A STUDY TO DETERMINE THE LEVEL OF ENTREPRENEURSHIP BEING TAUGHT AT HIGH SCHOOLS IN THE STATE OF MONTANA

by

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ABSTRACT

The primary purpose of the study was to determine the level of entrepreneurship being taught at high schools in the state of Montana. The population selection included social studies teachers, vocational education teachers and administrators from the four classifications of public high schools. The sample size was 216 educators from 72 public high schools. Data were gathered through a literature review and survey instrument.

The main conclusions of this study were: (1) Montana educators stated that entrepreneurship is a valuable addition to the curriculum; (2) it should be integrated within other courses in the vocational education area; (3) awareness and skills should be taught principally at the high school level; and (4) the majority of schools are not teaching entrepreneurship at all due to time and funding restraints as well as state graduation requirements.

Recommendations to Montana educators were to: (1) develop and implement entrepreneurial units for each elementary grade level; (2) begin a campaign to promote entrepreneurship concepts in Montana high schools; (3) continue entrepreneurship integration at the high school level; and (4) provide training to Montana educators to increase their comfort level of teaching entrepreneurship.

CHAPTER I

INTRODUCTION

> America's most valuable economic resource lies in the knowledge, skills, and attitudes of our work force--present and future. Entrepreneurship education is a vehicle for vocational education that brings new prospects and challenges as we compete for our global economic position in the twenty-first century. Whether vocational graduates become entrepreneurs or merely more knowledgeable employees does not matter; both outcomes are important to the future economic success of this nation. (Ashmore in Kent, 1990)

Entrepreneurship education is a trend that began in the 1980's and continues to grow in the 1990's. Awareness of entrepreneurship and its relationship to the economy is an issue that must be addressed throughout all curriculum areas and grade levels. Entrepreneur skills may be integrated into current course curriculum or taught as a specific course. The aim is to provide better prepared students for stronger small business capabilities tomorrow. (Kuratko and LaFollette, 1986)

Statement of the Problem

The major purpose of this study was to determine the level of entrepreneurship being taught at high schools in the state of Montana.

Questions to be Answered

1. What level of entrepreneurship is being taught in Montana high schools?
2. Which teachers are teaching entrepreneurship? Economics? Business? History?
3. Is entrepreneurship being taught as a specific course or is it integrated within other courses?
4. What high school courses include entrepreneurship in their curriculum? Agriculture? Government? Marketing?
5. How important do teachers and administrators feel entrepreneurship is in their curriculum?

Need for the Study

Entrepreneur education is being implemented nationwide in both secondary and post-secondary institutions. Numerous articles suggest that entrepreneur courses would have an impact on reducing business failures. (Williams, 1986; Clodfelter, 1985; Steward & Boyd, 1989) Small business makes up 90-99% of all businesses nationwide, and they have an approximate increase of 600,000 new businesses each year as well as providing two-thirds of all new job hires. The downside of this issue is that 50% of all new businesses fail within the first year and 60-80% fail within the first five years. (Policies Commission for Business and Economic Education, 1987)

The majority of researchers indicate that these failures can be pinpointed to two factors--lack of management skills and inexperience. Inexperience can only be changed by actual business exposure but a controversy remains on education

of entrepreneur skills. Authors tend to feel that entrepreneur awareness needs to be implemented at the elementary and secondary levels. The debate continues on the instruction of entrepreneur skills. Studies show a discrepancy in the amount of education entrepreneurs possess. The National Federation of Independent Business shows that 34% possessed a bachelor's degree while the Center for Entrepreneurial Management, Inc. indicates 80%. The NFIB supporters feel that future entrepreneurs will only be exposed to entrepreneur skills in high school while the CEM, Inc. followers feel they will be exposed to them at the post-secondary level. The question remains, at what level is entrepreneurship being taught at high schools in Montana?

Terminology

The following terminology is given to aid the reader of the study.

Business failure: the closure of a business causing a loss of at least one creditor. (SBA)

Business start: for enumeration purposes, a business with a name or similar designation that did not exist in the prior time period. (SBA)

Entrepreneur: one who organizes and directs a business undertaking assuming the risk for the sake of profit. (Webster's New 20th Century Dictionary)

High school: the school division following the elementary school, comprising most often grades 9 to 12 or grades 7 to 12 and sometimes including grade 13 & 14. (Dictionary of Education)

Small business: depending on the industry or issue being studied, definitions of small business may vary from those having fewer than 100 employees to those having fewer than 500 employees. A more detailed employment breakdown also used is as follows: under 20 employees, very small; 20-99, small; 100-499, medium sized; and over 500, large. (Office of Management and Budget)

Limitations of the Study

The researcher limited her study to high schools in Montana, specifically social studies and vocational education teachers and administrators. The social studies area includes economics, government, history, and sociology while vocational education includes agriculture, business, health occupations, home economics, industrial, and marketing. Calvin A. Kent, in his book "Entrepreneurship Education" (1990), indicates the social studies and vocational education areas are the two areas where entrepreneurship is most frequently included in the curriculum. The purpose of surveying these categories is as follows. Entrepreneurship is a topic that is currently integrated into the high school curriculum in a variety of courses. Teachers in the above areas are responsible for selecting the curriculum of classes and the classes taught. It is therefore necessary to survey individuals in all of the above areas to determine an accurate measurement of the level of entrepreneurship being taught in Montana high schools.

Organization of the Study

This research project is organized into five chapters. Chapter I shows the statement of the problem, questions to be answered, the need for the study, the definition of terms, the limitations of the study, and the organization of the paper.

Chapter II presents a review of literature relating to this study. Chapter II is divided into the following areas:

1. Entrepreneurial Definitions
2. Small Business and Impact on the Economy
3. Small Business Failure
4. Entrepreneurship Education

Chapter III is a review of the procedures used in completing this paper. This chapter covers the sources of data, design of the instrument, time line, and participant selection.

Chapter IV contains the results of the study. Findings of the questionnaire are presented and analyzed.

Chapter V summarizes the study. Included are the conclusions drawn from the study and the author's recommendations resulting from the completion of the study.

