

Nurturing The Entrepreneurial Spirit—Developing Teachers' Economic Knowledge And Entrepreneurial Dispositions

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ABSTRACT

The No Child Left Behind legislation has created an increased focus on K-12 curriculum standards, pedagogy, and teacher knowledge. On component of this shift is an increased focus on personal finance, economic, and entrepreneurial education initiatives. Entrepreneurial education is increasingly more important not only in our economy but also in our educational system. Despite this focus, the perceptions of the classroom teacher—the agents most responsible for the delivery of the entrepreneurial curriculum—have been largely overlooked. For example, how do teachers perceive the role and importance of entrepreneurs? What are the perceptions of teachers with regards to their ability to find adequate curriculum materials? How do teachers feel about their ability to deliver entrepreneurial education? Finally, how do these perceptions change when teachers are exposed to formal entrepreneurial education opportunities? This research examines teacher perceptions of entrepreneurs and entrepreneurship education in the context of the statewide Entrepreneurs in Kentucky pilot program. During that period, over 400 teachers were given formal entrepreneurial education training in workshops around the state, and over 5,000 students were exposed to one or more parts of the program.

Pre- and post-test evaluations of teachers attending these workshops indicate (1) that teacher's perceptions of entrepreneurs were favorable to begin with; (2) that professional development opportunities for teachers significantly improved already positive attitudes toward entrepreneurship and knowledge of economic and entrepreneurial content; and, (3) that teacher's confidence in their ability to deliver entrepreneurial education increased as a result of participating in these professional training opportunities.

INTRODUCTION

One of the key engines of growth in our economic is entrepreneurship (Consortium, 2006). The twenty-first century has been referred to as the "Entrepreneurial Age" with entrepreneurship having "a greater impact on the future economic growth of the United States than any other event in our nation's history" (Sexton and Kasarda, 1992). Economists have even integrated the entrepreneur as the "fourth" factor of production, along with land, capital, and labor (Slavin, 2002; Childress et. al., 1998). As a result, entrepreneurial education is receiving increasing attention at the K-12 levels. The Consortium for Entrepreneurship Education recently released national content standards for entrepreneurship education at the k-12 level as well as addressing the needs of adult learners (Consortium, 2006).

The Kentucky Council on Economic Education is included in this growing national trend with its innovative and comprehensive *Entrepreneurs in Kentucky* program, a Leavey Award winning entrepreneurial curriculum designed for elementary, middle, and high school students in the state of Kentucky. The philosophy behind the *Entrepreneurs in Kentucky* curriculum was to teach about economics, entrepreneurs, and entrepreneurship by studying entrepreneurs who

lived and worked in Kentucky. The core of each curriculum was based on ten lessons dealing with various aspects of entrepreneurial activity. Each lesson included an introduction, a section that helped teachers prepare for the lesson, several interactive teaching activities tied to the lesson, and a section that described ways to “connect” with the community—such as with the use of other curricula, teacher resources, and related web sites. Reproducible black-line activity sheets keyed to the activities were also available for each lesson.

In order to enhance the effectiveness of the program, classroom teachers were exposed to brief professional development sessions to familiarize them with the importance of entrepreneurs and the availability of entrepreneurial materials for their classrooms. As part of the training sessions, many of the teachers were both pre- and post-tested in order to evaluate their perceptions of entrepreneurs and entrepreneurship education. These test instruments form the basis for this study, which examines the effects of the professional development sessions on the teachers’ knowledge of specific economic and entrepreneurial concepts, as well as perceptions and attitudes towards entrepreneurs and entrepreneurship education.

ENTREPRENEURIAL EDUCATION IN THE LITERATURE

Entrepreneurial education has received growing attention in the literature. As for content, Gustafson defined entrepreneurship education as “an ideal context for students to address perennial questions concerning their identity, objectives, hopes, relation to society, and the tension between thought and action.

Entrepreneurship concerns thinking of what we are as persons. Its consideration raises issues at the core of the liberal arts tradition” (Gustafson, 1993). Meanwhile, Kourilsky argues that entrepreneurship education is composed of three major themes: “the

demand for entrepreneurship education, education access to the ‘Make-a-Job’ option and economic growth through job creation” (Kourilsky, 1995). Individuals who are exposed to entrepreneurship concepts have “more opportunity to exercise creative freedoms, higher self-esteem, and an overall greater sense of control over their own lives” (Consortium, 2006).

