EI of Korean juvenile. The multiple regression for main effect model presented a significant and positive regression result for ES on EI($\beta=.172, p<.01$). This result suggests a full support the hypothesis, and ES is also playing a positive role as an antecedent of EI. Model 2 contributed to increase in the explanation of variance as well, far above the base model for ES on EI($\Delta R^2=.562$), too. Therefore, H5 is supported.

V. Discussion and Conclusion

Preparing young students for future careers in global market emerges as one of the most important tasks in education today. For promoting entrepreneurship among young students, well-prepared education and presenting adequate role models have been suggested as key means that can fulfill a part of these tasks in literature. Holding it as a deep interest, this study has designed to identify effect of role model and entrepreneurship education in the process of building entrepreneurial intention among Korean secondary school students, using 217 samples gained from 11 high schools all across the country.

Specifically, this study aimed at attesting the effect of both role model and entrepreneurship education on entrepreneurship as well as entrepreneurial intention of Korean juvenile based on prior researches. The findings present that role model and entrepreneurship education have positive effect on fostering entrepreneurship as well as entrepreneurial intention of secondary school students. And the entrepreneurship promoted by role model and education influenced entrepreneurial intention of students. This study has contributed significantly to the theoretical aspects by supporting the suggestions of prior studies as followings; Firstly, the finding indicates that role model is

playing an key role in both developing entrepreneurship as well as entrepreneurial intention of Korean juvenile. This finding also supports the arguments of previous studies(Kuratko, 2009; Ferreira, et al., 2007; Douglas & Shepherd, 2002; Krueger et al., 2000). Secondly, education of entrepreneurship is influencing positively in forming entrepreneurship and entrepreneurial intention of juvenile. This finding is in line with the Waldmann(1997) who delineated that entrepreneurship education at high school would have a greater impact on students who seriously plan to start-up in the near future. This finding supports the study of Hamidi, et al.(2008) as well, who suggested that students participated in entrepreneurship program have much higher entrepreneurial intention than those did not. Finally, the entrepreneurship developed within the mind of juvenile results in affecting their entrepreneurial intention positively. All these findings provide clear evidences that role model and entrepreneurship education can be major tools to foster entrepreneurship among secondary school students.

The practical implications of this study are briefed as followings; First, interaction with role model would uplift the effect of developing entrepreneurship and intention of secondary school students. In particular, direct interaction with business owners as role models have a formidable impact in intriguing creation of one's own business. Thus, it is highly recommendable to incorporate the role model session in the curriculum of secondary school to intrigue greater interest in creating new venture from an early stage of life. Also, the institutes acting as entrepreneurship promotion center like KOVA can strengthen the interaction course for secondary school students as the regular training session. Since ready-to-use programs are available in this institute, they can provide better educational opportunities. Furthermore, role model program can extent to entrepreneurship education in colleges and universities, as a major element of entrepreneurship curriculum. Secondly, education is the clearest pathway to societal growth and development for individual person. Entrepreneurship education has been proven to be crucial to robust economy. This research shows that secondary school student can develop entrepreneurship and entrepreneurial intention by education. Thus, entrepreneurship education need to be expanded to secondary school in the form of regular curriculum. Another takeaway for relevant authorities, educational institutes need to understand the unique educational objectives, learning styles of young students, and the types of content to be covered. This review process may help developing specific pedagogical methods that will effectively meet the educational goals.

From a holistic view based on the above discussions, four recommendations can be suggested. The first one is to develop

an unique program that can change student mind-set effectively towards entrepreneurship. Secondly, using feedback is essential to capture possible shortfalls of the program and so the program quality can be improved constantly over time. The third is to ensure quality control of the lecturer that is another key factor to level up the program. Finally, an adequate appraisal process for the program need to be in place by setting both short and long term targets including output measurement index.

The limitations of this research offer an opportunity for future study. The sample was collected nation-wide but the size from each school was too small that may make it hard to generalize of the result. In addition, the sample was a certain group of students who participated in entrepreneurship program that was provided by KOVA. There may be an argument if the result can be regarded as identical to the program run by regular high school. Entrepreneurship was not tested as mediating variable in this study, because observing and testing causality among each variable were the main focuses of the study. Finally, although the mean value of entrepreneurial intention(3.909) presented high but this may not necessarily mean taking real action toward creating new venture.

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창업역할모델과 기업가정신교육이 한국 청소년들의 기업가정신에 미치는 영향에 관한 연구*

양준환**

국 문 요 약

글로벌시장의 등장에 발맞추어 청소년들의 미래 진로를 건실하게 준비시키는 것이 오늘날 교육의 하나의 중요한 과제가 되고 있다. 이러한 점에 비추어 본 연구는 한국의 고등학생들을 대상으로 역할 모델과 기업가정신 교육이 그들의 기업가정신 함양과 창업의도에 어떠한 영향을 미치는가를 고찰하기 위하여 설계되었다. 전국에 걸쳐 11개의 고등학교에서 총 217명의 고등학생들이 본 연구에 참여하였으며 이들 학생들은 지난 3년간 (사)한국벤처기업협회에서 제공한 기업가정신 함양 프로그램에 한 번 이상 참가한 경험을 가지고 있다. 가설검증결과 역할모델과 기업가정신 교육은 모두 청소년들의 기업가정신 함양과 창업의도에 유의한 정(+)의 영향을 미치고 있음을 알 수 있었다. 또한 역할모델과 기업가정신 교육에 의해 형성된 청소년들의 기업가정신은 그들의 창업의도와도 유의한 정(+)의 관계에 있음을 발견하였다. 본 연구결과는 단순한 기업가정신 교육뿐만 아니라 역할 모델을 통한 교육프로그램이 진로준비단계에 있는 청소년들의 기업가적 인식과 태도에 의미 있는 영향을 미친다는 것을 밝혔다는 점에서 시사하는 바가 크다 할 수 있다. 결론 부분에 본 연구의 이론적 시사점과 실무적 시사점을 제시하였으며 청소년들을 위해 좀 더 효율적인 기업가정신 교육 프로그램을 설계하기 위한 몇 가지 제언을 함께 제시해 두었다.

핵심주제어: 역할 모델, 기업가정신 교육, 기업가정신, 창업의도, 한국 청소년

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** 제1저자, 단국대학교 조교수, stvyang@dankook.ac.kr

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