Summary

Entrepreneurship has a variety of definitions. Regardless of the definition individuals feel is most appropriate, all feel that entrepreneurship education is a necessary addition to the curriculum of the nineties.

> To create an entrepreneurial society in this nation, an environment is institutionalized and woven into the country's future landscape. Clearly, not all will become entrepreneurs, just as everyone who takes a science or fine arts course does not become a scientist or artist. Nonetheless, every member of our society needs to understand the process of entrepreneurship and how wealth is created. (Ronstadt in Kent, 1990)

If students are to succeed in today's society, they must be knowledgeable about entrepreneurship and its relationship and impact on the economy.

CHAPTER II

RELATED LITERATURE

Introduction

> Entrepreneurs can be equated with heffalumps as they were introduced in Winnie-the-Pooh stories decades ago, no one has been able to precisely describe them or state with certainty what they are but they are known for what they do, for they are both large and important. So it is with the entrepreneur. No one has precisely defined what the entrepreneur is, but even so, the contributions of entrepreneurs to the material well-being of humankind are both great and important. (Kent, 1990)

Who is an entrepreneur? What does an entrepreneur do? Are entrepreneurs born and not made? These questions are addressed in journals and books, but authors are unable to arrive at a concrete definition for an entrepreneur.

Entrepreneurial Definitions

Individuals have tried to define entrepreneurship and entrepreneurs since the early 1800's. This section presents a collection of definitions on those two terms. Robert C. Ronstadt included the following definitions in his book, Entrepreneurship: Text, Cases and Notes (1984).

Jean Baptiste Say (1803)

> "(an entrepreneur) to succeed, he must have judgment, perseverance, and a knowledge of the world as well as of business. He must possess the art of superintendence and administration."

Richard T. Ely and Ralph H. Hess (1893)

> "Economists have consequently resorted to the French language for a word to designate the person or group of persons who assume the task and responsibility of combining the factors of production into a business organization and keeping this organization in operation. They are called entrepreneurs, or enterprisers. The entrepreneur has been called a 'captain of industry,' for he commands the industrial forces, and upon him rests the responsibility for their success or failure."

Frederick Lavington (1922)

> "In modern times the entrepreneur assumes many forms. He may be a private business man, a partnership, a joint stock company, a cooperative society, a municipality or similar body."

Joseph Schumpeter (1934)

> ". . .the function of entrepreneurs is to reform or revolutionize the pattern of production by exploiting an invention or, more generally, an untried technological possibility for producing a new commodity or producing an old one in a new way, by opening up a new source of supply of materials or a new outlet for products, by reorganizing an industry and so on."

Arthur Cole (1959)

> ". . .the purposeful activity (including an integrated sequence of decisions) of an individual or group of associated individuals, undertaken to initiate, maintain, or aggrandize a profit-oriented business unit for the production or distribution of economic goods and services."

Alfred Chandler (1962)

> "The executives who actually allocate available resources are then the key men in any enterprise. Because of their critical role in the modern economy, they will be defined in this study as entrepreneurs. In contrast, those who coordinate, appraise, and plan within the means allocated to them will be termed managers. So entrepreneurial decisions and actions will refer to those which effect the allocation or reallocation of resources for the enterprise as a whole, and operating decisions and actions will refer to those which are carried out by using the resources already allocated."

William Baumol (1968)

> "The entrepreneur (whether or not he is in fact also doubles as a manager) has a different function. It is his job to locate his new ideas and to put them into effect. He must lead, perhaps even inspire; he cannot allow things to get into a rut and for him today's practice is never good enough for tomorrow."

Orvis Collins and David G. Moore (1970)

> "The independent entrepreneur is a man who has created out of nothing an ongoing enterprise."

Peter F. Drucker (1974)

> "The specific job of entrepreneurship in business enterprise is to make today's business capable of making the future, of making itself into a different business. It is the specific job of entrepreneurship in the going business to enable today's already existing--especially today's already successful--business to remain existing and to remain successful in the future."

Karl Vesper (1980)

> "The entrepreneur's role can be drawn in many forms and tends to appear different from different perspectives."

Robert C. Ronstadt also gave his definition in his 1984 book.

> "Entrepreneurship is the dynamic process of creating incremental wealth. This wealth is created by individuals who assume the major risks in terms of equity, time, and/or career commitment of providing value for some product or service. The product or service itself may or may not be new or unique but value must somehow be infused by the entrepreneur by securing and allocating the necessary skills and resources."

Peter F. Drucker (1985) in his book Innovation and Entrepreneurship states his views on entrepreneurs and their characteristics.

> "But not every new small business is entrepreneurial or represents entrepreneurship."
>
> "Admittedly, all new small businesses have many factors in common. But to be entrepreneurial, an enterprise has to have special characteristics over and above being new and small. Indeed, entrepreneurs are a minority among new businesses. They create something new, something different; they change or transmute values."
>
> "But everyone who can face up to decision making can learn to be an entrepreneur and to behave entrepreneurially. Entrepreneurship, then, is behavior rather than personality trait. And its foundation lies in concept and theory rather than in intuition."
>
> Entrepreneurs see change as the norm and as healthy. Usually, they do not bring about the change themselves. But--and this defines entrepreneur and entrepreneurship--the entrepreneur always searches for change, responds to it, and exploits it as an opportunity."

Francis W. Rushing (1990) in Calvin A. Kent's book, Entrepreneurship Education: Current Developments, Future Directions, Rushing in his chapter on "Entrepreneurship and Education" gives his definition.

> "The entrepreneur is an individual who deals with uncertainty and generates innovation. He or she has acquired, through birth, education, and/or experience, the decision-making skills to take advantage of his or her unique insight into new information generated in the system."

The definitions of entrepreneur and entrepreneurship have gradually changed over the last two centuries. Some feel that the entrepreneur has innate abilities and others feel that they can be taught. Some feel that an entrepreneur is an individual who starts any small business while others believe it is an individual who is pursuing something that has never been tried before. The description is indeed as elusive as it was with the heffalumps introduced in Winnie-the-Pooh stories years ago. For the purposes of this study we will use the definition found in Webster's New 20th Century Dictionary: "one who organizes and directs a business undertaking assuming the risk for the sake of profit."