Initial attempts at entrepreneurial education focused on the job creation theme. The national Junior Achievement program that brought business executives and students together in an attempt to start a student business typifies this approach (Francomano and Lavatt, 1988). A study by the Gallup Organization and the National Center for Research in Economic Education study endorsed this and similar efforts when it found that high school students, the general public, and small business owners and managers thought that schools should increase their emphasis on entrepreneurship and starting a business. However, only twenty-five percent of the high school students surveyed indicated that they had taken a course in business or entrepreneurship in high school. Sixty-nine percent of these students did indicate an interest in starting their own business (Gallup, 1994).

Later, entrepreneurial education shifted its focus to an understanding of the entrepreneur’s role in the broader context of the overall economic system. The National Council on Economic Education’s entrepreneurial curriculum materials *Choices and Changes—You Can Be an Inventor: Human Capital and Entrepreneurship*, along with *Economics, Entrepreneurship, Teaching Strategies*, and *Entrepreneurship in the U.S. Economy* typify efforts in this regard (NCEE). Likewise, leading high-school economics textbooks now include a substantial treatment on the importance of the entrepreneur (Clayton, 2005, Miller, 2005).

Despite these developments, subsequent studies on economic literacy show that many still do not understand the role and importance of the entrepreneur in our economy. Louis Harris & Associates, Inc. conducted *The Standards in Economics Survey* on behalf of the National Council on Economic Education. The survey was designed to evaluate adult and student understanding of knowledge about the U.S. economy, familiarity with basic economic principles, and the importance of entrepreneurship. The results of the study indicated that students and adults lacked a basic understanding of the core economic concepts of scarcity of resources, money, and inflation, with less than half demonstrating knowledge of these terms. Three out of four American adults, compared with three out of five high school students, were aware that a person who starts a business to produce a new product in the marketplace is an entrepreneur. One in four students did not know whether someone who starts a business to produce a new product in the marketplace is a manager, a bureaucrat, or an entrepreneur (Louis Harris & Associates, Inc., 1999).

The rate of progress in economic and entrepreneurial literacy may in part be due to the delivery mechanism. A study dealing specifically with entrepreneurial education indicates that a focus on entrepreneurial awareness in a participatory environment has a positive impact. Specifically, a study by Ball and Beasley determined that participation in entrepreneurship awareness education created a higher awareness of entrepreneurship for both students and teachers. In addition, teachers and students who participated in entrepreneurship awareness education had a “sense of truly enjoying being involved in the program” (Ball and Beasley, 1998).

Other studies have shown that economic education and an understanding of basic entrepreneurial concepts can be made an effective part of the teacher training process: Sosin, Dick, and Riser

found that elementary school teachers who were enrolled in a graduate course that required them to teach economics to elementary level students were more likely to include economics as part of their curriculum. "Students' understanding of economics concepts will increase if teachers and economic educators work together in a concerted, sustained effort" (Sosin, Dick, and Reiser, 1997). The implication from this line of research is that economic and entrepreneurial education can be greatly enhanced by directly involving teachers in the process—as opposed to simply providing curriculum materials for them.

Other studies have lent support to this contention. For example, a recent study by Pierce found that students of teachers who participated in teacher training workshops had significant gains in their understanding of economics. As a result, in-service workshops are an effective method for preparing teachers to teach economics in their classrooms (Pierce, 1982). Even other studies have also supported the belief that teacher in-service training and university courses in economic education have significant effects on teacher knowledge as well as student cognitive learning (Schober, 1982; Hungerford, 1985).

The influences of teacher professional development and university-based courses on implementation of economic education in the K-12 classroom have also been examined. Specifically, Sosin et. al. found that the "continuing support from instructors and sharing of experiences from the classroom help the teachers to find successful instructional strategies, reduce their stress over making changes in their teaching, and generate enthusiasm for teaching economics" (Sosin, Dick, and Reiser, 1997). The overall thrust of these studies indicates that the collaboration between classroom teachers, university

personnel, and members of the business community enhances student learning and bodes well for the future of entrepreneurial education.

