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The views of primary school 6th, 7th and 8th 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 6,7,8 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 the findings of this research; that being willing to learn something continuously, making different comments, having the ability to create projects, not giving in quickly, putting social intelligence first, comprehending quickly, being aware of the past and present.

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Introduction

During primary school years, children start forming their ego and become aware of their feelings and emotions, and also develop their moral sense and social relationships (Drefs, 2002; Ercan, 2004; Kuzgun, 1992; Yılmaz, 2007). Therefore, fundamental education process, which constitutes an important part of child's development, should be highly benefited from in order to encourage entrepreneurship and develop his/her creative, critical and analytical thinking skills (Güney, 2004). Entrepreneurship has taken in its place as an interim discipline in primary school (1-8) curriculum. Therefore, in this study, it is aimed to determine 6th, 7th and 8th grade student and teacher views regarding entrepreneurship.

1. Method

1.1. Participants

The study group consisted of 73 6th, 7th and 8th grade students and 26 teachers at Mehmet Ali Eren Primary School and Ozbek Saran Primary School in the 2009-2010 academic year.

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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 the views of 6th, 7th and 8th grade students' views about Entrepreneurship

In this section, you will find 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. Not losing faith in being successful.	25	34.25
2. Having a questioning personality.	20	27.40
3. Allocating time to carrying out research.	11	15.07
4. Being competitive.	9	12.33
5. Comprehending issues quickly.	8	10.95

As seen in Table 1, 34% of the students mentioned “not losing faith in being successful” as the most important personal characteristics, whereas 11% of the students mentioned “comprehending issues quickly” 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. Being willing to learn something continuously.	42	57.53
2. Taking a role in different activities.	25	34.25
3. Being wise and conscious.	6	8.22

As seen in Table 2, 58% of the students mentioned “being willing to learn something continuously” as the most important personal characteristics, whereas 8% of the students mentioned “being wise and conscious” 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	%
1. Being assertive.	35	47.95
2. Having a strong addressing ability.	23	31.51

3. Having good people skills.	15	20.54
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As seen in Table 3, 48% of the students mentioned “being assertive” as the most important personal characteristics, whereas 21% of the students mentioned “having good people skills” 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. Having the ability to create projects.	45	61.64
2. Improving oneself after completing tasks.	28	38.36

As seen in Table 4, 62% of the students mentioned “having the ability to create projects” as the most important personal characteristics, whereas 38% of the students mentioned “improving oneself after completing tasks” 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 different comments.	39	53.43
2. Believing to be successful.	21	28.76
3. Not losing faith in success and reward even when being unsuccessful.	13	17.81

As seen in Table 5, 53% of the students mentioned “making different comments” as the most important personal characteristics, whereas 18% of the students mentioned “not losing faith in success and reward even when being unsuccessful” as the least important characteristics.

2.2. The findings regarding 6th, 7th and 8th grade teachers’ views about their perception of Entrepreneurship

In this section, you will find 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. Having scientific thinking.	11	42.31
2. Enjoying working.	8	30.77
3. Voicing different opinions about issues.	5	19.23
4. Improving oneself continuously.	2	7.69

As seen in Table 6, 42% of the teachers mentioned “having scientific thinking” as the most important personal characteristics, whereas 8% of the teachers mentioned “improving oneself continuously” as the least important characteristics.

Table 7. Frequency And Percentage Distributions Regarding Teachers' Views About The Behaviours Observed In The Students Who

<u>Are Described As Entrepreneurs</u>			
Views		f	%
1. Not giving in quickly.		12	46.15
2. Trying to find answers to the unknown.		9	34.62
3. Preferring generate ideas.		5	19.23

As seen in Table 7, 46% of the teachers mentioned “not giving in quickly” as the most important personal characteristics, whereas 19% of the teachers mentioned “preferring generate ideas” as the least important characteristics.

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

<u>Described As Entrepreneurs</u>			
Views		f	%
1. Putting social intelligence first.		13	50
2. Enjoying experimenting with things.		7	26.92
3. Having the ability to persuade.		6	23.08

As seen in Table 8, 50% of the teachers mentioned “putting social intelligence first” as the most important personal characteristics, whereas 23% of the teachers mentioned “having the ability to persuade” as the least important characteristics.

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

<u>Are Described As Entrepreneurs</u>			
Views		f	%
1. Comprehending quickly.		15	57.69
2. Having the ability to reason.		6	23.08
3. Having the ability to generate projects.		5	19.23

As seen in Table 9, 58% of the teachers mentioned “comprehending quickly” as the most important personal characteristics, whereas 19% of the teachers mentioned “having the ability to generate projects” as the least important characteristics.

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

<u>Students Who Are Described As Entrepreneurs</u>			
Views		f	%
1. Being aware of the past and present.		14	53.85
2. Being universal.		9	34.62
3. Being resolute.		3	11.53

As seen in Table 10, 54% of the teachers mentioned “being aware of the past and present” as the most important personal characteristics, whereas 12% of the students mentioned “being resolute” as the least important characteristics.

5. Discussion

The views of 6th, 7th and 8th grade students regarding entrepreneurship were as follows in terms of preference frequencies: not losing faith in being successful (n=25), being willing to learn something continuously (n=42), being assertive (n=35), having the ability to create projects (n=45), making different comments (n=39). The views of 6th, 7th and 8th grade teachers regarding entrepreneurship were as follows in terms of preference frequencies: having scientific thinking (n=11), not giving in quickly (n=12), putting social

intelligence first (n=13), comprehending quickly (n=15), being aware of the past and present (n=14). The findings supports those of Güney's study (2004); not losing faith in being successful, being willing to learn something continuously, being assertive, having the ability to create projects, making different comments, not giving in quickly.

4. Conclusion and Recommendation

As a result, student and teacher views in terms of entrepreneurship, namely ; not losing faith in being successful, being willing to learn something continuously, being assertive, having the ability to create projects, making different comments, not giving in quickly, may enable an individual to use his/her curiosity and creativity. In line with these results, the following recommendations can be made; the in-class activities can be practised more efficiently by making use of the views of the 6th, 7th and 8th grade students and teachers in the entrepreneurship discipline in their class schedules. The views of parents can be asked and can be analysed whether they will support the findings of this study or not. At the same time the views of students and teachers regarding entrepreneurship can be utilized since they can be supportive of class guidance and psychological counselling gains, particularly for the 6th, 7th and 8th grades in the primary school program.

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