Small Business and Impact on the Economy

Small businesses in the United States currently represent the bulk of the American economy. In 1988, Ashmore reported small businesses will grow by 9.8 million new small non-farm businesses by the year 2000 and 16 million new jobs will be created by 1995. The United States Small Business

Administration estimated that 20.1 million returns were filed in 1989 and that fewer than 7,000 of those returns would qualify as large business. (SBA, 1990) Mariotte (1987), Blockhus (1985), and Pitman (1988) state the Fortune 500 jobs have continually shrunk over the last 15 years and that small companies are creating the new jobs.

Ronstadt (1984) wrote the following:

> "All these contributions and much more make entrepreneurs our most precious resource. . . for in the end they determine, more than any other group or asset, the quantity and quality of other resources that are utilized to fuel our economy, generate productivity, and insulate our currency from other non-wealth creating activities. And whether these latter activities are for military expenditures to protect our freedoms, or welfare payments to protect the less fortunate, or cultural contributions to fund the arts, or any other "non-wealth" creating expenditure, the magnitude and growth of such expenditures are financed ultimately by entrepreneurs."

The United States Small Business Administration concludes in its 1990 report of the President to the Congress that "small businesses continue to play an important role in the economy, generating innovations, employment, and income in times of both economic expansion and contraction . . . small business dominated industries continued to create new jobs at a faster rate than the industries dominated by their larger counterparts.

Small Business Failure

Since small business is the backbone of the American economy, it concerns many individuals that the failure rate of small business is very high.

Fiber (1986) and Simpson (1988) report that of all new businesses established 50% fail within the first year and Butler (1987) reports three to five fail within the first five years while Williams (1986) reports as much as an 80% failure rate during that same time period.

This leads us to the concern of why the majority of small businesses fail within the first five years. Drucker (1985) indicates that failure is not necessarily bad. Many times failure is a result of things the entrepreneur can control but quite often it represents a change in the values and perceptions of the consumer. Drucker feels that failure can quite often be transformed into an innovation. The best response to failure is to look for an innovative way to turn it into an unexpected success.

What changes can the entrepreneur make that may affect chances of business survival. Lack of management skills, lack of business skills, inexperience, inadequate planning, and lack of capital are cited in various studies as being reasons for failure. The two that consistently appeared in the studies were lack of management skills and inexperience. (Williams, 1986; Clodfelter, 1985; Van Hook, 1987; Steward & Boyd, 1989) Inexperience can only be changed by experience; therefore the issue that concerns many researchers is education. They feel that education can help alleviate many of the above reasons for failure. Ashmore (1988) reports that the idea of educating entrepreneurs is new, and that its time is now.

Statistics show a large discrepancy on entrepreneurial education. Barry Van Hook (1987) reports that the Center for Entrepreneurial Management, Inc. conducted a survey and found 80% of entrepreneurs having a bachelor's degree while the National Federation of Independent Business reports a low of 34% with a bachelor's degree. A controversy then arises out of these two sets of statistics. One group feels that many of the skills entrepreneurs need to be successful are innate qualities and that no amount of education will guarantee the success of the business. Others feel that education plays an important role in the success of an enterprise. Vesper found in his 1990 survey that "the high correlation to success was those with experience and education (taken to mean 1-2 years of college)."

Entrepreneurship Education

The United States Department of Education's policy is to encourage that entrepreneurship is be included as an integral part of the educational process. (Steward and Boyd, 1989) The majority of authors concur with that statement; however, there is a controversy on what should be taught and at what educational level. Those authors also concur that entrepreneurship awareness needs to be integrated into the curriculum throughout all grade levels. The education of entrepreneurship skills at the high school level continues to be controversial. Barry Van Hook addresses this issue in Business Educational Forum, April 1987. He refers to the Center for

Entrepreneurial Management, Inc. study that reports the majority of entrepreneurs are well educated. Van Hook feel that "recent high school graduates are extremely unlikely candidates for entrepreneurial activities." and that "high school students are a long way--financially and experientially--from the time when they will be able to pursue such a career." He concludes his article with the following statement.

> "Entrepreneurship can and, perhaps, should be taught at the secondary level, but only if such a curriculum is patterned after the career awareness or career exploration models. To know that opportunities exist when one becomes ready is a valuable piece of knowledge. To possess the ability to monitor trends and changes in the world around us and to identify ideas and potential opportunities is a valuable skill. It is upon knowledge and skills such as these that a high school course in entrepreneurship should be structured, not upon the highly specific, technical, and often superficial techniques of starting and managing a small business enterprise."

Ashmore (1988) supports the opposite view. She referred to the 1985 recommendation of the National Commission of Jobs and Small Business. "every state should review the educational offerings of its schools--in particular its vocational programs in secondary schools and community colleges--to make available training in business creation."

The Policies Commission for Business and Economic Education supports the previous recommendation in their 1987 statement to business educators. "We believe that a greater emphasis must be placed in the business education curriculum on the development of knowledge and the specialized skills necessary to establish and manage a business.

Recognizing the need for widespread entrepreneurship education and integrating it into the curriculum at appropriate levels will contribute to both individuals and businesses alike. "Young people who understand the realities of business ownership often make better employees because they appreciate the commitment the owner has made." (Schwammberger, 1987)

Summary

In summary, entrepreneurship education is in a period of rapid development. It began at the post-secondary level and is now beginning to take hold throughout all educational levels from elementary to post-secondary. Much more needs to be done to recognize that entrepreneurship education can and should be integrated into a variety of curriculum areas. Educational systems need to develop curriculum that will include entrepreneurship awareness and skills addressing the needs of their community and surrounding area. Individuals and businesses will benefit from increased understanding of the risks faced in business. Entrepreneurship education can be a major contributor to an improved entrepreneurial economy.

CHAPTER III

PROCEDURES

Introduction

The major purpose of this study was to determine the level of entrepreneurship being taught in high schools in the state of Montana.

Chapter III will examine the following areas: 1) source of data, 2) construction of the survey instrument, 3) time line for data collection, and 4) participant selection.

