



AHEAD OF WHAT'S NEXT.

High School Juniors' Views on Free Enterprise and Entrepreneurship: A National Survey

Report Prepared for:  **Junior Achievement[®]**



August 29, 2011



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Background & Objectives

- Junior Achievement and the National Chamber Foundation believe that the solution to the current national economic instability lies in the principles of a free enterprise system and entrepreneurship. However, exactly what the U.S. population, particularly high school students, understands about the basic tenets and benefits of a free enterprise system or entrepreneurship remains unclear.
- In an effort to better understand where these knowledge gaps exist, Junior Achievement, in partnership with the National Chamber Foundation, commissioned Harris Interactive to research high school juniors' understanding of the free enterprise system and entrepreneurship, and how those systems impact job creation.
- Junior Achievement and the National Chamber Foundation will use the results so that they, along with other education-related organizations, can take appropriate steps to educate students about the free enterprise system and entrepreneurship and the critical role they play in economic recovery.



Methodology

- This survey was conducted online within the United States by Harris Interactive on behalf of Junior Achievement and the National Chamber Foundation from July 11 - August 1, 2011.
- Surveys were conducted among 2,213 U.S. high school juniors who were 16-17 years old. Sample was drawn from the Harris Poll Online (HPOL) panel and from one of Harris Interactive's approved sample providers.
- Data were weighted to be representative of the U.S. high school juniors population using targets obtained from the U.S. Census. Figures for sex, race/ethnicity, region, parental education, and school location were weighted where necessary to bring them into line with their actual proportions in the population.
- All sample surveys and polls, whether or not they use probability sampling, are subject to multiple sources of error which are most often not possible to quantify or estimate, including sampling error, coverage error, error associated with nonresponse, error associated with question wording and response options, and post-survey weighting and adjustments. Therefore, Harris Interactive avoids the words "margin of error" as they are misleading. All that can be calculated are different possible sampling errors with different probabilities for pure, unweighted, random samples with 100% response rates. These are only theoretical because no published polls come close to this ideal.



Key Takeaways

- **Juniors are interested in entrepreneurship.** The majority of juniors are interested in starting or owning their own business someday and are also interested in taking classes on entrepreneurship.
- **Instruction on entrepreneurship, free enterprise, and capitalism is important.** Juniors believe that it is important for high school students to be taught about the concepts of entrepreneurship, free enterprise, and capitalism in school. Education on these topics also impacts the level of understanding of these concepts, although not everyone has access.
- **Juniors are concerned about the economic outlook.** Almost all juniors are worried about being able to get a good job when they finish school and many believe that the job market will be somewhat or very bad.
- **Juniors believe that entrepreneurship and free enterprise have a central role in job creation.** Most juniors believe that people who start their own businesses help to create jobs and are drivers of growth for the U.S. economy. The majority also agree that the best economic system for creating jobs is the free enterprise system.

Major Findings – Knowledge and Education

- **High school juniors believe it is important that high school students are taught about entrepreneurship, free enterprise and capitalism in school.**
 - Nine in ten (91%) believe it is important that students are taught about entrepreneurship, including 41% who believe it is absolutely essential.
 - Nine in ten (90%) believe it is important students are taught about free enterprise, including 41% who believe it is absolutely essential.
 - Nine in ten (90%) believe it is important that students are taught about capitalism, including 46% who believe it is absolutely essential.
- **Around six in ten juniors have been taught about entrepreneurship or free enterprise at school.**
 - More than one-half of juniors (56%) have been taught about entrepreneurship or starting or owning a business, either during a class at school (45%), a school organization or program (13%), or an organization or program outside of school (7%).
 - Six in ten juniors (63%) have been taught about free enterprise, either during a school class (57%), a school organization or program (7%), or an organization or program outside of school (4%).
- **Nearly two-thirds of juniors are interested in taking a class on entrepreneurship.**



Major Findings – Knowledge and Education (continued)

- **High school juniors’ knowledge of key economic and business concepts varies. Most say they know about entrepreneurship and can define the term, but knowledge about capitalism or free enterprise is less widespread.**
 - Eight in ten (84%) juniors say they know a great deal/some about the term “entrepreneur”, and 93% select the correct definition.
 - Six in ten (59%) say they know a great deal/some about free enterprise, and 67% select the correct definition.
 - Seven in ten (71%) say they know a great deal/some about capitalism, but fewer are able to correctly identify the definition for this term (62%).



Major Findings – Views on Entrepreneurship

- **High school juniors believe that entrepreneurs play an important role in job creation and American success.**
 - 95% agree that people starting their own businesses helps to create jobs.
 - 93% agree that the freedom to start one's own business contributes to the success of America.
 - 89% believe that encouraging people to start their own businesses to produce new products or services in the marketplace is important for creating more jobs in the U.S.
 - 84% agree that people who start their own business are the drivers of growth for the U.S. economy.
 - 77% agree that starting one's own business is the best way to create new ideas or products.

- **Juniors also acknowledge the risk that is taken on by entrepreneurs and the sacrifices they make in starting their own businesses.**
 - 73% agree that starting one's own business is risky and often does not succeed.
 - 72% agree that those who start their own businesses have little time for themselves because of their business demands.

- **Juniors are more divided when asked if entrepreneurs make more money than those who work for other people.**
 - Nearly half (46%) disagree that individuals who start their own businesses have a greater chance of becoming rich than people who work for already existing businesses, while 54% agree with this view.



Major Findings – Views on Free Enterprise

- **A majority of students have a positive view of capitalism and even more have a positive view of free enterprise.**
 - Seven in ten juniors (70%) say that they have a very/somewhat positive view of capitalism (after being provided a definition).
 - Eight in ten (84%) say that they have a very/somewhat positive view of free enterprise (after being provided a definition).

- **High school juniors believe that free enterprise plays an important role in job creation and economic growth.**
 - Three-quarters (74%) agree that the best economic system for creating jobs is the free enterprise system.
 - Two-thirds (65%) agree that the free enterprise system is the best way to increase the standard of living for everyone.
 - Almost nine in ten (87%) agree that the free enterprise system encourages the development of new technologies.



Major Findings – Views on Government Regulation

- **The majority of juniors support limited government regulation for businesses and profits.**
 - 84% think that allowing private business to operate competitively for profit with limited government regulation is absolutely essential or somewhat important for creating more jobs.
 - 77% agree that competition among business is the best form of consumer protection.
 - 74% agree that prices should be set by supply and demand in markets free from government control.
 - 72% disagree that the amount of profit made by a business should be regulated by the government.
- **However, students feel that there are certain situations, such as protecting employees and jobs, where government involvement is important.**
 - 82% agree that government laws and regulations are important to protect employees and jobs.
 - 80% believe that it is absolutely essential or somewhat important for job creation in the U.S. that there are government programs to provide training to people.



Major Findings – Views on Government Regulation (continued)

- **Juniors are more divided on the role that government should play regarding big business and the U.S. economy.**
 - 56% agree and 44% disagree that government should step in and save the businesses that are “too important to fail” than to let them go out of business.
 - 54% agree and 46% disagree that our most important industries should be closely regulated by government.
 - 47% agree and 53% disagree that the government should play a larger role in U.S. economic affairs.
 - 44% agree and 56% disagree that when a business gets big, it should be regulated by the government.