The *Entrepreneurs in Kentucky* program was developed in this collaborative tradition—with teachers, university personnel and members of the business community working collectively to implement an effective entrepreneurial education program. As a result, there was every expectation that teachers would respond to the shared experiences, and that students would benefit by having a richer understanding of the importance of the entrepreneur in our economy. The evaluation phase of the curriculum effort, and the focus of this paper, was intended to determine the success of the program, especially with respect to the attitudes and perceptions of teachers, which is a fundamental ingredient to a successful entrepreneurial education program.

THE 'ENTREPRENEURS IN KENTUCKY' CURRICULUM

The *Entrepreneurs in Kentucky* program began as a result of indicated need for curriculum in the area of economics and entrepreneurship. As part of the Kentucky Education Reform Act of 1990, the Kentucky Department of Education instituted global learning goals and in 1998, the Kentucky *Program of Studies* was developed to guide the curriculum being taught in Kentucky schools. The *Program of Studies for Kentucky Schools Grades Primary-12* provides a basis for establishing and/or revising curriculum. It also outlines the minimum content required for all students before graduating from Kentucky high schools. These curricular regulations require all students to receive instruction in the content area of economics. Knowledge of economic and entrepreneurial concepts was included to aid students in making better career and consumer choices. This knowledge is also

viewed as a means to provide student understanding of how investment in human capital can be of benefit to them.

The *Entrepreneurs in Kentucky* curriculum was available at three levels—elementary, middle, and high school—so that a variety of students could be exposed to the material. The lessons were also written so that they would be consistent with Kentucky’s Learning Goals and Academic Expectations, the National Council on Economic Education’s Voluntary National Standards in Economics, and so that they could be taught in an interdisciplinary manner. Each curriculum manual also contains an appendix with profiles of Kentucky entrepreneurs, a video developed by Kentucky Education Television (KET) with 21 entrepreneurial segments, and a pre- and post-test for student assessment purposes.

Professional Development Training: The curriculum was disseminated to teachers throughout the state through enrollment in a graduate distance-learning course and/or attendance at a three-hour professional development workshop. The workshops were scheduled by a professional development coordinator who worked in collaboration with school districts and administrative personnel to determine the school districts’ curriculum needs. If a needs assessment indicated a need in the area of entrepreneurship, a workshop was scheduled for a particular school district or area where teachers from several districts were able to participate.

Following the scheduling, registration, and promotion of the workshop, the actual workshop was based on a hands-on, interactive philosophy. The teachers were provided with a meal of some type, a hardcopy of the curriculum, and then introduced to particular demonstration lessons. The workshops typically had an introductory session with all teachers before they were separated into grade level groupings. In

each of the groups, elementary, middle, and high school, the teachers were provided with demonstrations of at least one lesson from their particular grade level. The various components of the curriculum were also discussed, and at least one video—for example, the “Sanders Museum and Café” which deals with the beginnings of Kentucky Fried Chicken under Colonel Harlan Sanders—was shown. Participants were provided with hands-on activities in which they were exposed not only to the terminology, but also given an opportunity for application of the concept or idea.

The Survey Population: The key participants in this study were teachers from throughout the state of Kentucky representing high school, middle school, and intermediate teaching grade levels. Their teaching area was most often in a social studies related area, however forty-three percent indicated that their primary teaching area was outside of the social studies discipline.

The participants had varying degrees of economic preparation with nineteen percent having no formal preparation, fifteen percent taking weekend or evening economic education workshops, seven percent had taken summer workshops in economic education, fourteen percent had a three hour college principles of economic class, and thirty-one percent had more than three college credit hours of economics classes. The teachers also had an average of five to ten years of teaching experience with an education level of at least a bachelor’s degree, and thirty percent having a master’s degree.

Regardless of previous economic knowledge, all teachers received training from either the three-hour professional development workshop strand of the program, or the graduate-level distance learning course. The teachers were given a questionnaire before they participated in the training portion of the program; the teachers

subsequently completed the questionnaire again in a post-test format when the training was completed.

The Evaluation Instrument: The data used in the study were derived from the evaluation instrument distributed to teacher participants. The instrument had a section for demographic information, ten bi-polar adjective questions regarding attitude towards entrepreneurs, entrepreneurship, teaching and curriculum materials, as well as ten multiple-choice questions assessing teacher knowledge of economic content.

