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## **PROFILES OF ADULT STUDENTS IN BASIC VOCATIONAL TRAINING IN THE PROVINCE OF SEVILLE (SPAIN): SELF-EXPECTATIONS OF ACHIEVEMENT AND GENDER**

### **ABSTRACT**

The object of the research is to establish the profile of adult students, unemployed at risk of exclusion, which is related to the studies of the mode of basic vocational training in relation to self-expectations of achievement and gender, among other variables.

The study was carried out using a quantitative descriptive design on the variables related to the accomplishments and self-expectations of achievement and the profile of entrepreneurship among adult students of basic vocational training, in a sample of students of professionalizing training programs, "Employment Workshops", in the province of Seville (Spain) consisting of 115 subjects with an average age of 38'15 years old and a deviation rate of 8,605, selected by random multistage cluster sampling.

The study suggests future research directed towards an intervention and counseling for empowerment and gender equality, including attitudinal content in these levels of professionalizing training.

**Keywords:** self-expectations of achievement, adult vocational training, gender differences.

### **INTRODUCTION**

In the report to UNESCO of the International Commission on Education for the twenty-first Century, coordinated by Jacques Delors (1996) and entitled "Learning, the treasure within", she highlights the idea of education throughout life as an educative strategy needed in the twenty-first century.

This concept goes beyond the limitations of the traditional distinction between early education and lifelong learning, so that the latter is conceived as broader activities of the adults' own conversion and professional development process.

The report also warns us that if the twenty-first century education should transfer a progressive amount of theoretical knowledge and technical expertise, it should also be attentive to the course of the projects of individual and collective professional development.

In another report on adult skills (OECD, 2013: 121) it warns that the low-skilled, can hinder the development of the required information processing skills, focusing on low levels professional functionality and therefore, lower the probability of employment.

The so-called "European Strategy 2020" which establishes a new framework for the coordination of economic and employment policies of the member states of the European Union, gives a role to entrepreneurship as an engine of smart, sustainable and inclusive growth.

This "European Strategy 2020" is based on six major economic policy guidelines of the Member States and the Union (Council Recommendation of 13 July 2010) and of the four employment policy guidelines of the Member States (Council Decision of October 21, 2010).

From the objectives set by the European Union EU for 2020, we can highlight that regarding employment, people from 20 to 64 years old will count for 75% of the population; regarding education, that at least 40% of the people of 30-34 years of age will have tertiary level studies, and with regard to the fight against poverty and social exclusion, will reduce at least 20 million people who are experiencing or are at risk of poverty and social exclusion in the EU.

Referring to social exclusion, gender discrimination in the labor and social field, they have led the adult female population, a decrease of resources and greater difficulty in accessing the labor market, in a significant number of women. It's because of that, the women in the Spanish Administration are considered "collective at risk and/or social exclusion", being preferred collective to attend specific training programs such as the "Employment Workshop" program (EW).

The EW program developed by Decree 282/1999, on February 22, emerges as one of the active employment policy measures to improve the employability and employability of the unemployed under the National Action Plan for Employment the Kingdom of Spain (1999) which was developed under the guidelines for creating jobs and increasing the quality marked in 1997 by the Heads of State and Government at the European Summit in Luxembourg.

These training projects EW combine actions of training and employment which led the group of unemployed twenty-five or more years, especially those groups with special difficulties in relation to new sources of employment in general and social interest and are promoted by public entities or private nonprofit entities. In them the learning and the skills alternate with productive work in public activities, social or craft work interest which enables the insertion through the professionalization and acquisition experience. In addition specific compensatory education programs for students who have not achieved the objectives of compulsory secondary education, in order to help them overcome the qualification as evidence of compulsory secondary education and / or access to training courses provide grade intermediate and advanced.