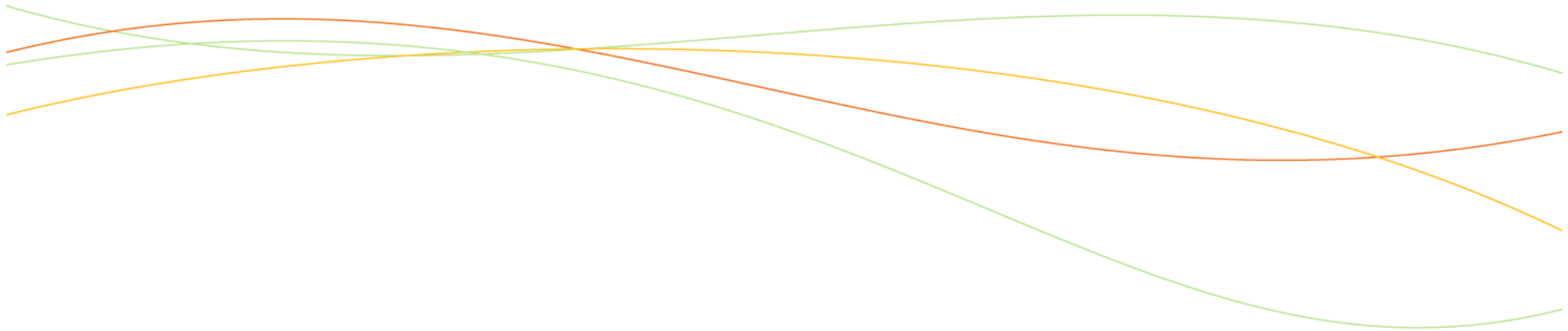
Major Findings – Being an Entrepreneur

- **One in seven juniors (15%) has experience in starting their own business.**
- **Six in ten juniors (64%) are interested in starting or owning their own business someday.**
 - Students who are interested in starting or owning their own business are more likely than others to have someone in their family who is an entrepreneur (54% vs. 39%).
 - They are less likely to view starting their own business as risky (69% vs. 79%), but they are more likely to worry “a lot” about being able to find a good job (36% vs. 27%).
 - Two in ten (19%) students who are interested in starting their own business have started their own business at some point.
- **Juniors believe that being skilled with managing money, communication, and time management are more important qualities for a successful entrepreneur. Having a college education is not seen by juniors as being an essential tool for becoming a successful entrepreneur.**
 - The main characteristics that juniors believe are absolutely essential for someone to be successful in starting or owning his or her own business are being good at managing money (83%), being able to communicate effectively with others (80%), being able to manage time effectively (74%), and being able to plan for the future (74%).
 - Juniors are less likely to place as much importance on having a college education (38%), getting on-the-job training by working for an entrepreneur (27%), liking to be the first to try new things (26%), or knowing someone who has started their own business (17%).



Major Findings – Student Concerns about the Economy & Job Market

- **Seven in ten high school juniors believe that the economy will either stay the same or get worse in the coming year, and nine in ten are concerned about their job prospects after they finish school.**
 - Three in ten juniors (29%) believe that the economy will improve in the coming year, but most believe that the economy will either stay the same (46%) or get worse (25%).
 - Juniors' concerns about the economy extend to their somewhat pessimistic feelings about the job market.
 - Half of juniors (47%) believe that the job market will be somewhat/very bad when they finish school, compared to 28% who believe that the job market will be very/somewhat good.
 - Nine in ten juniors worry “a little” (56%) or “a lot” (33%) about being able to get a good job after they finish school. Only one in ten (11%) is not at all worried about his or her job prospects.



Detailed Findings

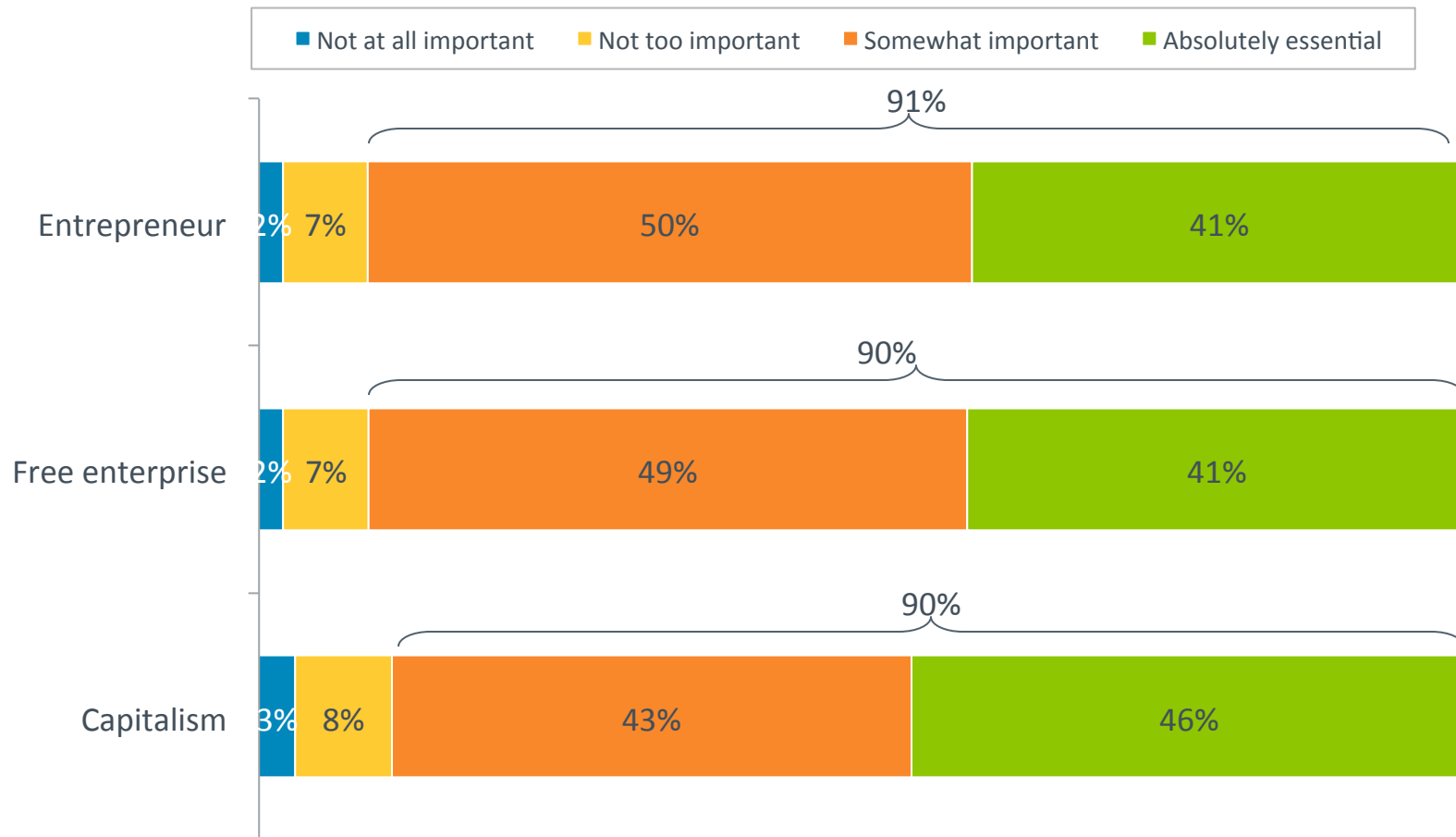




Knowledge and Education

High school juniors believe in the importance of being taught in school about entrepreneurship, free enterprise, and capitalism.

Importance for High School Students to Learn Topic in School

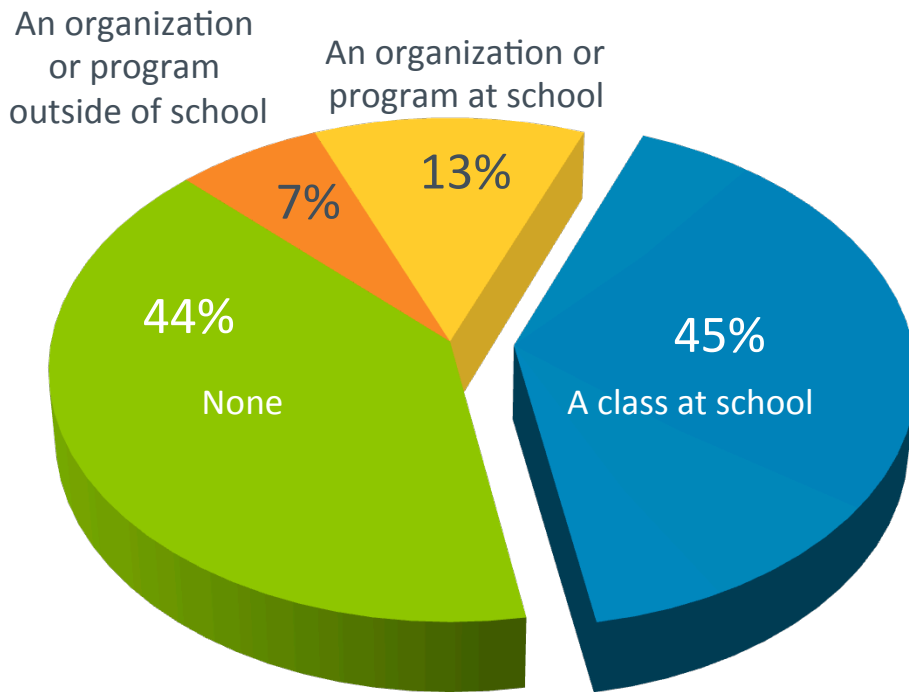


BASE: High School Juniors (n=2213); Q1142. How important is it that high school students are taught about the following topics in school?