Sources of Data

Data for this research paper was collected in two ways. Reference materials from Montana State University, Renne Library, provided the sources for related literature including books, reference articles, and journal articles. The related literature suggests that entrepreneurship is a necessary addition to the curriculum of the nineties. The majority of authors feel entrepreneurship awareness should be taught in all levels of education from elementary through post-secondary, but authors are in disagreement concerning the level where entrepreneurship skills should first be introduced in our educational system.

Data collected from the survey instrument will be used to analyze the level that entrepreneurship is being taught in public high schools in Montana. The sample was a stratified random sample consisting of social studies teachers, vocational education teachers, and administrators from the four classifications of public high schools.

Data Instrument

A survey instrument was used for this study (see Appendix). The review of literature provided the basis for the content of the survey form.

The survey form was sent to all public high school teachers--social studies and vocational education areas--and administrators in the state of Montana. The instrument contained questions relating to the following areas:

1. The level of entrepreneurship taught in Montana public high schools.
2. The curriculum areas of teachers teaching entrepreneurship.
3. The placement of entrepreneurship within the current curriculum and whether it is integrated within other courses or set up as a specific course.
4. The importance of entrepreneurship in the curriculum to teachers and administrators.

The initial survey instrument was reviewed by the researcher's advisor, Dr. Norman Millikin, College of Business, Montana State University. The survey instrument was also examined by the business education graduate students in Research in Business Education during the summer of 1991. Upon completion,

the instrument was tested on social studies teachers, vocational education teachers, and administrators at Laurel High School, Laurel, MT. Final revisions were made with the approval of Dr. Norman Millikin.

Time Line

July 1991 . . . . . Completion of instrument

March 1992 . . . . . Pilot survey

July 1992 . . . . . Final approval

October 1992 . . . . . Mail survey & cover letter

November 1992 . . . . . Follow-up survey

December 1992 . . . . . Data analysis

July 1993 . . . . . Final report completed

Participant Selection

For the purposes of this study the population consisted of public high school social studies teachers, vocational education teachers, and administrators in the state of Montana. The population included teachers and administrators from 171 public schools across the state of Montana. Two teachers and one administrator from 72 of the public schools were involved in this study. The researcher obtained a list of public schools from the Office of Public Instruction in Helena, MT. The sample population was randomly selected from seven AA schools, twelve A schools, twenty-three B schools, and thirty C schools in the state, and the researcher randomly selected teachers

and administrators from within those school systems. Surveys were mailed to the sample population in October 1992, and the researcher planned for a minimum return rate of 55% for AA schools, 55% for A schools, 55% for B schools, and 33% for C schools. Of the 216 questionnaires mailed, 153 were returned which resulted in an overall 71% return rate.

Summary

Chapter III addresses the issue of the level of entrepreneurship being taught at high schools in the state of Montana. The survey instrument consisted of questions relating to this issue and was reviewed by Dr. Norman Millikin and business education graduate students during the summer of 1991. A pilot was conducted at Laurel High School in Laurel, MT to test the validity of the questions, and Dr. Norman Millikin gave final approval before the survey was sent to the sample population.

Participants of the sample will be selected via a stratified random sampling of public high school social studies teachers, vocational education teachers, and administrators in the state of Montana.

CHAPTER 4

FINDINGS OF THE SURVEY

Introduction

Questionnaires sent to educators of 72 randomly selected public high schools across the state of Montana were used to collect data for this survey. The researcher mailed surveys to secretaries of those schools who in turn distributed them to one social studies teacher, one vocational education teacher, and one administrator who would most likely complete and return the questionnaire.

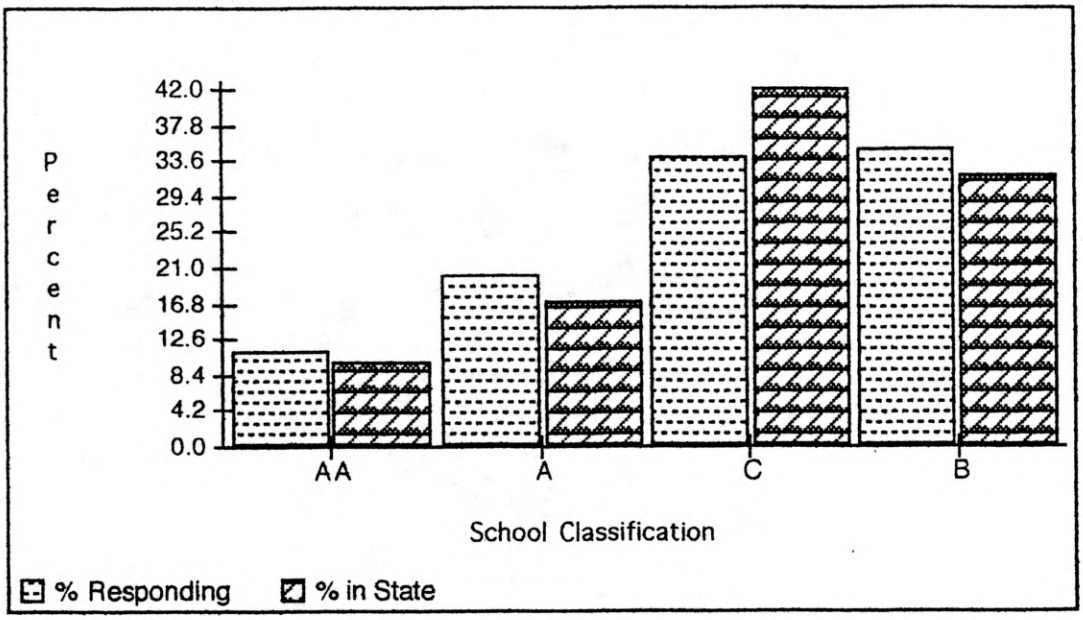
The researcher established a minimum return rate of 55% for AA, A, and B school classifications and 33% for C school classifications. All minimum return rates were exceeded with a return of 81% for AA, 86% for A, 77% for B, and 58% for C. Of the 216 questionnaires mailed, 153 were returned which resulted in an overall 71% return rate.

Data

Initial survey questions provided a background school classification, current curriculum area and position within the school, as well as experience in

Figure 1

Responses By School Classification



Since the percentage of responses from each school classification is comparable to the percentage of schools within that same classification state-wide, the responses are representative of the general population.