Questions number one through ten were designed using a bi-polar adjective format which is a variant of the semantic differential test design. Questions number one through five addressed teacher attitude towards entrepreneurs and entrepreneurship; questions six through ten focus on teaching and curriculum materials. Questions eleven through twenty were multiple-choice questions addressing the fundamental economic concepts contained in the curriculum which are based on economic education content standards developed by the National Council on Economic Education. The questions also represented the three cognitive areas of knowledge, comprehension, and application from Bloom's taxonomy (Bloom, 1956).

ANALYSIS OF RESULTS

One hundred fifty-four pre-training questionnaires and one hundred forty-four post-training questionnaires were collected, scored, and entered into a spreadsheet for analysis. Because the pre- and post-test sample sizes varied, the t-test statistic was computed using a pooled estimate of population standard deviation. The following t-statistic which compensates for uneven samples was used to test the hypothesis about two means:

$$t = \frac{(\bar{X}_1 - \bar{X}_2) - (u_1 - u_2)}{s^* \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}, \quad \text{where } s^* = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}},$$

where \bar{X} is the pre/post-test mean, u_1 is the pretest population mean, u_2 is the post-test population mean, s_1 is the pretest variance, s_2 is the post-test variance, n_1 is the pretest population size, and n_2 is the post-test population size. The n for the pre- and post tests were different as some teachers would arrive too late to take the pre-test, while other would leave before the post-test could be completed. This test was used to test the hypothesis that there was no significant difference between the pre- and post-training means for each question on the instrument. The results of the statistical analysis are shown in Tables 1, 2, and 3—with eighteen of the questions showing improved results that were significant at the 99% significance level (See Table 1).

The results for the first five questions, shown in Table 1, focused on teacher perceptions of entrepreneurs and entrepreneurship. The responses to question one were very favorable initially—so much so that significant improvement may have been difficult to achieve. Even so, the mean score improved, although the improvement was not statistically significant. Questions number two through five, however, showed improvements that were significant at the 99% level. Specifically, question two dealt with the teachers' perceptions of their own entrepreneurial ability, while question three dealt with perceptions of entrepreneurial activity in their state. Question four dealt with perceptions of the availability of entrepreneurial opportunities the state, and question number five dealt with the

teachers' ability to provide examples of entrepreneurship in the state (See Table 2).

The second set of questions, shown in Table 2, analyzed teachers' perceptions of entrepreneurship teaching and curriculum materials. Overall, the t-test statistic indicated that—as a result of the professional development training—teachers felt significantly more confident about their ability to deliver entrepreneurial education. Specifically, the scores on questions six, seven, and eight indicate that teachers felt much more confident about the availability, and of their efforts to find, entrepreneurship education materials. The results for questions nine and ten showed that teachers felt more qualified to teach a curriculum on entrepreneurs, and that they looked forward to teaching a unit on entrepreneurial ability. The scores for each of the five questions in this section were found to have improvements that were statistically significant at the 99% level (See Table 3).

The final portion of the analysis, shown in Table 3, indicated that teachers scored significantly higher on nine of the ten questions related to economic and entrepreneurial content. These questions were different from the first ten in that they were in a multiple-choice format to better assess the teacher's knowledge of various economic concepts. As a result, the scores for each of the questions reflect the percent of respondents that got the question correct during both the pre- and post-tests. To illustrate, 96.6% of the respondents correctly identified entrepreneurs as being "risk-takers who are in business in order to make a profit" (see question 11). While this is a remarkably high percentage, all of the respondents got the question correct on the post-test, which reflects an improvement significant at the 99% significance level.

The scores for all but one of the content questions in Table 3 showed significant improvements at the 99% level. Question number fourteen focused on the concept of the proprietorship as the form of business organization that poses the most risk to the owner. The results indicate that this topic possibly was not clearly explained, did not have enough emphasis in the training, or that the question was poorly specified in the first place. The content assessed included concepts such as the forms of business organization (proprietorship, partnership, and corporation), a general description of the entrepreneur and the entrepreneurial work environment, the role of the profit motive, the nature of productive resources, the role of the entrepreneur in the community, primary motivations of the entrepreneur, characteristics of the market economy, and the effect of the forces of supply and demand. In general, the topics in questions 11-20 were most closely associated with the *Entrepreneurs in Kentucky* curriculum, Kentucky's Learning Goals and Academic Expectations, and the National Council on Economic Education's *Voluntary National Standards*. The fact that the improvements were so significant for all but one of the questions indicates that teachers did, in fact, improve their knowledge of key economic and entrepreneurial concepts.