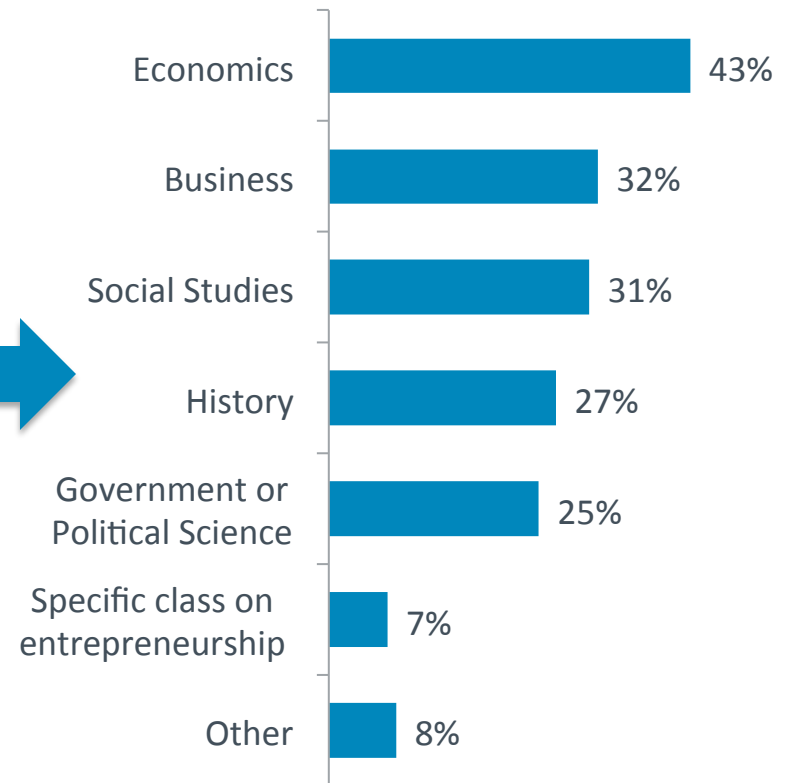
About half of high school juniors have been taught about entrepreneurship at school, typically in an economics class.

Ever Been Taught About Entrepreneurship at....

56% have been taught about entrepreneurship



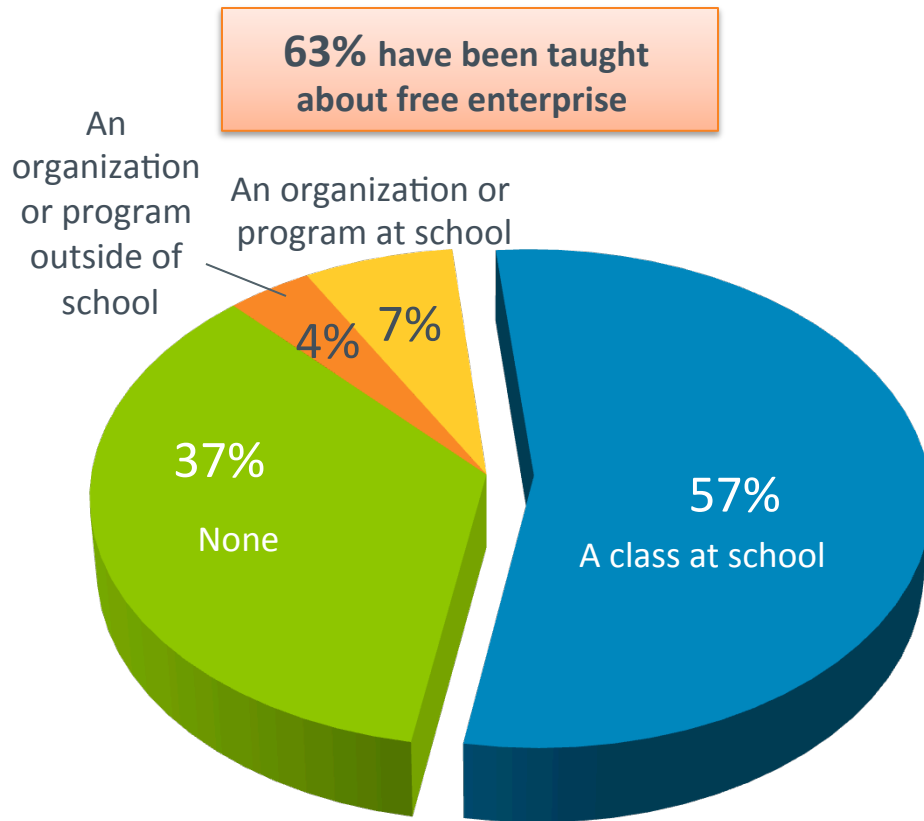
Among Those Who Were Taught About Entrepreneurship in a Class at School:
School Classes in Which Entrepreneurship was Taught



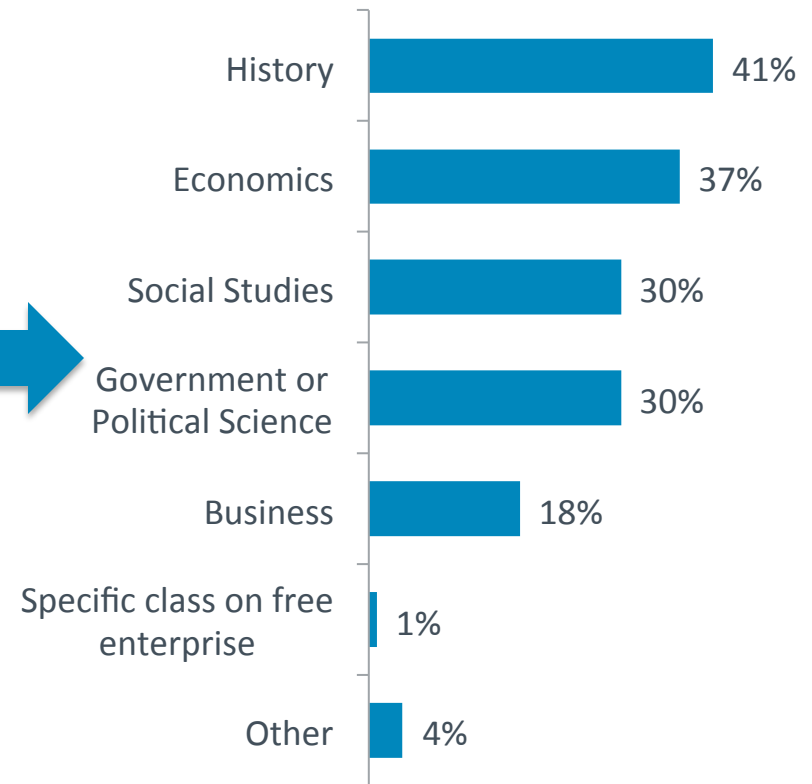
BASE: High School Juniors (n=2213); Q1110. Have you ever been taught about entrepreneurship or starting or owning a business in...? / **BASE: Taught about Entrepreneurship in School (n=990); Q1115.** In what class(es) did you learn about this topic?

Six in ten high school juniors have been taught about free enterprise in a class at school, typically in a history or economics class.

Ever Been Taught About Free Enterprise at....



Among Those Who Were Taught About Free Enterprise in a Class at School:
School Classes in Which Free Enterprise was Taught



BASE: High School Juniors (n=2213); Q1130. Have you ever been taught about free enterprise in...? / BASE: Taught about Free Enterprise in School (n=1332); Q1135. In what class(es) did you learn about this topic?

Instruction about key concepts differ by race/ethnicity and socioeconomic status.

Black/African American and Hispanic students are...

- **More** likely than other students to have been taught **entrepreneurship** in a program **outside of school** (Black/African American: 11% and Hispanic: 10% vs. White/Other: 6%), but are as likely to have been taught at school.
- **Less** likely than other students to have been taught about **free enterprise** in a **class at school** (48% and 52% vs. 62%).

Students from lower socioeconomic backgrounds* are...

- **Less** likely to have been taught about **entrepreneurship** in a **class at school** (40% vs. 48%).
- **Less** likely than others to have been taught about **free enterprise** in a **class at school** (46% vs. 63%).

* Note: Students from lower socioeconomic backgrounds are defined as those with parents who have no more than a high school education

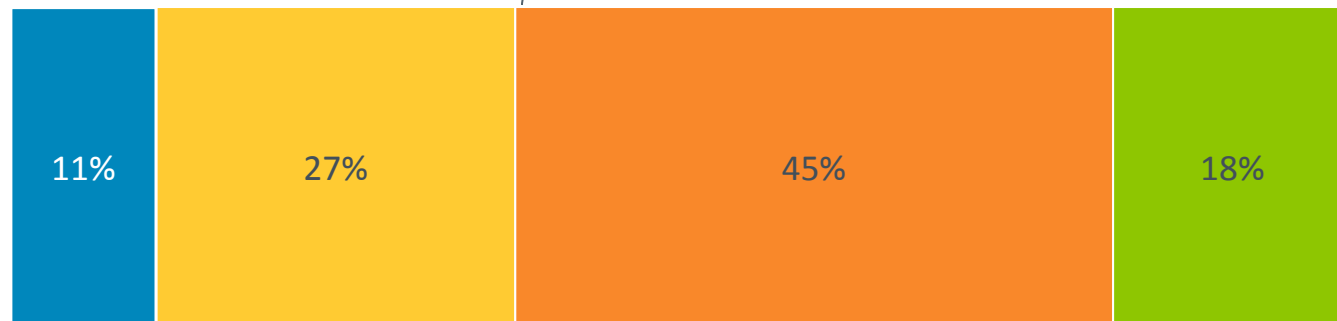
BASE: High School Juniors (n=2213); Q1110. Have you ever been taught about entrepreneurship or starting or owning a business in...?/Q1130. Have you ever been taught about free enterprise in...?