Figure 3

Responses By Position Within Each Area

Social Studies		Vocational Education		Administrator	
Economics	0.0%	Health Occupations	0.0%	Other	2.5%
Sociology	0.0%	Other	3.6%	Vice-Principal	12.5%
Government	9.1%	Marketing	5.5%	Superintendent	27.5%
Other	18.2%	Agriculture	14.5%	Principal	57.5%
History	72.7%	Home Economics	16.4%		
		Industrial/Tech.	25.5%		
		Business	34.5%		

Within each of the three areas, history, business, and the principal returned the greatest number of responses. History returned 73% of the surveys in that area. This could be a result of a small schools employing a single social studies teacher which is the "history" teacher.

Table 1

Years Experience

	Teacher	Administrator	TOTAL
1-5 years	13%	14%	27%
6-10 years	10%	6%	16%
more than 10 years	46%	10%	56%

The majority of respondents holding teacher positions had more than ten years experience while the majority of administrator respondents had 1-5 years. Overall, the majority had more than ten years experience. Respondents had a great amount of experience in education and should have knowledge of how entrepreneurship is taught within the curriculum and within their schools.

Table 4

Should Entrepreneurship Be Taught As A Specific Class?

	AA	A	B	C
Disagree	35%	35%	45%	49%
Slightly Disagree	41%	35%	33%	29%
Slightly Agree	12%	10%	8%	14%
Agree	12%	20%	14%	8%

As expected the majority of all classifications (77%) disagreed or slightly disagreed that entrepreneurship be taught as a specific class. Once again, this may be a reflection of educators being realistic about the odds of offering a specific class due to a state graduation requirements and funding.

Table 5

Should Entrepreneurship Awareness Be Emphasized?

	AA	A	B	C
Disagree	0%	3%	4%	0%
Slightly Disagree	0%	7%	4%	8%
Slightly Agree	47%	30%	50%	54%
Agree	53%	60%	42%	38%

Ninety-three percent of the respondents slightly agreed or agreed that awareness be emphasized with B and C school classifications strongly favoring this.

While current literature indicated that all authors felt awareness must be implemented at the elementary and secondary levels, the majority of Montana respondents to this survey indicated that they preferred it primarily at the high school level and secondly at the post-secondary level.

Nationwide entrepreneurial enthusiasts continue debating whether skills should be introduced and taught at the high school or post-secondary level. Montana educators seem to favor teaching it at the high school level (39%) while a few (6%) favor teaching it at the post-secondary level. This may reflect the importance of receiving this education while in high school since many Montanans operate small business without the benefit of a post-secondary education.

Table 9

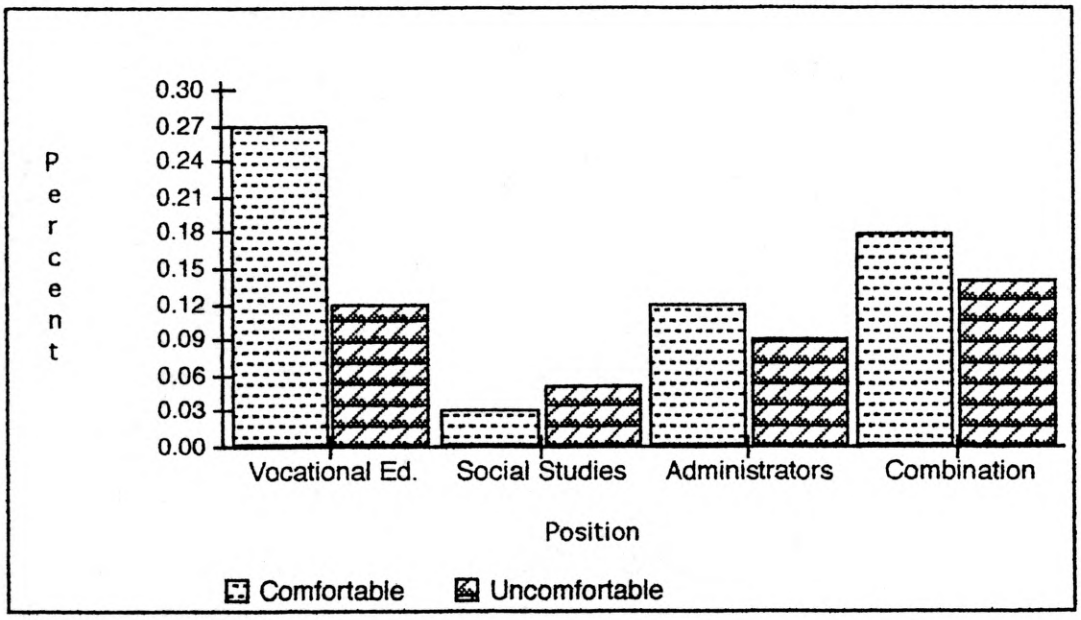
Breakdown By Position of Which Position Should Teach Entrepreneurship

	S. S. Teachers	Voc. Ed. Teachers	Admin.	Comb. of Positions
Social Studies	3%	5%	5%	13%
Vocational Ed.	1%	20%	14%	9%
Combination	3%	12%	6%	9%

When breaking down by which area should teach entrepreneurship, the numbers change slightly. Vocational teachers and administrators strongly (34%) felt that vocational education is the curriculum area in which to place entrepreneurship. Social studies teachers and those in a combination of positions (16%) felt that the social studies curriculum is the appropriate area. Social studies and the vocational education areas felt that their own area should teach entrepreneurship. Administrators felt entrepreneurship courses should be included in the vocational area.