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Employment Workshops (EW) have duration of minimum six months and maximum one year, which are divided into six-month periods. For projects with duration of less than one year the anterior sponsor entities request before the end of the initial period may be extended up to one year duration. Have a modular organization of training and regardless of the professional qualification to which it is intended the workshop is mandatory teaching of the following modules:

- Module computer literacy, which will last at least 30 hours unless the content of the project requires a shorter duration.
- Module prevention of occupational hazards, which will last 30 or 50 hours,
- Module environmental awareness, which will last 10 hours.
- Module for promoting entrepreneurial activity of 10 hours duration.
- Module gender equality of 10 hours duration.
- Module equality for disadvantaged groups of 10 hours duration.

Once the EW is finished, the students with viable projects to become self-employed workers will be a priority group in relation to the aid to strengthen the autonomous or self-work, sets the Administration

Throughout the training process, students will receive guidance and counseling for job search, career and professional information and business training to improve employability.

In addition, once it's finished, for six months, the sponsor entity of Employment Workshop project will be responsible for providing technical assistance to the student worker, aiming at finding employment for others and also for entrepreneurship and for self-employment.

Meta-analytic studies have pointed out how personality variables may play an important role in the processes involving professional entrepreneurship and its subsequent success (Zhao, Seibert and Lumpkin, 2010). In relation to empowerment for entrepreneurship, relevant research to identify personal characteristics related to the development of entrepreneurial skills, showed that among these attributes, are the need for achievement and locus of control (Cromie, 2000), the efficacy entrepreneurial the variable that showed greater predictive power (Salazar-Carvajal Herrera-Sánchez, Wheel-Mendez, and Leon-Rubio, 2014).

In the theories of Social Learning of Bandura (1986), it's distinguished between: expectations of achievement, when it refers to an estimate of the person about their ability to perform a required behavior to produce a result and involving a judgment on their own ability to achieve a certain level of performance; and secondly, action-outcome expectations, based on the conviction that a person to successfully perform the necessary activities to get a result, taking into account the consequences that occur quite possible that implementation

Self-efficacy as defined by Bandura (1989), is the belief that one is able to organize and execute courses of action required of achievement and management of specific situations or tasks. Bandura (1997) states that self-efficacy is constructed judgments about their own abilities. The hypothesis Bandura (1986) is that self-efficacy beliefs are acquired and modified through four pathways or sources. First, there are success stories, which are own experiences. Replays on specific tasks successfully increase self-efficacy, moreover repeated experiences of

failure decreases self-efficacy. Second vicarious experiences, which are observations of the achievements of others, increase the beliefs of the observer. The third source of self-efficacy is the verbal persuasion or social persuasion, these positive evaluations and vocal criticism and encouragement, which increase self-efficacy. The fourth and final sources of self-efficacy are the somatic and emotional states, defined as the way people interpret the emotional and somatic states. Positive emotions increase people perceived self-efficacy and decrease the negative emotions.

Causal attributions refer primarily to three dimensions (Weiner, 1986).

The first one is the internal-external or locus of control dimension. The term locus of control comes from Rotter (1975) and emphasizes the subject stands where the causes of a particular outcome. Thus, while ability and effort are internal factors, the difficulty of the activity and luck or chance is considered external factors.

The second dimension is described by Weiner the stability – instability. It refers to the perception that the subject has, that the causes of performance is more or less unchanged or constant over time. This dimension is often correlated with expectations of success.

The third dimension refers to the perception that a cause can be controllable or uncontrollable. The degree of control that the student is assigned to a task is related to the amount of effort and perseverance that he or she spends on the learning activity.

Beliefs about oneself, about the personal productions and achievements, greatly influence the feelings of the learner, on the goals, the perseverance and ultimately, the learning outcomes (Coronado-Hijón, 2004).

In relation to those self-expectations, differences have been found in recent findings with regard to the self-expectations of achievement and gender (Angulo and Conde, 2015). These differences translate into gender inequalities that may have a significant negative impact on the professional development of women (Saletti-Cuesta, Delgado Ortiz-Gómez & López-Fernández, 2013).

## **METHODOLOGY**

Quantitative study focused on the measurement and analysis of variables with a descriptive methodology. Random sampling for multistage cluster.