Two-thirds of juniors are interested in taking a class on entrepreneurship or a class on starting or owning a business.

Interest in Taking Class on Entrepreneurship or a Class on Starting or Owning a Business

■ Not at all interested ■ Not too interested ■ Somewhat interested ■ Very interested

63% are interested in taking a class on entrepreneurship

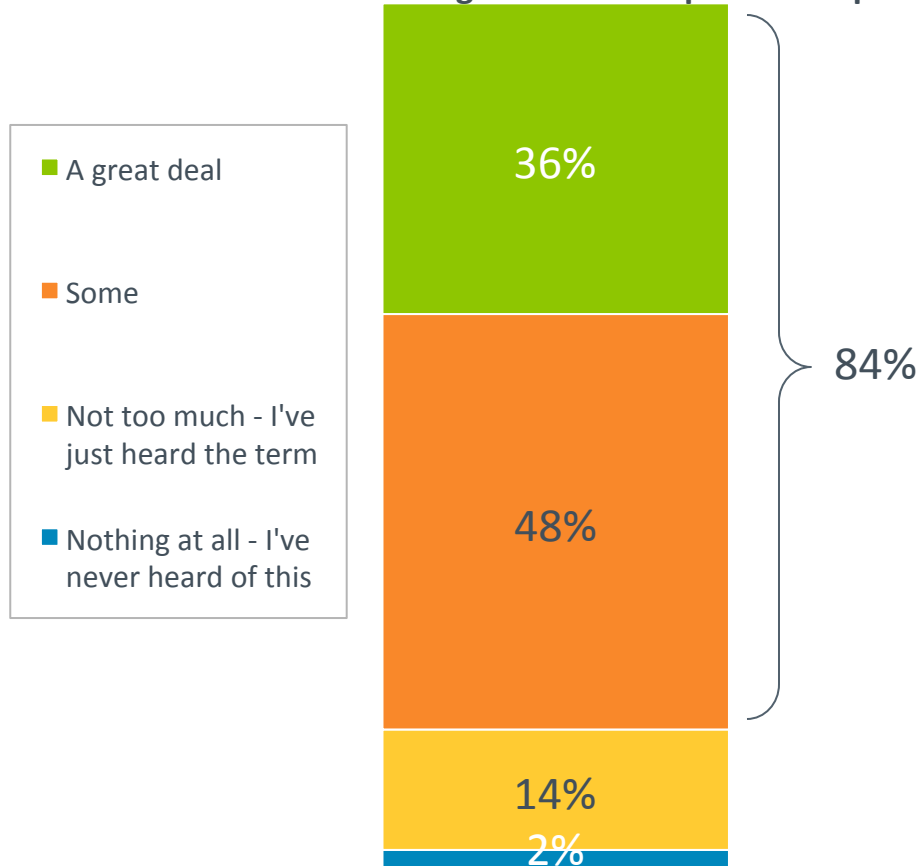


37% are not interested in taking a class on entrepreneurship

Most say they know “a great deal” or “some” about entrepreneurship and can define the term.

Knowledge of Entrepreneurship

Level of Knowledge about Entrepreneurship



Which if the following best describes an entrepreneur?



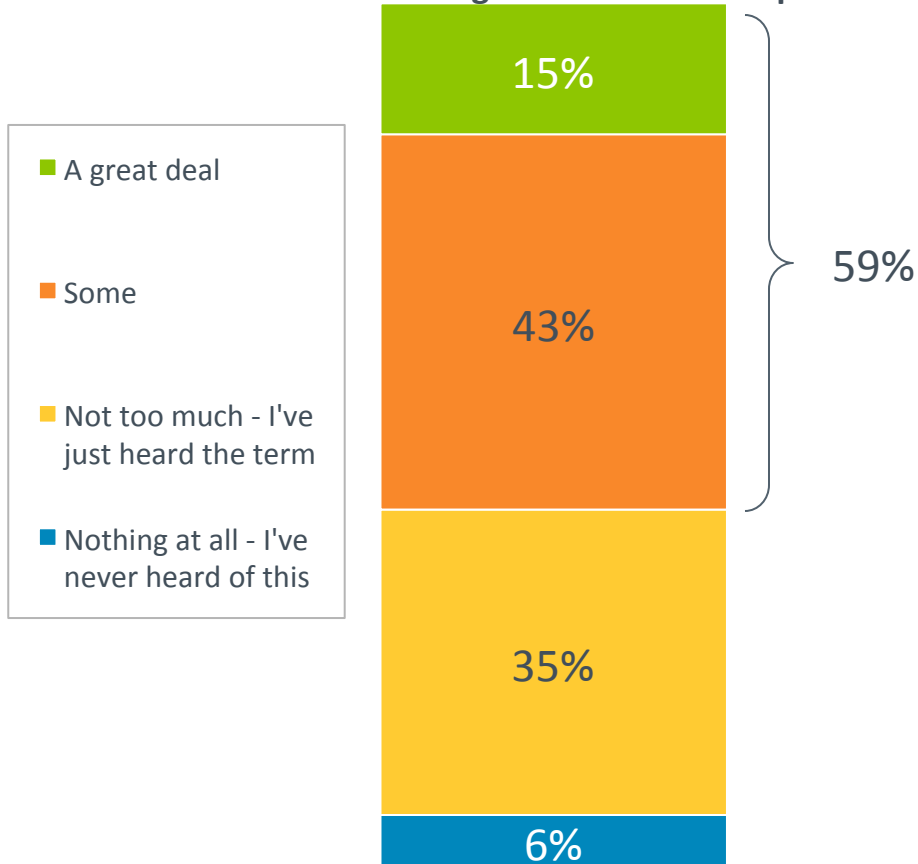
Note: ✓ = correct definition

BASE: All Respondents (n=2213); Q805. How much do you know about each of the following items?/Q825. Which of the following best describes an entrepreneur?

A majority say they know “a great deal” or “some” about free enterprise and can define the term.