Figure 6

How Comfortable Would Educators Be
Teaching Entrepreneurship By Curriculum Area

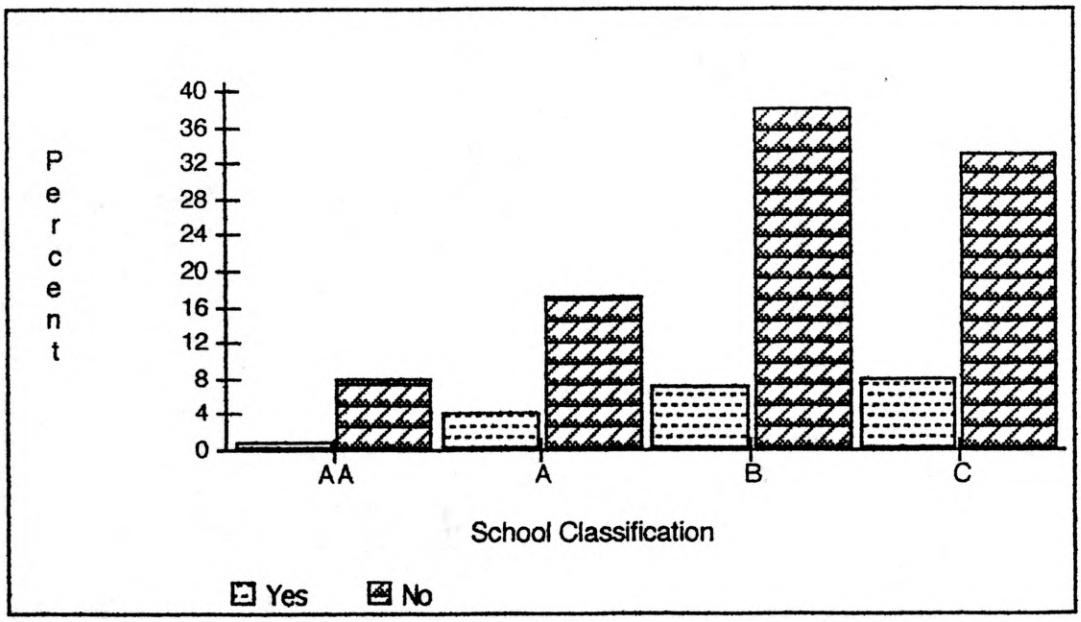


Vocational educators were by far more comfortable teaching an entrepreneurship course followed by those in a combination of positions. This could possibly be explained since the majority of respondents currently teaching an entrepreneurship course are in the vocational education curriculum.

Figure 7 indicates that schools within Montana are not offering entrepreneurship within their curriculum and Table 10 reflects a variety of reasons indicating why entrepreneurship is not offered. Funding and state requirements restricting students ability to pursue electives were the most common reasons why entrepreneurship is not offered.

Figure 8

Is Your School Planning To Offer An Entrepreneurship Course Soon?



Eighty-three percent of the schools are not planning on offering a course in the near future. Six percent hope to offer one within a year and eleven percent within 2-3 years. Out of that 17%, 13% are within the B and C school classification.

Table 13

In Which Courses Is Entrepreneurship Integrated?

	AA	A	B	C
Economics	8%	8%	4%	4%
Government	6%	2%	4%	10%
History	2%	0%	2%	6%
Sociology	2%	0%	0%	2%
Agriculture	4%	2%	12%	8%
Business Education	10%	6%	12%	18%
Health Occupations	0%	0%	0%	2%
Home Economics	6%	10%	12%	10%
Industrial/Technical	6%	10%	6%	10%
Marketing	14%	6%	2%	2%
Other	2%	0%	0%	0%

Within each school system entrepreneurship is integrated in a number of course offerings. Half of all respondents integrating entrepreneurship, integrate it within the business curriculum. Home economics, agriculture, economics, government, industrial/technology, and marketing are also areas which consistently address entrepreneurship within their curriculum.

Class B schools spent the greatest percentage of time --37%-- followed by Class C with 27%.

Table 16

Length Of Specific Entrepreneurship Course

	Total	AA	A	B	C
One quarter	0%	0%	0%	0%	0%
One semester	71%	29%	21%	21%	0%
Two semesters	29%	7%	14%	0%	7%

Most schools (71%) teaching entrepreneurship as a specific course taught it for one semester. These schools were all from the AA, A, and B school classifications. While no C school taught entrepreneurship as a semester course, one taught it as a two semester course.

Entrepreneurship taught as a specific course took on a variety of names: Marketing, Creative Foods, Fabric Arts, Business Ed, General Business, Economics, Consumer Ed, Sales, Business Management, Entrepreneurship, Junior Achievement, DECA, Vo-Ag IV, and Project Home Ec. Marketing was indicated 28% of the time.

Table 19

Number of Years Entrepreneurship Has Been Offered

	Total	AA	A	B	C
1 year	18%	0%	12%	6%	0%
2-3 years	29%	6%	6%	12%	6%
4-5 years	18%	6%	6%	6%	0%
More than 5 years	35%	0%	18%	18%	0%

While entrepreneurship has been taught in Montana schools for more than 5 years by 35% of the respondents, 65% have taught it for five or fewer years. This seems to indicate that the courses are fairly new.

Table 20

Are More Students Enrolled In Entrepreneurship Courses Than When The Course Was First Implemented?

	Total	AA	A	B	C
Yes: 1-10 students	10%	0%	0%	10%	0%
Yes: 11-20 students	10%	0%	5%	5%	0%
Yes: 21-40 students	10%	10%	0%	0%	0%
Yes: 40+ students	5%	0%	5%	0%	0%
No	65%	20%	25%	15%	5%

The majority of respondents (65%) do not have more students enrolled now than they did when the course was first implemented.

Many schools once again cited more restrictive state requirements for graduates as a cause of this. State requirements for graduation and entrance requirements to colleges limit the number of elective courses a high school student is able to take. As indicated by a sampling of comments, respondents

Our school has been having some committee meetings to establish or integrate some entrepreneurship in existing classes. Suggestions: Home Ec.-Foods utilize apples and plums in area for jams to be sold; computer class, Kinko type services; shop-welding livestock gates feeders. We hope to establish a program and implement it 93-94.

Entrepreneurship does have its place in the public school curriculum, but in smaller schools it becomes more difficult to implement with smaller staffs and smaller budgets. Therefore, it should be incorporated with the core curriculum whenever possible in the smaller schools. Larger schools with larger staffs and larger budgets could offer it as a separate class.

Time would not yet allow for this course--elective courses are now competing for a very few students.

Money is the biggest problem in our school system. Starting a new class would be great--but because of our financial situation not very realistic.

