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Objective: Specify a model for digital entrepreneurship research.

Method: A non-experimental, cross-sectional and exploratory study was carried out with a non-probabilistic selection of indexed sources in repositories of UNAM and UAEMEX.

Results: The model specification includes five explanatory hypotheses of the dependency relationship trajectories between eight variables-beliefs, values, perceptions, knowledge, motives, attitudes, intentions and behavior.

Keywords: *higher education, educational innovation, transformational leadership model, OECD member countries, ICT.*

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Results: The model specification includes five explanatory hypotheses of the dependency relationship trajectories between eight variables - beliefs, values, perceptions, knowledge, motives, attitudes, intentions and behavior.

Discussion: Because the specified model aims to anticipate entrepreneurship as a result of institutionalist administration and knowledge management, entrepreneurship and innovation, its empirical contrast is recommended.

Conclusion: The specification of the model establishes the differences between teachers, students and administrators regarding the evaluation, accreditation and certification of the quality of academic processes and products, as well as anticipates knowledge management, entrepreneurship and innovation scenarios.

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I. Introduction

Studies on l venture established : 1) The synergy between higher education institutions and micro, small and medium enterprises (MSMEs) ; 2) The establishment of knowledge networks between universities, technological institutes, research centers and industries; 3) The formation of scientific, technological and industrial agendas prior to the multidisciplinary academic exchange ; 4) The framing of topics such as technoscience, nanotechnology and digital entrepreneurship ; 5) The formation of talents and leadership (Walgrave. and Van Aeist, 2006).

The purpose of this paper is to specify a model for the study of correlation trajectories between the variables reviewed in the theoretical, conceptual and empirical frameworks related to digital entrepreneurship.

Indicators of educational quality of the Organization for Economic Co-operation and Development (OECD), located in Mexico in recent. This text intends to carry out a non-experimental, cross-sectional and exploratory study of three portals that collect and give access to scientific documents published in Spanish (Dialnet, Latindex, Redalyc), also called “indexed sources”, to: a) review the human capital theory to extract indicators of formative quality; b) establish the hypotheses of correlation trajectories between the quality of life indicators; c) compare the specified model with others to discuss its scope and limits; d) propose a comprehensive model considering the theoretical, conceptual and empirical frameworks reviewed.

The specified model included four hypotheses, five constructs and four indicators for each of these; all related to the correlation trajectories between the variables.

Study in relation to other models of leadership and using electronic devices, identified the scope and limits of the specified model as well as possible integration into future research.

A comprehensive model for the study of digital entrepreneurship would include leadership and psychological variables around the acceptance, adoption and intensive use of Information and Communication Technologies (ICT).

First, it states that e l education system in Mexico, at the upper level, accuses a greater presence of Higher Education Institutions (IES) of a private nature regarding s public IES. Being Mexico City, the entity with the most private HEIs, followed by the State of Mexico and the state of Puebla. While it is the state of Veracruz, which has the highest percentage of public HEIs, followed by Mexico City and the State of Mexico.

On the other hand, to carry out a comparison of the distribution of both public IES and private, with other countries in the Organization for Cooperation and Development Economic (OECD) structured under a scheme that favors financing public of the education sector, above others, such as the health sector; or balanced financing; it is observed that Mexico is among the countries that allocate greater public financing to the education sector; However, at the same time, it is located at the same level as the Czech Republic, a country that allocates more economic resources to the health area. In addition, it is at a lower level than Canada, which has a balanced system of financing in education and health.

From the above, it follows that, although Mexico occupies intermediate places in the OECD listings, if it is considered a type of financing in health and education. However, by including other indicators of educational

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quality, such as: educational innovation, research, collaboration and availability of talents or competitiveness the country occupies a lower place with respect to Brazil, Chile, Costa Rica and Puerto Rico.

Synthetically is possible to say, considering the competitiveness indicator and talent training, HEIs both public and private, located in Mexico at rates lower quality relative to other member countries of the OECD, and even the region Latin America.