Knowledge of Free Enterprise

Level of Knowledge about Free Enterprise

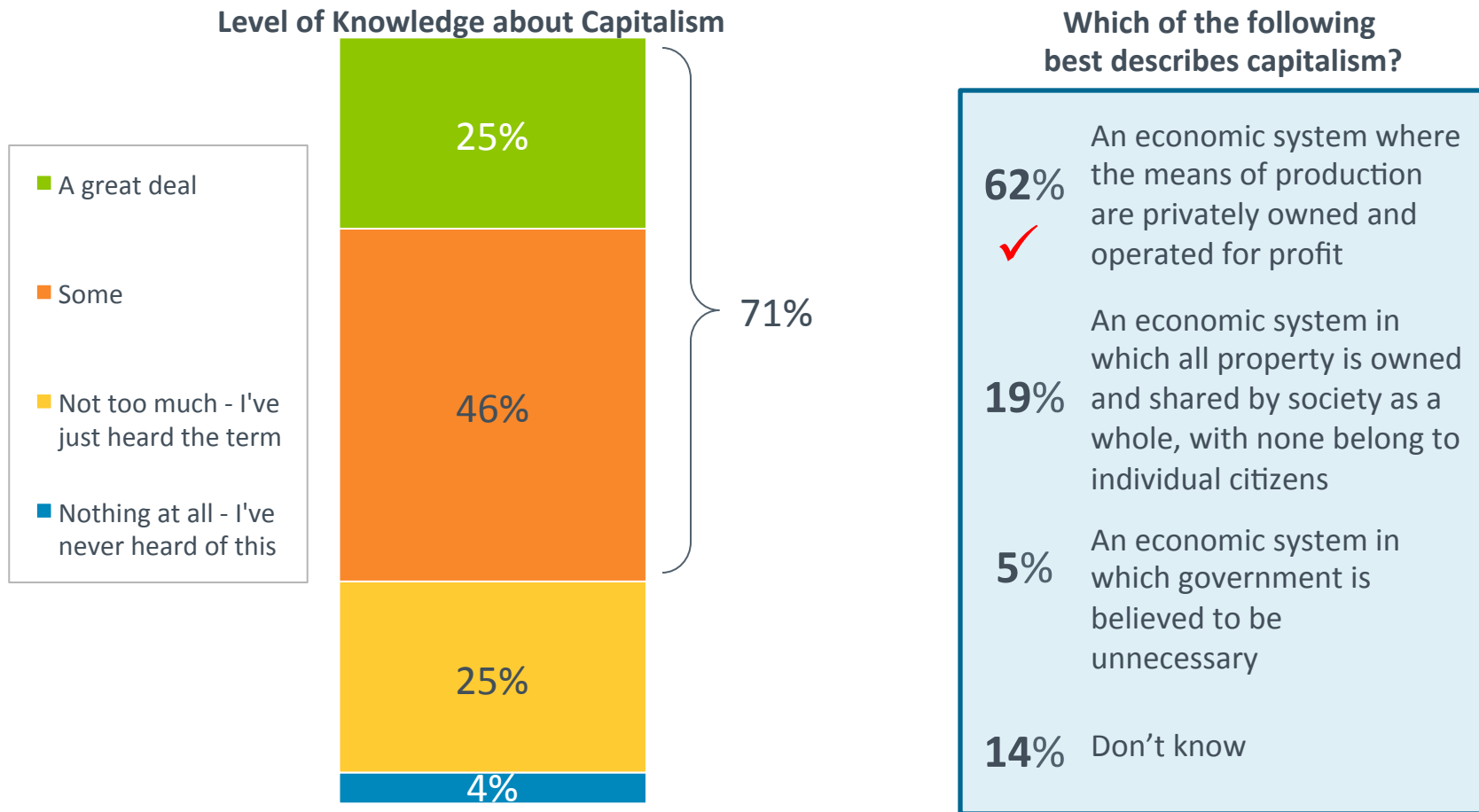


Which of the following best describes free enterprise?



A majority say they know “a great deal” or “some” about capitalism and can define the term.

Knowledge of Capitalism

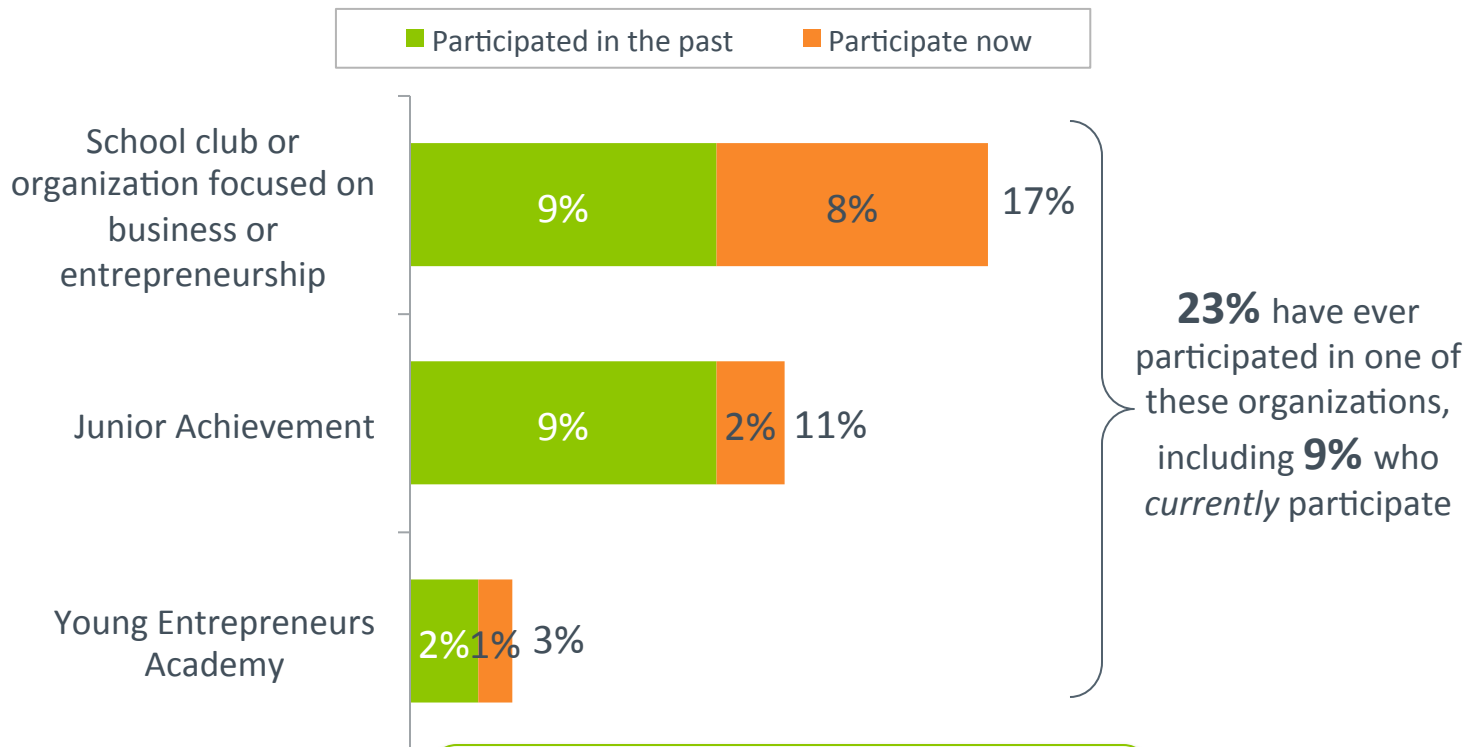


Note: ✓ = correct definition

BASE: All Respondents (n=2213); Q805. How much do you know about each of the following items?/Q835. Which of the following best defines capitalism?

One-quarter of juniors have participated in an organization that is focused on business or entrepreneurship.

Participation in Organizations Related to Business or Entrepreneurship



Black/African American students (30%) are more likely than Hispanic (16%) or White/Other (13%) students to participate in **school clubs or organizations focused on business or entrepreneurship.**

BASE: High School Juniors (n=2213); Q1145. Have you ever participated in any of these organizations?

Students who have been taught about entrepreneurship and free enterprise know more about these terms.

		Entrepreneurship		Free Enterprise	
	Total	Taught	Not Taught	Taught	Not Taught
Entrepreneurship					
Knows “a great deal” or “some” about term	84%	90%	76%	89%	75%
Can identify correct definition	93%	96%	88%	97%	85%
Free Enterprise					
Knows “a great deal” or “some” about term	59%	65%	51%	74%	32%
Can identify correct definition	67%	69%	64%	78%	48%
Capitalism					
Knows “a great deal” or “some” about term	71%	77%	64%	82%	53%
Can identify correct definition	62%	66%	57%	70%	48%

Note: Numbers in bold show significant differences between subgroups.

Knowledge of key terms varies by socioeconomic background and gender.

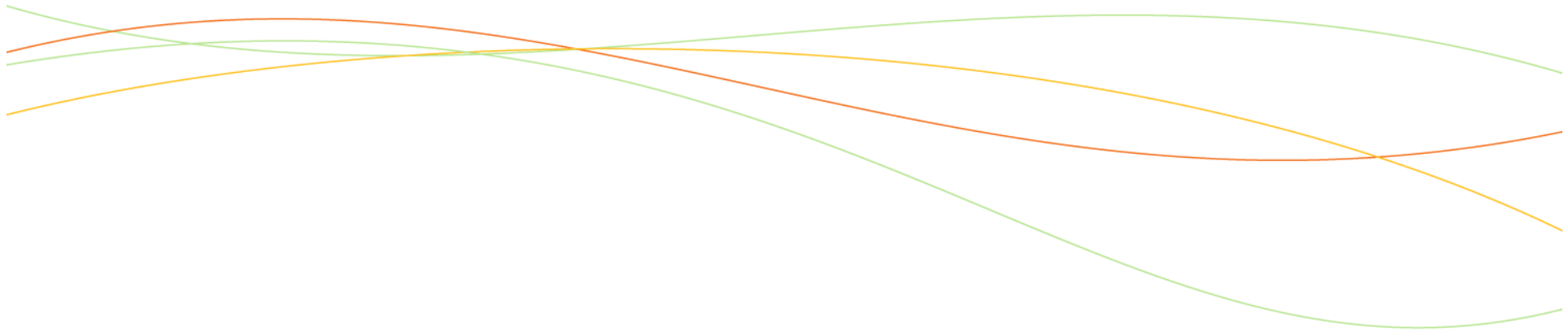
Students from lower socioeconomic backgrounds* are...

- **Less** likely than others to say they know “a great deal” or “some” about **entrepreneurship** (76% vs. 87%) or identify the correct definition (89% vs. 95%).
- **Less** likely than others to say they know “a great deal” or “some” about **free enterprise** (62% vs. 75%) or identify the correct definition (60% vs. 71%).
- **Less** likely than others to say they know “a great deal” or “some” about **capitalism** (50% vs. 62%) or identify the correct definition (55% vs. 66%).