## **SUBJECTS**

The total number of participants is 115 unemployed adults (26 men and 89 women), students of the Employment Workshops in the province of Seville (Spain). The sample consists of clusters of 20 people Workshop A "Empléate" belonging to the Sierra Norte geographical area; 30 people, workshop B of the geographical area set Environment Doñana, 19 subjects in the "Dynamic Workshop" (workshop C) students and 12 people Workshop D "Rice Island"; Area

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Bajo Guadalquivir two workshops job, "Ayday" (workshop E) and "To the table" workshop F, with 22 people each and Aljarafe also represented by 20 students from the workshop G surveyed, "Sustainable Gines".

The ages of the people who form the sample pool present an average age of 38'15 years old and a rate of 8.605 (Table 1) deviations.

### INSTRUMENTS

A questionnaire prepared by "ad hoc", composed of closed questions on demographics and a final question on vocational preference with two possible answers: paid employment or self-employment.

The second instrument was a rating scale; Multidimensional Scaling Functions (Alonso, Montero & Mateos, 1992), hereinafter EMA II questionnaire, which assesses conferring styles in students. This scale consists of sixty-nine items that contain a number of statements about possible causes that are used to explain different types of results both in academia and in the context of interpersonal relationships. This study will evaluate only the powers in the area of academic achievement (Table 1).

With regard to the reliability and validity of the rating scale EMA-II, have been considered as valid for this study the internal consistency analysis conducted by the authors of the scale, those who calculated using coefficient alpha Cronbach for the values obtained for each of the scales built into the two areas of achievement. They can be considered acceptable values all appeared, although it should be wary of appearing below 0.6.

*Table 1. Categories and elements in the area of academic achievement.*

AREA DE LOGROS ACADEMICOS
<b>ESCALA 1: ATRIBUCION DEL FRACASO A PERSONAS CON PODER</b>
62. Con frecuencia, mis malas notas se deben a la escasa capacidad pedagógica del profesor.
50. La incapacidad de los profesores para definir de modo preciso los objetivos didácticos es la causa principal de que yo a veces haya tenido notas bajas.
58. A menudo las explicaciones de los profesores han sido tan deficientes que han dado lugar a que yo haya tenido calificaciones pobres.
30. Es frecuente, si saco malas notas, que sea porque el profesor no ha hecho interesante la asignatura.
46. Algunas de las veces que he recibido malas notas, lo único que reflejaban era la tacañería del profesor a la hora de puntuar.
65. Si los profesores hubiesen tenido criterios de evaluación más objetivos, no habría tenido las notas bajas que he sacado algunas veces.

