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The views of primary school 4th and 5th year students and teachers regarding entrepreneurship

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Abstract

In this study, it is aimed to determine the views of students and teachers regarding entrepreneurship. The participants of this study consisted of children between 4,5 classes of different two primary schools. In this study, Teachers' Views Regarding Entrepreneurship Form and Students' Views Regarding Entrepreneurship Form were developed by the researchers in order to determine the views of students and teachers. According to the findings of this research; that being self confident, loving problem solving, making use of any kind of scientific knowledge and technological development, using written composition in expressing oneself, dedicating oneself to his/her job, embarking on new projects and tasks easily.

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1. Introduction

The most important developments such as mental, affective, social and moral take place during primary school years (Ercan, 2004; Kuzgun, 1992; Özbay, 2004; Selçuk, 2003; Yılmaz, 2007). Some changes have been made in Primary school (1-8) curriculum basing on constructivist and multiple intelligences approaches between 2004 and 2005. In constructive approach, the learner has an effective role in teaching-learning process (Demirel, 2005). These regulations involve the gains of each lesson as well as some interim disciplines such as prevention from disasters, secure life, developing career awareness and entrepreneurship which teachers should take into consideration and which they should equip students with. Therefore, it is aimed to encourage entrepreneurship and development of creative and analytical thinking skills which are being practiced through formal education. With this aim in mind, it is aimed to determine 4th and 5th grade students and teacher views regarding entrepreneurship.

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1. Method

1.1. Participants

The study group consisted of 249 4th and 5th grade students and 14 teachers at Mehmet Uzelli Primary School, Istiklal Primary School and Mustafa Necati Primary School in 2009-2010 academic year.

1.2. Research Instrument

Student Views about Entrepreneurship Form and Teacher Views about Entrepreneurship Form were developed in order to determine the views of students and teachers about entrepreneurship. These forms consist of five open ended questions to determine their views about entrepreneurship.

1.3. The Analysis of the Data

The answers given to the five open ended questions in the form were combined and gathered under common headings. Frequencies and percentages will be calculated later on.

2. Results (Findings)

2.1. The findings regarding 4th and 5th grade students' views about Entrepreneurship

In this section, you can see the frequency and percentage distributions according to the answers given to the items in the Student Views about Entrepreneurship Form.

Table 1. Frequency And Percentage Distributions Regarding Students' Views About The Main Personal Characteristics Observed In

The Students Who Are Described As Entrepreneurs

Views	f	%
1. Being self-confident.	70	28.11
2. Having leadership characteristics.	52	20.88
3. Being determined.	45	18.07
4. Being strong-willed.	38	15.26
5. Building good relationships with the people.	25	10.04
6. Being farsighted.	19	7.64

As seen in Table 1, 28% of the students mentioned “being self confident” as the most important personal characteristics, whereas 8% of the students mentioned “being farsighted” as the least important characteristics.

Table 2. Frequency And Percentage Distributions Regarding Students' Views About The Behaviours Observed In The Students Who

Are Described As Entrepreneurs

Views	f	%
1. Taking responsibility in class activities.	103	41.37
2. Voicing an opinion about any topic comfortably.	99	39.76
3. Being decisive.	47	18.87

As seen in Table 2, 41% of the students mentioned “taking responsibility in class activities” as the most important personal characteristics, whereas 19% of the students mentioned “being decisive” as the least important characteristics.

Table 3. Frequency And Percentage Distributions Regarding Students' View About The Skills Observed In The Students Who Are

Described As Entrepreneurs

Views	f	%
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1. Loving problem solving.	80	32.13
2. Being curious.	73	29.32
3. Making criticism frequently.	66	26.51
4. Having a lot of imagination.	30	12.04

As seen in Table 3, 32% of the students mentioned “loving problem solving” as the most important personal characteristics, whereas 12% of the students mentioned “having a lot of imagination” as the least important characteristics.

Table 4. Frequency And Percentage Distributions Regarding Students’ Views About The Abilities Observed In The Students Who Are Described As Entrepreneurs

Views	f	%
1. Planning something in mind continuously.	59	23.70
2. Solving problems through new and different ways.	51	20.48
3. Having skills in art.	49	19.68
4. Doing duties on time and efficiently.	38	15.26
5. Being willing to do research about anything.	30	12.05
6. Comprehending issues quickly.	22	8.83

As seen in Table 4, 24% of the students mentioned “planning something in mind continuously” as the most important personal characteristics, whereas 9% of the students mentioned “comprehending issues quickly” as the least important characteristics.

Table 5. Frequency And Percentage Distributions Regarding Students’ Views About The Characteristics To Be Found In The Students Who Are Described As Entrepreneurs

Views	f	%
1. Making use of any kind of scientific knowledge and technological development.	115	46.19
2. Being open to any kind of scientific knowledge and technological development.	88	35.34
3. Generating new things.	46	18.47

As seen in Table 5, 46% of the students mentioned “making use of any kind of scientific knowledge and technological development” as the most important personal characteristics, whereas 19% of the students mentioned “generating new things” as the least important characteristics.