Boys are...

- **As likely as girls** to say they know “a great deal” or “some” about **entrepreneurship** (85% vs. 83%).
- **More** likely than girls to say they know “a great deal” or “some” about **free enterprise** (62% vs. 55%).
- **More** likely than girls to say they know “a great deal” or “some” about **capitalism** (76% vs. 66%).

* Note: Students from lower socioeconomic backgrounds are defined as those with parents who have no more than a high school education .

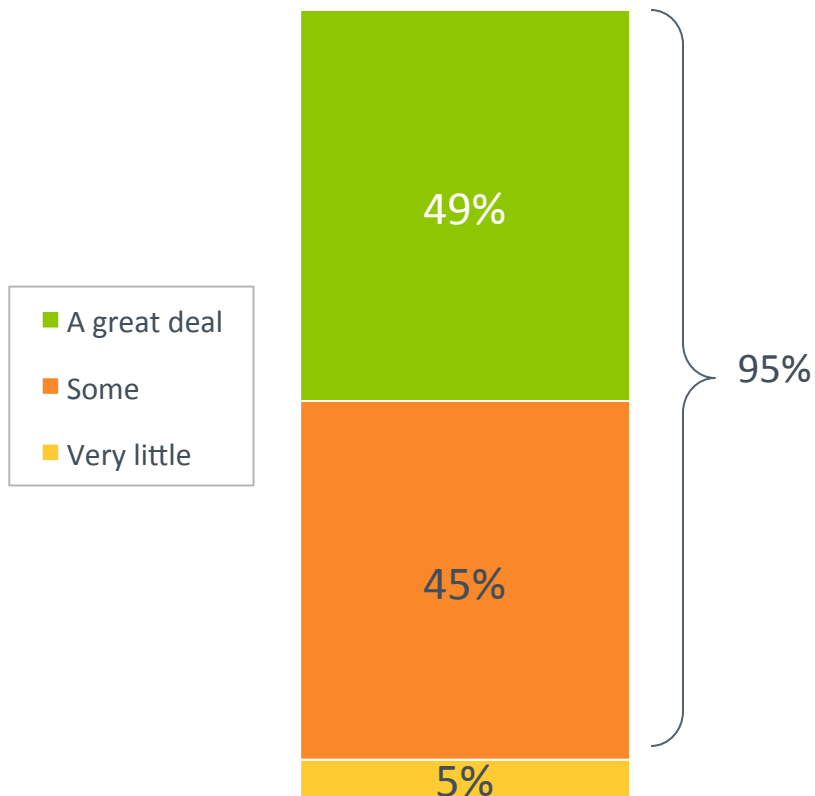


Views on Entrepreneurship

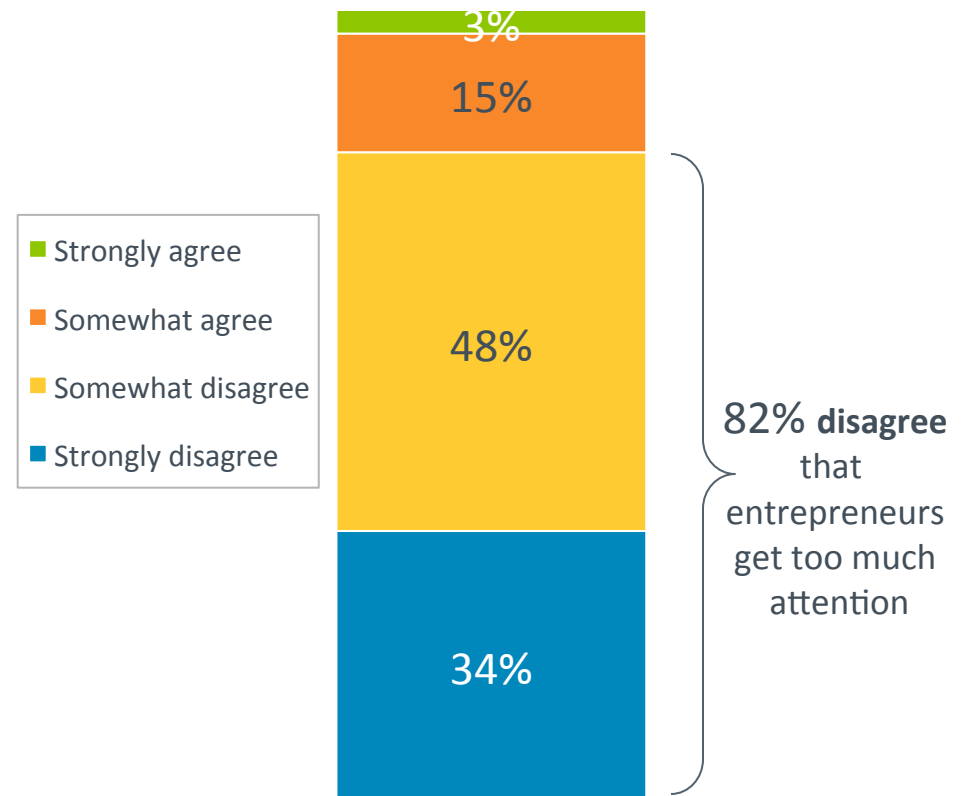


Nearly all juniors say that they admire entrepreneurs and that entrepreneurs are deserving of media attention.

How much do you admire people who start or own their own businesses?



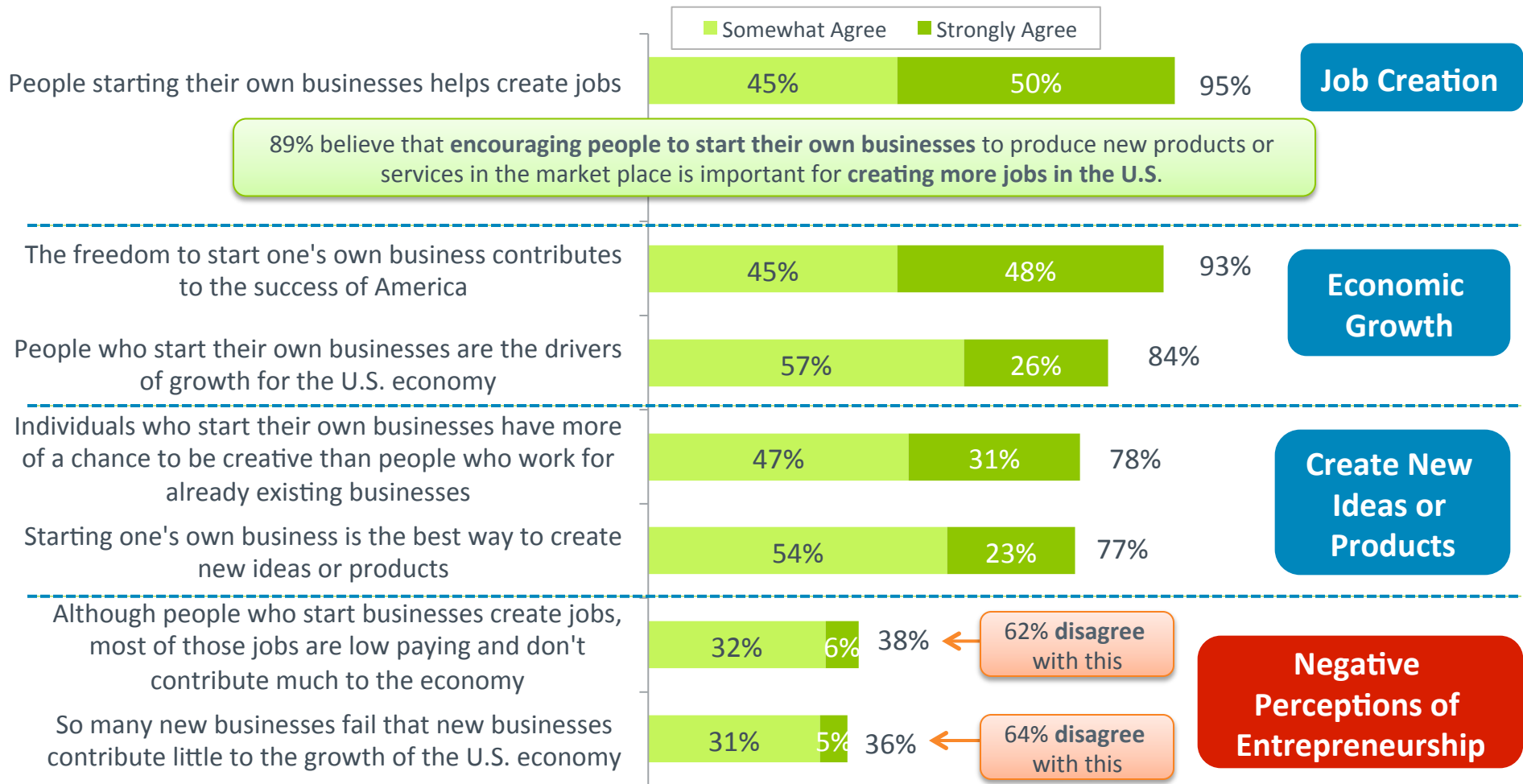
How much do you agree or disagree: "People who create new businesses get too much attention from the media"