<b>ESCALA 2: ATRIBUCION DEL EXITO Y DEL FRACASO A CAUSAS ALEATORIAS</b>
60. La mala suerte que tengo para muchas cosas ha hecho con frecuencia que no consiguiese unas calificaciones aceptables. 67. La casualidad ha sido la principal causa de que a veces haya tenido puntuaciones bajas. 32. Algunas veces, cuando mis puntuaciones son bajas, pienso que lo único que ocurre es que no he tenido suerte. 54. La suerte es, con frecuencia, el principal factor responsable de mi éxito en los estudios. 48. Es posible que algunas de mis notas se deban a la mala suerte, a haberme examinado de lo que no debía cuando no debía. 24. Creo que algunas de mis buenas notas dependen, en buena medida, de factores casuales tales como que me hayan caído en un examen precisamente las preguntas que me sabía. 16. Me parece que algunas de mis notas más bajas se han debido parcialmente a meteduras de pata casuales. 40. Pienso que algunas veces debo considerarme afortunado por haber sacado buenas notas. 8. Algunas veces mi éxito en los exámenes depende de haber tenido un poco de suerte.
<b>ESCALA 3: ATRIBUCION DEL EXITO A CAUSAS NO CONTROLABLES</b>
38. A veces saco buenas notas sólo porque lo que tenía que aprender era fácil. 22. Algunas de mis buenas notas puede que reflejen simplemente que las asignaturas en las que las he obtenido eran más fáciles que las demás. 6. Alguna de las veces que he sacado buenas notas en una asignatura ha sido porque el profesor daba puntuaciones altas con mucha facilidad. 24. Creo que algunas de mis buenas notas dependen, en buena medida, de factores casuales tales como que me hayan caído en un examen precisamente las preguntas que me sabía. 40. Pienso que algunas veces debo considerarme afortunado por haber sacado buenas notas. 8. Algunas veces mi éxito en los exámenes depende de haber tenido un poco de suerte.
<b>ESCALA 4: ATRIBUCION DEL FRACASO A LA FALTA DE ESFUERZO</b>
17. Si las notas que saco no son tan buenas como esperaba, normalmente pienso que se debe a una falta de esfuerzo por mi parte. 1. Cuando me dan una mala nota en una asignatura, normalmente pienso que es porque no he estudiado lo suficiente. 33. Lo que las malas notas significan para mí es que no he trabajado con suficiente dedicación.
<b>ESCALA 5: ATRIBUCION DEL EXITO AL ESFUERZO</b>
9. En mi caso, sacar buenas notas es siempre fruto directo de mi propio esfuerzo. 25. Siempre que obtengo buenas notas es porque he estudiado con intensidad. 52. Normalmente, cuando he trabajado de firme he conseguido tener éxito en los estudios.
<b>ESCALA 6: ATRIBUCION DEL FRACASO A LA FALTA DE HABILIDAD</b>
35. Si sacase malas notas pensaría que no tengo el talento necesario para cursar con éxito las asignaturas correspondientes. 3. Si sacase malas notas, dudaría de mi capacidad intelectual. 19. Si suspendo una asignatura es probablemente por no estar dotado intelectualmente para la misma.
<b>ESCALA 7: ATRIBUCION DEL EXITO A LA HABILIDAD</b>
43. Si saco buenas notas es por mis buenas aptitudes para los estudios.

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27. Pienso que mis buenas notas reflejan directamente lo listo que soy para los estudios.  
 11. Mis aptitudes para los estudios constituyen el factor más importante a la hora de conseguir buenas notas.

For the data collection of the subjects, collaboration from the offices of reference of the Andalusian Employment Service of each employment workshop (EW) were requested, from there they made contact with the various workshops and were the ones who provided it could make the first contact via e-mail and telephone with the Directors / EW corresponding ace.

Due to the characteristics in terms of infrastructure, the specifics of the actual work and training days of each EW was agreed with each director about an appropriate time to pass the data collection instruments. These instruments were applied collectively, with a maximum duration for completion of 60 minutes. Previously the subjects of the study were asked for the informed consent. The results were processed with statistical software SPSS 22.

**RESULTS**

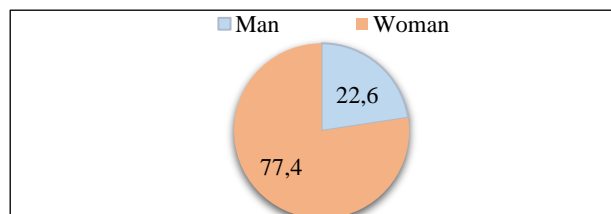
Sex: shown in Table 2 of the 115 people in the sample pool, 26 are men and 89 are women.

*Table 2. Distribution of frequencies for the gender variable*

	Gender	Frequency	Percentage	Valid percent	Cumulative percent
Valid	Male	26	22,6	22,6	22,6
	Female	89	77,4	77,4	77,4
Total		115	100,0	100,0	

Figure 1 shows the percentages for each gender are specified, women being 77% of the sample pool and men being 23.

*Figure 1. Results gender variable of the participants.*



Age: 38.15 average, standard deviation 8,605 (Table 3).