2.2. *The findings regarding 4th and 5th grade teachers’ views about Entrepreneurship*

In this section, you can see the frequency and percentage distributions according to the answers given to the items in the Teacher Views about Entrepreneurship Form.

Table 6. Frequency And Percentage Distributions Regarding Teachers’ Views About The Main Personal Characteristics Observed In The Students Who Are Described As Entrepreneurs

Views	f	%
1. Starting something new without getting fed up.	5	35.71
2. Fulfilling the responsibilities that are taken.	4	28.57
3. Being determined.	3	21.44
4. Having leadership characteristics.	1	7.14
5. Being able to organize easily in different situations.	1	7.14

As seen in Table 6, 36% of the teachers mentioned “starting something new without getting fed up” as the most important personal characteristics, whereas 7% of the teachers mentioned “being able to organize easily in different situations” and “having leadership characteristics” as the least important characteristics.

Table 7. Frequency And Percentage Distributions Regarding Teachers’ Views About The Behaviours Observed In The Students Who Are Described As Entrepreneurs

Views	f	%
1. Trying to gain information about different issues.	6	42.86
2. Finding something that need to be dealt with.	4	28.57
3. Working systematically.	3	21.43
4. Doing more than one thing at a time.	1	7.14

As seen in Table 7, 43% of the teachers mentioned “trying to gain information about different issues” as the most important personal characteristics, whereas 7% of the teachers mentioned “doing more than one thing at a time” as the least important characteristics.

Table 8. Frequency And Percentage Distributions Regarding Teachers’ View About The Skills Observed In The Students Who Are

Described As Entrepreneurs

Views	f	%
1. Using written composition in expressing oneself.	8	57.14
2. Evaluating issues from different perspectives.	4	28.57
3. Playing an active role in individual and group work.	2	14.29

As seen in Table 8, 57% of the teachers mentioned “using written composition in expressing oneself” as the most important personal characteristics, whereas 14% of the teachers mentioned “playing an active role in individual and group work” as the least important characteristics.

Table 9. Frequency And Percentage Distributions Regarding Teachers’ Views About The Abilities Observed In The Students Who

Are Described As Entrepreneurs

Views	f	%
1. Dedicating oneself to his/her job.	10	71.43
2. Being positive.	3	21.43
3. Exhibiting completed assignment and projects.	1	7.14

As seen in Table 9, 71% of the teachers mentioned “dedicating oneself to his/her job” as the most important personal characteristics, whereas 7% of the teachers mentioned “exhibiting completed assignment and projects” as the least important characteristics.

Table 10. Frequency And Percentage Distributions Regarding Teachers’ Views About The Characteristics To Be Found In The

Students Who Are Described As Entrepreneurs

Views	f	%
1. Embarking on new projects and tasks easily.	9	64.29
2. Trying to gain information about the issues from experts.	3	21.43
3. Implementing multi-way strategies.	2	14.28

As seen in Table 10, 64% of the teachers mentioned “embarking on new projects and tasks easily” as the most important personal characteristics, whereas 14% of the students mentioned “implementing multi-way strategies” as the least important characteristics.

All tables should be numbered with Arabic numerals. Headings should be placed above tables, underlined and centred. Leave one line space between the heading and the table. Only horizontal lines should be used within a table, to distinguish the column headings from the body of the table. Tables must be embedded into the text and not supplied separately. All tables should be numbered with Arabic numerals. Headings should be placed above tables, underlined and centred.

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3. Discussion

4th and 5th grade student views regarding entrepreneurship are listed according to preference frequencies as follows: being self confident (n=70), taking responsibility in class activities (n=103), loving problem solving (n=80), planning something in mind continuously (n=50), making use of any kind of scientific knowledge and technological development (n=115). 4th and 5th grade teacher views regarding entrepreneurship are listed according to preference frequencies as follows: starting something new without getting fed up (n=5), trying to gain information about different issues (n=6), using written composition in expressing oneself (n=8), dedicating oneself to his/her job (n=10), embarking on new projects and tasks easily (n=9). The findings that were found; being self confident, taking responsibility in class activities, loving problem solving, planning something in mind continuously, making use of any kind of scientific knowledge and technological development, starting something new without getting fed up, trying to gain information about different issues, dedicating oneself to his/her job, embarking on new projects and tasks easily support the findings of Güney's (2004) study.

4. Conclusion and recommendation

As a result, student and teacher views in terms of entrepreneurship, namely ; being self confident, taking responsibility in class activities, loving problem solving, planning something in mind continuously, making use of any kind of scientific knowledge and technological development, starting something new without getting fed up, trying to gain information about different issues, dedicating oneself to his/her job, embarking on new projects and tasks easily. As a result, it can be said that the views of students and teachers regarding entrepreneurship has a characteristics of strengthening creativity by supporting the independency and autonomy of the views. In line with these results, the following recommendations can be made; some changes can be made in 4th and 5th grade lesson schedules by making use of the findings of this study on teacher and student views regarding entrepreneurship, an interim discipline. The views of parents regarding entrepreneurship can be sought to determine whether they will support the findings of this study or not.

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