Note: Less than 1% said that that they admire entrepreneurs "not at all"

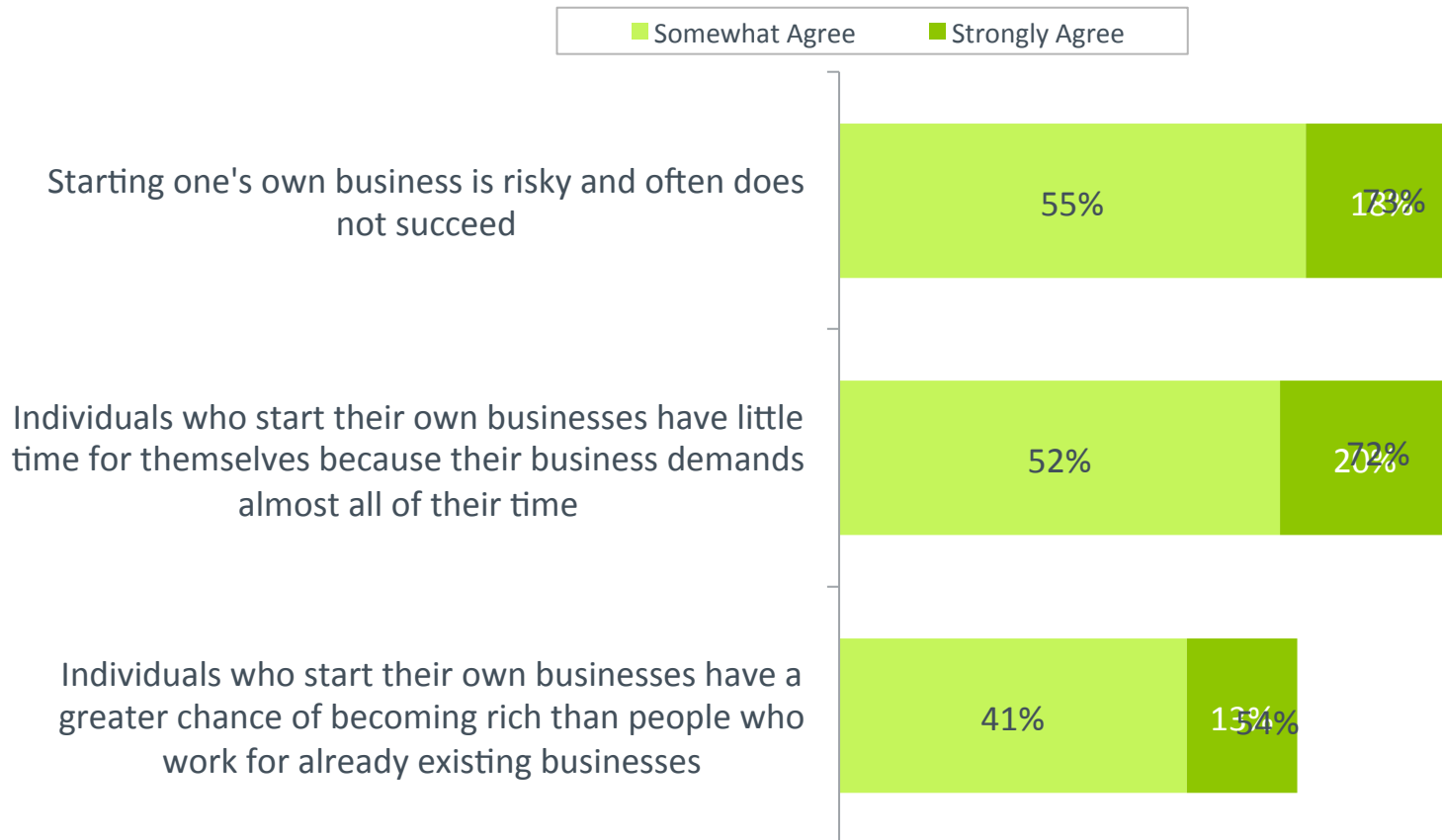
High school juniors believe that entrepreneurs play an important role in job creation and American success.

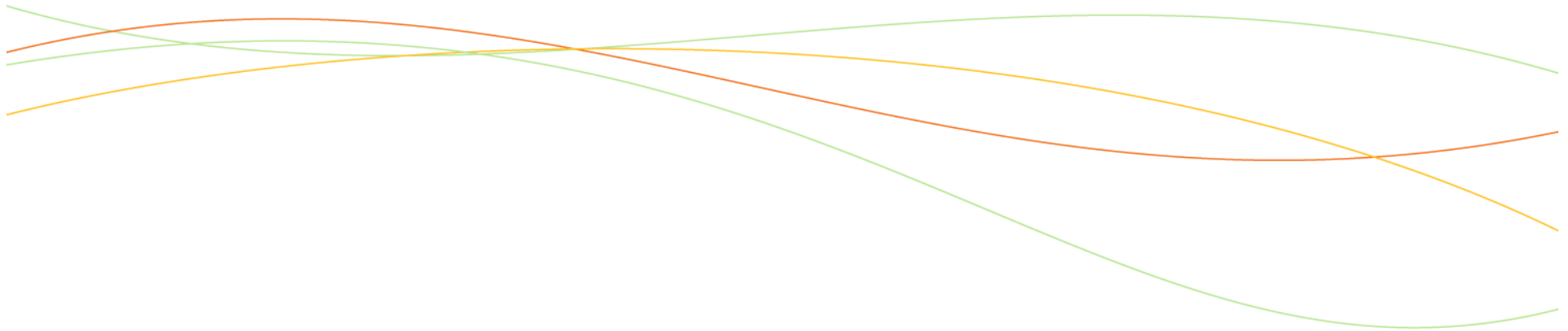
Perceptions of Entrepreneurship and Its Influence on Job Creation and the Economy



Juniors acknowledge risks and sacrifices for entrepreneurs, and many do not assume that entrepreneurs make more money than others.