Table 3. Descriptive statistics of mean age

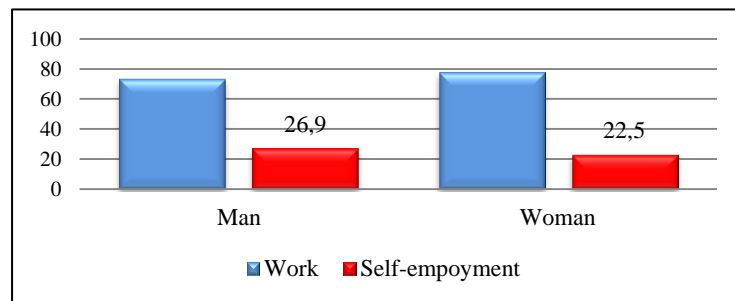
	N	Minimum	Maximun	Mean	Standard deviation
Men age	26	25	58	36,65	9,291
Women age	89	27	58	38,58	8,399
	115	25	58	38,15	8,605
N Valid	115				

Preference for work or self-employment.

Table 4. Professional contingency preference and gender

			Gender		Total
			Male	Female	
Professional preference	Work	Number of cases	19	69	88
		Expected frequency	19,9	68,1	88,0
		% profesional preference	21,6%	78,4%	100,0%
	Self-employment	Number of cases	7	20	27
		Expected frequency	6,1	20,9	27,0
		% profesional preference	25,9%	74,1%	100,0%
Total	Number of cases	26	89	115	
	Expected frequency	26,0	89,0	115,0	
	% profesional preference	22,6%	77,4%	100,0%	

Table 5 Professional gender preference





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Study level reached (Table 6) 38.5% of men have primary education, 26.9% secondary school education, 15.5% and 19.3% baccalaureate higher vocational training. While women have 25.9% with primary education, 33.8% secondary school education, 14.6% high school, 8.9% intermediate vocational training, the training courses 14.6% degree and 2% college.

Table 6. Contingency table level and gender studies

		Man		Woman	
		Cases	%	Cases	%
Degree	Primary education	10	38,5	23	25,9
	Secondary school	7	26,9	30	33,8
	High school diploma	4	15,3	13	14,6
	Intermediate vocational training	0	0	8	8,9
	Training courses	5	19,3	13	14,6
	College	0	0	2	2,2
<b>Total</b>		26	100	89	100

The gender representation in each training specialty (Table 7) is 100% female in "home care" 5% male and 95% female in "child care", 40% male and 60% female in "sociocultural animation" 70% male and 30% female in "kitchen", 25% male and 75% female in "waiter", 30% male and 70% female in "social care" and "tourism development agent", and 10% male 90% women in "rehabilitative care of children", 20% male and 80% female in "home help", 16.6% male and 83.4% female in "restoration of degraded areas."

Table 7. Contingency table and gender training specialty

Training specialty	Man		Woman		Total	
	Casos	%	Casos	%	Casos	%
Asistencia doméstica	0	0	11	100	11	100
Atención a la infancia	1	5	19	95	20	100
Animación sociocultural	4	40	6	60	10	100
Cocina	7	70	3	30	10	100
Camarero	3	25	9	75	12	100
Atención sociosanitaria	3	30	7	70	10	100
Atención socioeducativa a menores	1	10	9	90	10	100
Ayuda a domicilio	2	20	8	80	10	100
Agente desarrollo turístico	3	30	7	70	10	100
Restauración áreas degradadas	2	16.6	10	83.4	12	100
<b>Total</b>	26		89		115	100

## Powers of successes and failures. Area of academic achievement

*Table 7. Descriptive analysis of the first-order factors Area of academic achievement EMA-II sample of men*

Area of academic achievement	N	Minimum	Maximum	Mean	Standard deviation	Median	Mode
E1. Atribución del fracaso a personas con poder	26	1,00	3,17	1,9103	,54208	2,00	2,00 <sup>a</sup>
E2. Atribución del éxito y fracaso a causas aleatorias.	26	1,00	3,11	1,9231	,42370	2,00	2,11 <sup>a</sup>
E3. Atribución del éxito a causas internas	26	1,00	2,83	2,0513	,56129	2,00	2,00
E4. Atribución del fracaso a la falta de esfuerzo	26	1,00	4,67	3,3718	,83441	3,3333	3,00
E5. Atribución del éxito al esfuerzo.	26	1,00	5,00	3,4359	,81524	3,3333	3,00 <sup>a</sup>
E6. Atribución del fracaso a la falta de habilidad.	26	1,00	3,67	2,0256	,59571	2,00	2,00
E7. Atribución del éxito a la habilidad.	26	1,00	5,00	2,9487	,80384	3,00	2,67 <sup>a</sup>
N valid	26						