CONCLUSION

The purpose of this study was to analyze the impact of the teacher professional development component of the *Entrepreneurs in Kentucky* curriculum program. The results of the analysis indicate that the program had significant beneficial effects on teacher participants' perceptions of the entrepreneur and his or her role in the economy as evidenced by improved scores on nine of the first ten questions, which were significant at the 99 percent level. The results also show that teachers improved their understanding of key economic and

entrepreneurial concepts—with improved scores on nine of the last ten content questions that were also significant at the 99 percent level.

Overall, this research indicates that teachers who participated in the *Entrepreneurs in Kentucky* training program had more confidence in their own entrepreneurial abilities; were more knowledgeable with regard to the availability of quality curriculum materials; were more confident of their ability to find these materials; and had increased positive attitudes about their own qualifications with regard to teaching an entrepreneurial curriculum. These results are both consistent with, and extend the current findings of, the entrepreneurial education literature.

The entrepreneur is a vital component in our economy, and entrepreneurship education is playing an increasingly important part of national and state curriculum guidelines (Consortium, 2006). The results of the study support the strong interest in, and need for, professional teacher development workshops in economic and entrepreneurial education. The improvement in positive attitudes found in this study bode well for the long-term success of the *Entrepreneurs in Kentucky* curriculum program in particular, and entrepreneurial education in general.

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Table 1
Teacher Attitudes Toward Entrepreneurs and Entrepreneurship Questions 1-5

Question	Mean Score Pre/ Post-Training
1. I would describe my attitude towards entrepreneurs as being _____. VERY FAVORABLE 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 VERY UNFAVORABLE	pre: 1.97 post: 1.94
2. I consider myself to have _____ entrepreneurial ability. A GREAT DEAL OF 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 VERY LITTLE	pre: 4.00 post: 3.23**
3. When it comes to <i>current</i> entrepreneurial activity in the state, Kentucky is _____ other states. WAY BEHIND 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 WAY AHEAD OF	pre: 3.93 post: 4.83**
4. I believe that there are currently a(n) _____ number of entrepreneurial opportunities in Kentucky. ENORMOUS 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 LIMITED	pre: 3.13 post: 2.25**
5. Right now I could supply _____ examples of entrepreneurship in Kentucky. VERY FEW 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 NUMEROUS	pre: 3.43 post: 5.58**

**=99%
significance level

Table 2
Entrepreneurial and Economic Teaching and Curriculum Materials Questions 6-10

Question	Mean Score Pre/ Post-Training
6. To the best of my knowledge, quality curriculum materials for public school entrepreneurial curriculums are _____. READILY AVAILABLE 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 DIFFICULT TO FIND	pre: 4.86 post: 2.99**
7. I am _____ with internet or web site locations regarding entrepreneurship. UNFAMILIAR 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 VERY FAMILIAR	pre: 2.31 post: 4.50**
8. At the current time, I feel _____ my ability to find quality curriculum materials on entrepreneurship. CONFIDENT OF 1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 GENERALLY UNCOMFORTABLE WITH	pre: 4.73 post: 2.92**
9. I feel that I am currently _____ to teach a curriculum on entrepreneurs. HIGHLY QUALIFIED 1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 GENERALLY UNQUALIFIED	pre: 5.13 post: 3.09**
10. Given my current training, I _____ teaching a unit(s) on entrepreneurial ability. DREAD 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 LOOK FORWARD TO	pre: 4.68 post: 5.78**

**=99% significance level

Table 3
Knowledge of Economic and Entrepreneurial Content Questions 11-20

Question	Mean Score Pre/Post-Training
11. Which of the following best describes an entrepreneur?	pre: 96.6 post: 100.0**
12. The entrepreneur receives ___ as the reward for his/her activities.	pre: 88.0 post: 97.6**
13. The three main forms of business organization are ___.	pre: 60.5 post: 71.8**
14. The form of business organization that poses the most risk to the entrepreneur is the ___.	pre: 41.3 post: 40.0
15. The entrepreneur can be thought of as ___.	pre: 50.7 post: 65.9**
16. The entrepreneur typically ___.	pre: 94.6 post: 97.6**
17. Entrepreneurs are found most often in ___.	pre: 95.3 post: 96.5**
18. Someone who organizes and combines factors of production in hope of earning a profit is a(n) ___.	pre: 81.2 post: 94.1**
19. In a market economy prices for goods and services are established and regulated by ___.	pre: 91.3 post: 96.5**
20. The motivation that drives entrepreneurial activity is ___.	pre: 85.2 post: 90.6**

(**=99% significance level)*

Teacher Survey

Directions: For each of the questions below, pick a numerical response, or a letter answer, that best fits the question.