Entrepreneurship is taught primarily in marketing education. Due to the college prep mandatory courses with the enrollment has declined from 5 courses 15 years ago to 1 class presently.

Business department may be doing things I am not aware of. Schools should do much more but cannot. Like the rest of society, schools are being pulled apart by special interest groups demanding parts of school time, energy, and financial resources.

We already have to many courses for the average student to master in high school as it is. If a student is business minded or oriented he/she will get the proper training in college or vo-tech. Every courses added in high school at this point cuts into basic education.

Most entrepreneurship skills are taught within entire school curriculum. At a time when elective course offerings are declining it would be more feasible to continue incorporating these skills into existing classes.

teachers. While teachers generally felt that their curriculum area should teach entrepreneurship, administrators firmly felt it should be included in the vocational area. While showing stronger preferences in certain areas, administrators were not basically different than teachers in their feelings regarding entrepreneurship.

While educators indicated entrepreneurship was valuable to the curriculum, they were not teaching entrepreneurship and were unlikely to do so in the near future due to lack of time, funding, and restrictive state requirements for graduation.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to determine the level of entrepreneurship being taught at the high school level in the state of Montana.

To achieve this purpose questionnaires were administered to 216 social studies teachers, vocational education teachers, and administrators. An overall return rate of 71% was attained. Responses from these questionnaires were tabulated and analyzed in Chapter 4.

Conclusions

The research findings led to the following conclusions:

1. Respondents favored teaching entrepreneurship within the curriculum and stated that it is a valuable addition to the curriculum.
2. Respondents favored integrating entrepreneurship within classes currently taught rather than teaching it as a specific course.
3. Respondents support teaching awareness and skills principally at the high school level.
4. Business education and economics were favored specific areas for teaching entrepreneurship with vocational education the overall favorite.
5. Respondents were fairly evenly split on ease with teaching entrepreneurship with slightly more being comfortable.

6. Only twenty-five percent of respondents currently offer entrepreneurship in their school as either an integrated or specific course.

7. Funding and state requirements were primary reasons for not offering entrepreneurship.

8. Eighty-three percent of schools are not planning on offering an entrepreneurship course in the near future.

9. Although educators received their training to teach entrepreneurship in a variety of ways, workshops were the most prevalent.

10. Entrepreneurship is primarily integrated with half of all respondents integrating in the business education curriculum.

11. Fifty-two percent of respondents integrate within one course while forty-three integrate within 2-3 courses.

12. Approximately one-fourth of respondents reported spending more than four weeks in integrated courses while one-fifth spent one week and an additional one-fifth spent two weeks.

13. The majority of schools teaching entrepreneurship as a specific course teach it for one semester.

14. Entrepreneurship is taught under a variety of course titles with "marketing" being prevalent.

15. When taught as a specific course, 53% taught it 2-3 times daily and 42% once a day.

16. Entrepreneurship class size was determined by school size with larger schools having greater number of students and smaller schools having fewer.

17. Entrepreneurship has been taught in many schools for a long period of time (5 or more years) but these courses have fewer students now than when the course was first implemented.

Recommendations

Based on the previous conclusions and the review of literature, the writer makes the following recommendations:

1. Entrepreneurship awareness and its relationship to the economy must be addressed throughout all curriculum areas and grade levels. Montana schools should develop and implement entrepreneurial units for each elementary grade level.

2. Entrepreneurship skills should continue to be taught at the high school level whether integrated within the curriculum or as a specific course. A campaign should be implemented to present Montana educators with the importance of entrepreneurship and how well entrepreneurial concepts can mesh with concepts currently taught in many curriculum areas.

3. Entrepreneurial research indicates that entrepreneurship courses would have an impact on reducing business failure. Business failure can be pinpointed to lack of management skills and inexperience. Based on the review of literature and the results of this survey, Montana high schools should continue integrating entrepreneurship within courses currently offered within the curriculum.

4. Workshops and seminars providing training for educators is imperative if Montana educators are to feel comfortable teaching entrepreneurship. If educators are comfortable teaching entrepreneurship, they would be more inclined to include it in their curriculum.

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APPENDIX

JOLIET PUBLIC SCHOOLS
DISTRICT NO. 7, CARBON COUNTY
JOLIET, MONTANA 59041

October 22, 1992

BELGRADE HIGH SCHOOL
SECRETARY
P O BOX 166
BELGRADE, MT 59714

Greetings:

I am completing requirements for the Master of Science in Business Education at Montana State University and am conducting a study on the level of entrepreneurship being taught in Montana high schools. As secretary of your school, you are in a position to select individuals within your school to participate in this study, and I need your help.

Would you please choose **one teacher** from each of the following areas:

social studies--economics, government, history, sociology

vocational education--agriculture, business education, health occupations, home economics, industrial / technology education, marketing

and **one administrator** (principal, vice principal, or superintendent) and distribute the enclosed packets to them. The packets contain a survey instrument and a self-addressed stamped envelope for return. It would certainly help if you select those who are most likely to complete the survey.

Thank you for your help. Your time and effort are really appreciated.

Sincerely,

Karen Bell

JOLIET PUBLIC SCHOOLS
DISTRICT NO. [illegible] CARBON COUNTY
JOLIET, MONTANA 59041

October 22, 1992

Dear Fellow Educator:

I am completing requirements for the masters program in Business Education at Montana State University. My professional paper is a study to determine the level of entrepreneurship being taught in Montana high schools. I am surveying social studies and vocational education teachers since these areas will more than likely be the areas where entrepreneurship is taught. I am also asking administrators to participate as they have a direct influence on whether entrepreneurship is included in the curriculum.

As a teacher, I realize how valuable your time is. This instrument will be used to gather data necessary for analysis and should take approximately 15 minutes of your time to complete. You are being asked to participate by filling out and returning the enclosed questionnaire. Your participation is essential to the success of this study.

The self-addressed stamped return envelope is encoded. This is merely a way of tracing the return of materials and will not be used to identify resultant data.

Please return to me by November 6. Thank you, your time and effort are really appreciated.

Sincerely,

Karen Bell

QUESTIONNAIRE

Purpose Statement

This questionnaire will be used to determine the level of entrepreneurship being taught in Montana high schools.