II. Theory of Agenda Setting (Rational Choice and Human Capital)

The relationship between State and citizenship, mediated by an agenda in which education, science and technology are central themes of human development, supposes; 1) the influence of contexts, sources, audiences and devices on public opinion; 2) the establishment of symbols from which the impact of citizens on public policies is interpreted; 3) the representation of progress indicated by strategies, speeches and knowledge styles; 4) the intensive use of electronic devices for the diffusion of innovations; 5) barriers to digital entrepreneurship identified in audience styles such as stalker, troler or buller (McCombs and Stroud, 2014) .

The rational choice paradigm that involves the ability to collect and process sufficient information for decision-making that reduces costs, while increasing profits, derived from the theory of human capital , which aims to explain the relationship of dependence between citizens named as implementation of policies public, in which the fields of education and health are all factors are crucial for proper development called for García, et al. (2015), the result of the combination of educational policies, systems educational and IES, seeking to promote the capabilities of people (in the form of emotions, speeches, skills and knowledge) oriented entrepreneurship, innovation, productivity and competitiveness .

In other words, human capital is an educational training process that is made up of two aspects: on the one hand, there are the opportunities for academic training generated by the State, while on the other there are the individual (cognitive and contextual) capabilities. Consequently, those who have more educational training and experience in the processes will be considered talents. This is because knowledge and skills are perfected and accumulated in order to provide solutions in public management and administration (García et al., 2016).

Finally, it is emphasized that e n the case of indicators of educational quality , such as research, the collaboration and innovation, not only determine the human capital, but also to locate these in key sectors of the economy, explain the development of a country, since it is these talents who will carry out the management and administration of public goods and resources, but if the agenda is rather inhibited by audience styles such as stalker , buller or troller, then digital entrepreneurship not only You must include these inconveniences in the business model, but also identify the reasons that these Internet users have to discredit the entrepreneurial initiative or the innovative proposal.

That is, if rational choice and human capital reflect a style of proactive audience that coexists with inhibitory styles of entrepreneurship and innovation, then business models must conform to this complex dialectic, while identifying the reasons for the hearings will be possible to establish a dialogue to highlight the competitive advantages of the product or service that is intended to be carried out on the Internet, social networks or email.

III. Specification of the Innovative Entrepreneurship Model

The model includes five hypotheses of correlation trajectories between the variables used by the state of knowledge to explain 1) the establishment of an educational, scientific and technological agenda; 2) the professional formation of human capital, talents and leadership; 3) knowledge networks around strategic alliances between universities and for-profit organizations; 4) the quality of educational processes and products in terms of evaluation, accreditation and certification; 5) barriers that inhibit and/or stimulate entrepreneurship and digital innovation.

The model assumes that there is a close relationship between values and motives (hypothesis 1) since. If entrepreneurship is guided by cooperation values and is intrinsically motivated, then it is an altruistic style that does not seek to maximize cost benefits. Even if entrepreneurship is the result of expected benefits but interrelated with the belief that opportunities are increasingly scarce (hypothesis 2), it is determined by traditions, customs and customs deeply rooted in productive and innovative sectors. Thus, values, beliefs, perceptions, motives and knowledge anticipate the emergence of provisions in favor of innovations in the face of a shortage of opportunities (hypothesis 3). If such provisions are in favor of an innovative culture that coexists with the authoritarianism of traditional leaderships, consequently, decision-making will favor innovative entrepreneurship (hypothesis 4). Precisely, the balance in favor of cost benefits not only reflects the rational choice of human capital or the prospective of talents and leaderships, but also predicts the emergence of a lifestyle with provisions inherited from the academic or labor culture and provisions learned from trials of more success than errors (hypothesis 5).