I. Entrepreneurs and Entrepreneurship:

1. I would describe my attitude towards entrepreneurs as being _____ .
VERY FAVORABLE 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 VERY UNFAVORABLE
2. I consider myself to have _____ entrepreneurial ability.
A GREAT DEAL OF 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 VERY LITTLE
3. When it comes to *current* entrepreneurial activity in the state, Kentucky is _____ other states.
WAY BEHIND 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 WAY AHEAD OF
4. I believe that there are currently a(n) _____ number of entrepreneurial opportunities in Kentucky.
ENORMOUS 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 LIMITED
5. Right now I could supply _____ examples of entrepreneurship in Kentucky.
VERY FEW 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 NUMEROUS

II. Teaching and Curriculum Materials:

6. To the best of my knowledge, quality curriculum materials for public school entrepreneurial curriculums are _____ .
READILY AVAILABLE 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 DIFFICULT TO FIND

7. I am _____ with internet or web site locations regarding entrepreneurship.
UNFAMILIAR 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 VERY FAMILIAR
8. At the current time, I feel _____ my ability to find quality curriculum materials on entrepreneurship.
CONFIDENT OF 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 GENERALLY UNCOMFORTABLE WITH
9. I feel that I am currently _____ to teach a curriculum on entrepreneurs.
HIGHLY QUALIFIED 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 GENERALLY UNQUALIFIED
10. Given my current training, I _____ teaching a unit(s) on entrepreneurial ability.
DREAD 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 LOOK FORWARD TO

III. Economic Concepts:

11. Which of the following statements best describes the entrepreneur?
- a) Entrepreneurs normally work for large businesses.
 - b) Entrepreneurs are professional “white collar” workers who typically earn large salaries.
 - c) Entrepreneurs are risk-takers who are in business in order to make a profit.
 - d) Entrepreneurs make huge profits in the stock market and by lending money to others.
12. The entrepreneur receives _____ as the reward for his or her productive activities.
- a) salary
 - b) profits
 - c) wages
 - d) interest and dividends

13. The three main forms of business organization are the _____, _____, and _____.
a) corporation, franchise, partnership
b) franchise, partnership, proprietorship
c) partnership, entrepreneurship, corporation
d) corporation, partnership, proprietorship
14. The form of business organization that poses the *most* risk to the owner is the
a) proprietorship. b) corporation.
c) cooperative. d) entrepreneurship.
15. The entrepreneur can be thought of as
a) one of the factors of production that includes natural, human, and capital resources. b) a form of business organization.
c) a type of “middleman” who makes money by buying and selling.
d) a person in our economy with one of the best jobs or occupations.
16. The entrepreneur typically
a) works in a comfortable, air conditioned environment.
b) works relatively short workweeks and has a great deal of spare time.
c) works long hours, which often leaves little time for recreation and other activities.
d) works outdoors in activities such as forestry and agriculture.
17. Entrepreneurs are found most often in
a) service industries like banking, education, and tourism.
b) industries with large manufacturing plants and facilities.
c) natural resource industries like ranching and mining.
d) all industries, regardless of size or the product produced.

**3. Primary Teaching Area,
Current:**

- Social Studies
- History
- Political Science
- Business Studies or related
- Other, please describe:

4. Formal Economics Preparation:

workshop(s)

Education

Economics” class

economics classes

- None
- Weekend or evening Economic Education
- 2-5 week summer workshop in Economic
- 3 hour college “Principles of
- More than 3 college credit hours of
- Other, please describe:

5. Full-time Teaching Experience:

describe_____

- less than one full year
- 1-4 years
- 5-10 years
- 11-20 years
- 21 years and over
- Other, please

6. Business/Economics Classes Standard "Principles of Economics"
course

Previously Taught: Consumer economics
 Accounting or bookkeeping
 Typing, office equipment
 Other, please describe:

7. Educational Level: Bachelor's degree in:

Master's degree in:

Rank I

Rank II

Ed.D.

Other, please describe:

8. Gender: Male

Female