Directions

Please place a check mark (√) on the appropriate line and answer the questions that apply to your school.

1. What is the classification of your school?

   _____ AA
   _____ A
   _____ B
   _____ C

2. What is your position within the school?

   _____ Social studies teacher

   If you indicated social studies, check the appropriate area.

   _____ Economics
   _____ Government
   _____ History
   _____ Sociology
   _____ Other _____ (Please specify)

   _____ Vocational education teacher

   If you indicated vocational education, check the appropriate area.

   _____ Agriculture
   _____ Business education
   _____ Health occupations
   _____ Home economics
   _____ Industrial / technology education
   _____ Marketing
   _____ Other _____ (Please specify)

   _____ Administrator

   If you indicated administrator, check the appropriate area.

   _____ Principal
   _____ Vice Principal
   _____ Superintendent
   _____ Other _____ (Please specify)

3. If a teacher, how many years have you taught?

   _____ 1-5 years
   _____ 6-10 years
   _____ more than 10 years

OVER ⇨

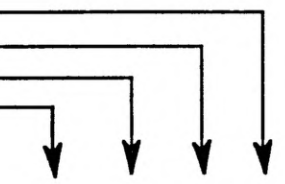
4. If an administrator, how many years have you been in administration?

_____ 1-5 years
_____ 6-10 years
_____ more than 10 years

*** *** *** *** *** *** *** *** *** *** *** *** ***

Please use the following scale to indicate your level of agreement / disagreement with the following statements.

A = "Agree"
SA = "Slightly Agree"
SD = "Slightly Disagree"
D = "Disagree"



		D	SD	SA	A
5.	Entrepreneurship should be taught within Montana high schools.	—	—	—	—
6.	If taught, entrepreneurship should be integrated into classes already taught.	—	—	—	—
7.	If taught, entrepreneurship should be taught as a specific class.	—	—	—	—
8.	If taught, entrepreneurship awareness should be emphasized.	—	—	—	—
9.	If taught, entrepreneurship skills should be emphasized.	—	—	—	—

Please place a check mark (√) on the appropriate line and answer the questions that apply to your school.

10. If taught, at what level should entrepreneurship awareness be taught? (Check all that apply)

_____ Elementary
_____ High School
_____ Post-secondary (all education after high school)

11. If taught, at what level should entrepreneurship skills be taught? (Check all that apply)

_____ Elementary
_____ High School
_____ Post-secondary (all education after high school)

12. Which curriculum area should teach entrepreneurship? (Check only one)

_____ Social studies

If you indicated social studies, which class should it be taught in? (Check only one)

_____ Economics
_____ Government
_____ History
_____ Sociology
_____ Other _____ (Please specify)

_____ Vocational education

If you indicated vocational education, which class should it be taught in? (Check only one)

_____ Agriculture
_____ Business education
_____ Health occupations
_____ Home economics
_____ Industrial / technology education
_____ Marketing
_____ Other _____ (Please specify)

13. How comfortable would you be teaching a class on entrepreneurship?

_____ Very comfortable
_____ Somewhat comfortable
_____ Somewhat uncomfortable
_____ Very uncomfortable

14. Is entrepreneurship presently offered in your high school?

_____ YES (If yes, go to Question 17)
_____ NO (If no, go to Question 15 and 16)

15. If your answer to Question No. 14 was NO, why isn't entrepreneurship presently offered in your high school? (Please check all that apply)

_____ A. No qualified teachers available to teach entrepreneurship in the school
_____ B. Lack of student interest
_____ C. Lack of teacher interest and support
_____ D. Lack of administrative interest and support
_____ E. Lack of community interest and support
_____ F. Other _____ (Please specify)

16. If you do not have an entrepreneurship course, are you planning to include this in your course offerings in the near future?

_____ YES If yes, when
_____ 1 year
_____ 2-3 years
_____ 4 or more years

_____ NO

IF YOU ANSWERED QUESTION 16, PLEASE TURN TO THE LAST PAGE TO MAKE COMMENTS.

OVER ⇨

17. If you are teaching an entrepreneurship course, where did you receive your training? (Please check all that apply.)

_____ College courses
_____ Workshops
_____ Seminars
_____ Experience as an entrepreneur
_____ Experience in the business world
_____ Self-taught
_____ No training

18. What is your curriculum offering in entrepreneurship?

_____ Integrated within other courses (answer questions 19-21)
_____ Taught as as specific course (answer questions 22-27)
_____ Both of the above (answer questions 19-27)

19. If integrated within other courses, please check which courses.

_____ A. Economics
_____ B. Government
_____ C. History
_____ D. Sociology
_____ E. Agriculture
_____ F. Business education
_____ G. Health occupations
_____ H. Home economics
_____ I. Industrial / technical education
_____ J. Marketing
_____ K. Other _____ (Please specify)

20. If integrated within other courses, in how many courses is entrepreneurship taught in your curriculum area each day?

_____ One course
_____ Two or three courses
_____ Four or more courses

21. If integrated within other courses, what is the amount of time spent teaching entrepreneurship?

_____ One day
_____ One week
_____ Two weeks
_____ Three weeks
_____ Four weeks
_____ More than four weeks _____ (Please specify)

22. If taught as a specific course, what is the length of that course?

_____ One quarter
_____ One semester
_____ Two semesters

23. What is the name of that specific course?

24. If taught in more than one period, what is the number of periods entrepreneurship is taught in your curriculum area each day?

_____ One period
_____ Two or three periods
_____ Four or more periods

25. How many total students are currently enrolled in entrepreneurship courses?

_____ 0-10 students
_____ 11-20 students
_____ 21-40 students
_____ more than 40

26. How many years have you offered an entrepreneurship course?

_____ 1 year
_____ 2-3 years
_____ 4-5 years
_____ more than 5 years

27. Are more students enrolled now than when the class was first implemented?

_____ YES If yes, how many more? _____ 1-10 students
_____ 11-20 students
_____ 21-40 students
_____ more than 40

_____ NO

Comments

Please provide any comments or suggestions regarding teaching entrepreneurship in the public schools.

If you would like a copy of the survey results mailed to you, please include your name and address below:

_____

_____

_____

THANK YOU FOR YOUR HELP!