In this way, the establishment of an agenda in higher education, science and technology, at the local

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level, consists in the orientation of cooperation, beliefs of lack of opportunities, perceptions of areas of opportunity that will determine intrinsic motives such as the need to be informed about the alternatives of prosperity in knowledge networks, as well as the dispositions to know and acquire skills that delimit entrepreneurial decisions and generate proposals, agreements and co-responsibilities within academic groups.

IV. Final Considerations

The contribution of this work to the state of knowledge lies in the specification of a model for the study of entrepreneurship considering a) the context of lack of opportunities and abundance of initiatives that, however, are disconnected from agreements and co-responsibilities between citizens and the state; b) business promotion policies limited to MSMEs that force them to merge or ally with multinationals; c) the absence of a culture of social and organizational entrepreneurship avoided by an ideology of cooperativism where profits do not exceed costs; d) knowledge networks established in professional practices or social service, but without follow-up by the university or company; e) the dissociation between theoretical subjects with respect to professional practices; f) the confinement of disciplines and the lack of multidisciplinary systems (Weaver, 2007).

However, educational institutionalism has been the preponderant barrier that not only inhibits, but also reduces to its minimum expression any initiative or proposal that contradicts its principles of reproduction of the differences between talents and leaderships; unilateral or majority decisions against dissident groups; predominance of the climate of relations over the task climate; direction and control from traditional leaderships; conservation of processes that have not always been efficient, effective or effective.

Aguilar et al., (2016) warn that institutionalism determines entrepreneurship directly through financing and resource distribution policies, but indirectly institutionalism has a greater dissipative effect because it determines the priorities of an institution among which entrepreneurship and Innovation is not a central issue in the institutional agenda because it refers to change and the quality of processes and products.

Once institutionalism has penetrated the academic spheres, its reproduction is imminent. Carreón, Hernández and García (2014) demonstrated that through the teaching-learning process, as well as the extra-curricular process, the agenda is established as a legacy of the public agenda. That is, if citizen opinion is immersed in issues established by traditional media, then student, teacher or administrative opinion will also be influenced by those same issues.

Institutionalism generates academic exclusion, since those who do not follow the guidelines of educational policies, their voice and vote will be considered peripheral in the discussion of the central issues established by the media and disseminated in the classroom and other university spaces (García, 2011).

Therefore, in the face of institutionalism, dissenting groups organize themselves in collaborative spheres and knowledge networks in order to be able to counteract the effects of the agenda on vocational training, professional practices and social service, although García (2013) poses a decoupling between academic objectives and business purposes and observe two types of entrepreneurship; one mediated by traditional cultures and leadership styles that limit innovations, but reinvent institutionalism and another mediated by information technologies that drive proposals, agreements and co-responsibilities.

However, only a few Internet entrepreneurs are able to build a personal agenda and contrary to the institutionalist agenda. Because Internet use is limited, only those who have the resources and financing are eligible to establish a personal agenda in the classroom and other instances (García, 2014).

Therefore, digital entrepreneurship is subject to a context that limits its emergence as an alternative for establishing an agenda and building collaborative networks.

García (2015) specified a model in which culture had no direct or indirect influence on innovation strategies but developed a model in which decisions and behaviors were closely related to capabilities. Skills and knowledge as determinants of innovative entrepreneurship on the Internet are cultures and transformational leaderships where there are no differences between talents and leaders. That is, if knowledge management has an impact on talent proposals, then the institutionalist administration is outside the process of creation and innovation (García, Carreón and Quintero, 2016).

The institutionalist administration, being replaced by technological risks and threats from Internet communities, guides an enterprise related to the legitimacy of the State as knowledge manager (García et al., 2015). In this sense, the effects of risks and threats on innovative entrepreneurship are reflected in the privacy and identity of talents (García, et al., 2016). As intensify stalkers, trollers and Bullers, institutionalism is reduced to a minimum to such an extent that the propaganda disrepute, identity theft or the surfer harasses are the issues that govern the university, its alliance s strategic and prospective entrepreneurship and innovation.

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