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Effects of entrepreneurial education for elementary and
junior high school students

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The main research question in this paper is “How does contact with entrepreneurial activity affect the sprouting of children's entrepreneurship?”. In order to reveal this question, this study verified three propositions. First, entrepreneurial education for elementary and junior high school affects their forming of entrepreneurial learning. Second, entrepreneurial education for elementary and junior high school affects their self-efficacy. Third, entrepreneurial education for elementary and junior high school affect their career planning.

First, this study conducted interview surveys to two firms which conduct entrepreneurial education program in Okinawa and Prof. Osumi in Ryukyu University. They showed that keeping student motivation highly and understanding effect of their parent are very important.

Based on the interview, this study conducted three programs about entrepreneurship and innovation. The first program takes 2 hour and create an idea from regional issues. After attendance, conducted questionnaire and analyzed results including posters they wrote. As a result, students improved their aspiration of entrepreneurial activity. Considering evaluation of their posters, it found that there are differences in the degree of efforts among participants who are motivated to start a business.

The second program attended 21 first-year junior high school students for a total of 6 lessons. Compared to the first course, student set the goal of their dream as a motivation for creating ideas and defined the requirements for the dream by back-casting. In addition, they created a business plan. A questionnaire was conducted before and after the course, and an interview was conducted at the last time. As these results, this study could not find any change in self-efficacy, but found a process of being aware of our own abilities and reconsidering our own career planning under the influence of facilitator, parents and other students. It found that their aspiration for entrepreneurial activities improved. If the outcome variable was the discovery of business opportunities, students got

entrepreneurial learning. However, since it is a different process from previous studies, it is necessary to verify these differences and consistency in the future.

The third course was held for 14 groups consisting of elementary and junior high school students and their parents. Participants set a vision for their area, defined requirements, and created ideas to achieve them. The results found that not only did the participants become more motivated to start a business, but the advice of the facilitator also influenced their career planning.

As these results, the propositions about entrepreneurial learning and career planning are true. The proposition about self-efficacy is not true, but students were aware of students own abilities under the influence of facilitator, parents and other students. It found that three courses in this study influenced aspiration of entrepreneurial activity, emergence of entrepreneurial learning, career planning and being aware of students own abilities