*Table 8. Descriptive analysis of the first-order factors Area of academic achievement EMA-II sample of women*

Area of academic achievement	N	Minimum	Maximum	Mean	Standard deviation	Median	Mode
E1. Atribución del fracaso a personas con poder	89	1,00	4,33	2,0581	,72304	2,00	2,00 <sup>a</sup>
E2. Atribución del éxito y fracaso a causas aleatorias.	89	1,00	3,67	2,0674	,50852	2,00	2,11
E3. Atribución del éxito a causas internas.	89	1,00	3,67	2,1030	,55420	2,00	2,00
E4. Atribución del fracaso a la falta de esfuerzo	89	1,00	5,00	2,9513	,97124	3,33	3,00
E5. Atribución del éxito al esfuerzo.	89	2,00	5,00	3,8951	,92877	3,33	3,00 <sup>a</sup>
E6. Atribución del fracaso a la falta de habilidad.	89	1,00	4,33	1,8801	,70576	2,00	2,00
E7. Atribución del éxito a la habilidad.	89	1,33	5,00	3,1348	,78128	3,00	2,67 <sup>a</sup>
N valid	89						

### CONCLUSIONS AND PROSPECTS

The basic vocational training for the group of unemployed adults, conducted by the Employment Workshop (EW) programs in the province of Seville (Spain), is performed mostly by women: 77% versus 23% of men.

The group of women having an array of further education is 40%, while in the group of men is 34.8%, so a higher percentage of unemployment further education of women in the sample shown.

The training areas shown with the highest rates of female participation are those traditionally associated with the role of women, such as domestic assistance, child care, rehabilitative care to the children and the home support. Only in the training specialty kitchen we find a greater number of males than females, showing an important professional occupational gender bias. We find, in line with other studies, that the occupations most "feminized" have a number of features that are fairly consistent with the stereotypes that exist in society against women, such as his "delicacy and sensitivity" and its "ability to engage in caregiving" (Iglesias & Llorente, 2010).

Regarding the perspective of entrepreneurship into the future, the percentage of students with an interest in self-employment is much higher in men than in women. These data are consistent with those obtained in other studies in larger samples and nationally in Spain, as offered by the Report "Global Entrepreneurship Monitor (GEM) Spain 2014". This report, which is made from data obtained through the methodology for survey of more than 25,000 population subjects, conducted by 15 research teams from across the country, the main characteristics of entrepreneurial dynamics in Spain.

With regard to the attributional profile of the students and adult learners to the EW, we find that there are similarities and differences in the perception of achievement while not as significant as in other studies if stand a greater tendency for women attributing failure to people with power and success and failure to random causes.

We believe that it's important to progress in the future research focused on differences in expectations between men and women regarding professional development (Cortés, Olivencia & Mesa, 2012) that could help develop and improve programs Basic Training and Orientation entrepreneurship from interventions to improve them (Bandura, 2006). In this direction studies such as Movahedi & Yaghoubi-Farani (2012) on skills for entrepreneurship from a gender perspective, encourage the inclusion of training for entrepreneurship in the curricula within the same training programs.

The proposed research study presents the limitations of having a sample limited to the province of Seville (Spain) subjects, although the coincidence with other studies with larger populations will provide a degree of matching relevant validity.

Studies and research about the expectations and perceptions are in a state of incipient creation and all results and findings indicate the importance of

expectations towards empowerment and improving the quality of teaching-learning process.

Finally we quote Bandura (1997), regarding "the most important goal of formal education should be to provide students with intellectual tools, efficacy beliefs and intrinsic interest needed to educate yourself on a variety of occupations throughout his life. "And in this direction it suggests that students who develop a strong sense of self-efficacy are well trained to form themselves when they have to depend on their own initiative.

The field of research initiated by theorists efficacy is promising and proven applicable to the practice of orientation and psych pedagogical intervention.

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