Perceptions of the Risks and Benefits for Entrepreneurs

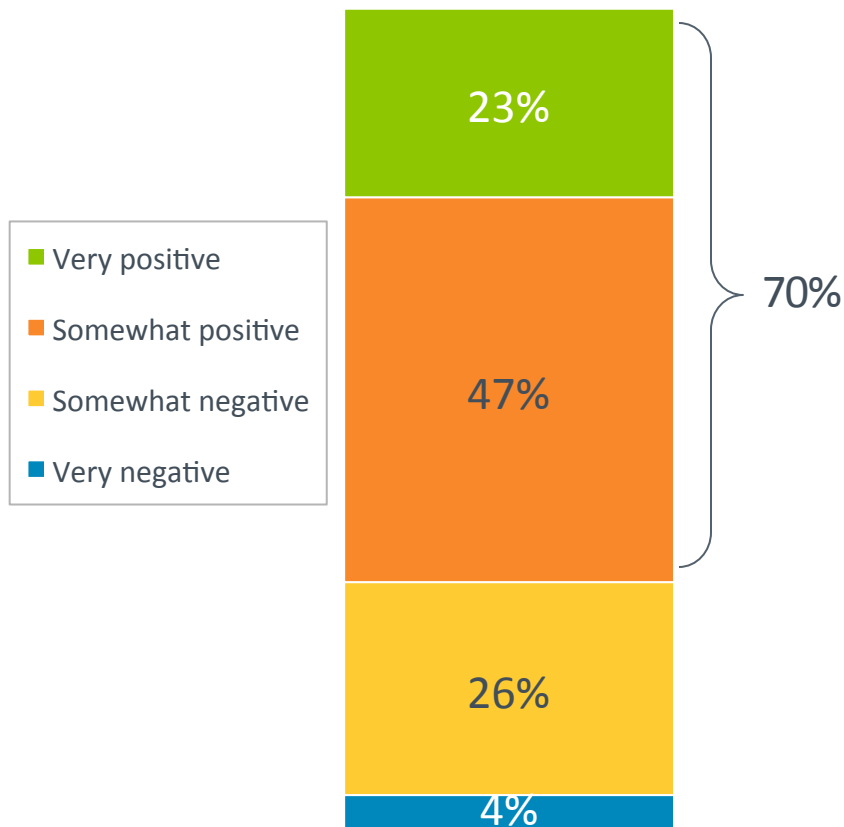




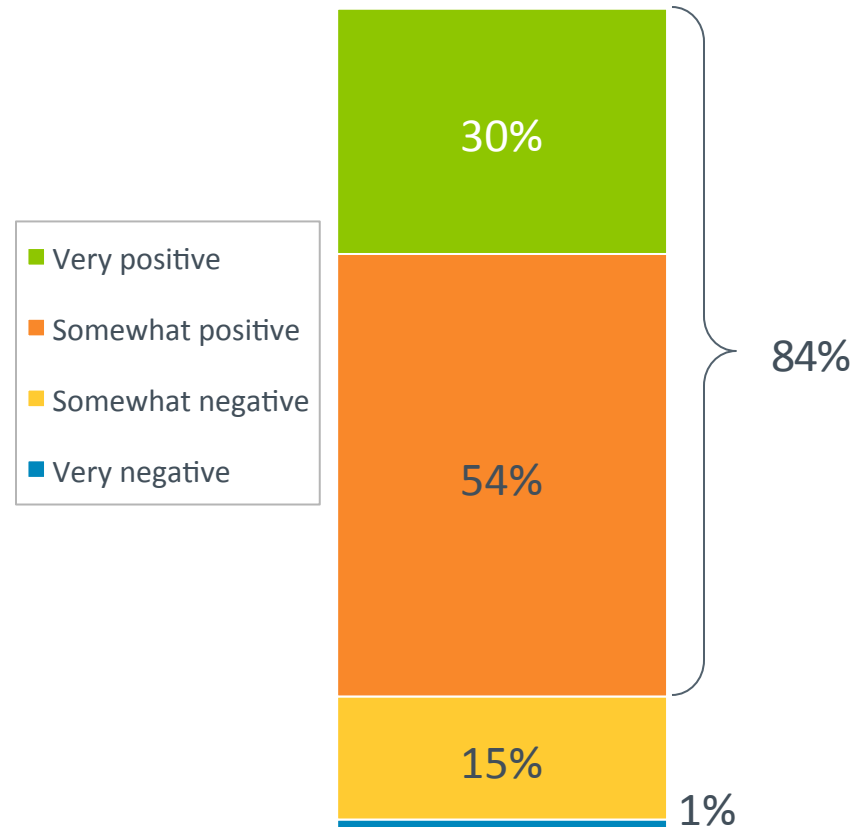
Views on Free Enterprise

A majority of students have a positive view of capitalism and even more have a positive view of free enterprise.

How positive or negative is your view of capitalism?



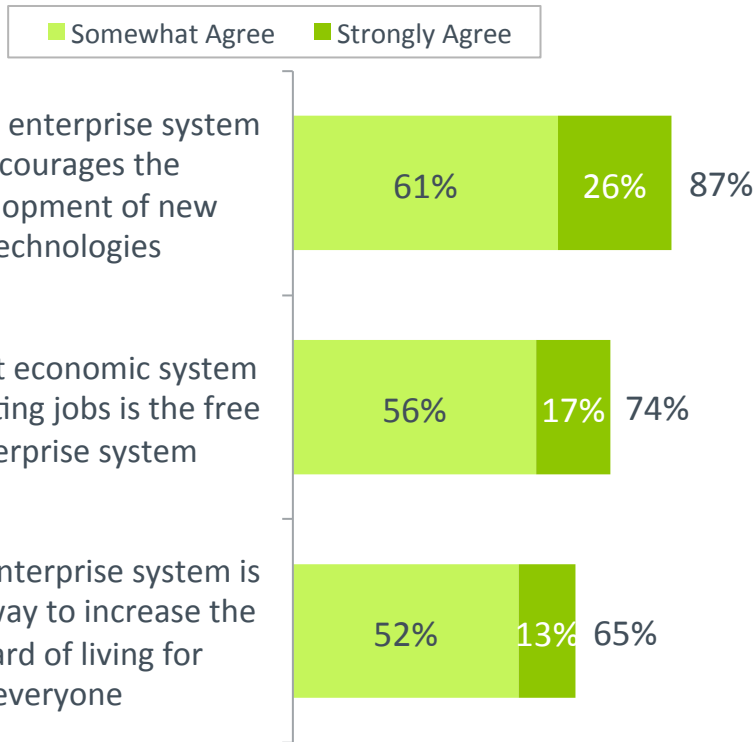
How positive or negative is your view of free enterprise?



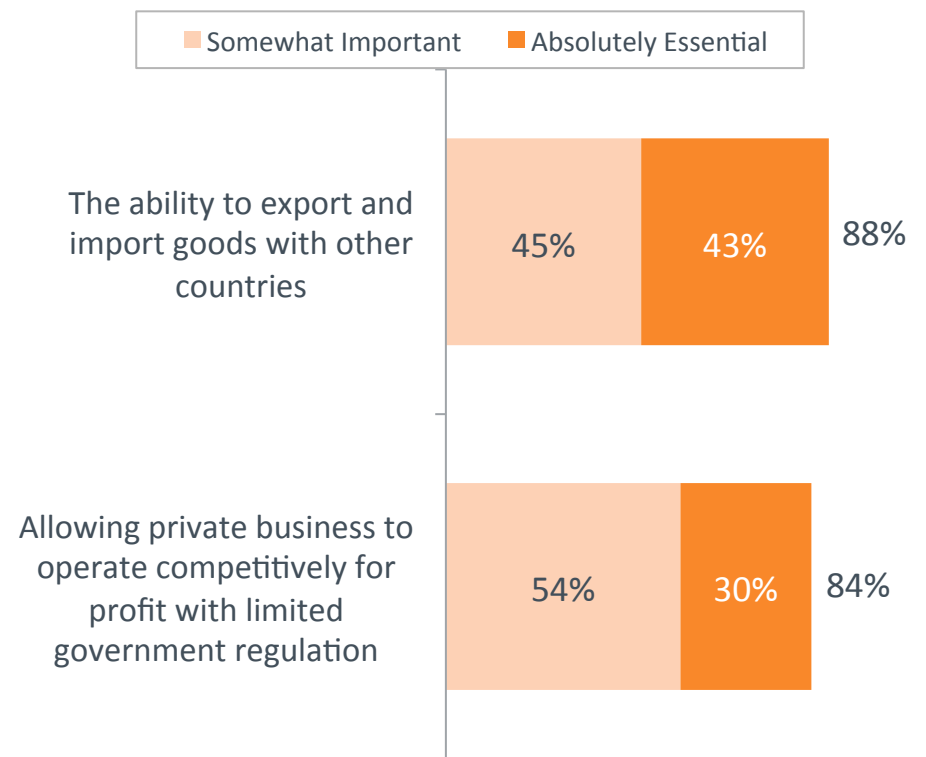
High school juniors believe that free enterprise plays an important role in job creation and economic growth.

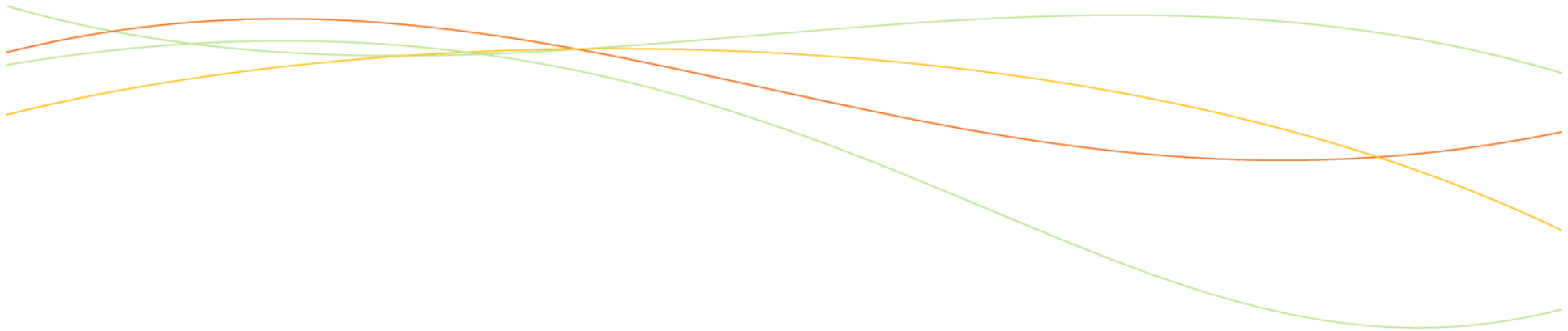
Perceptions of Free Enterprise and Its Influence on Job Creation and the Economy

How much do you agree or disagree?



How important are the following for creating more jobs?



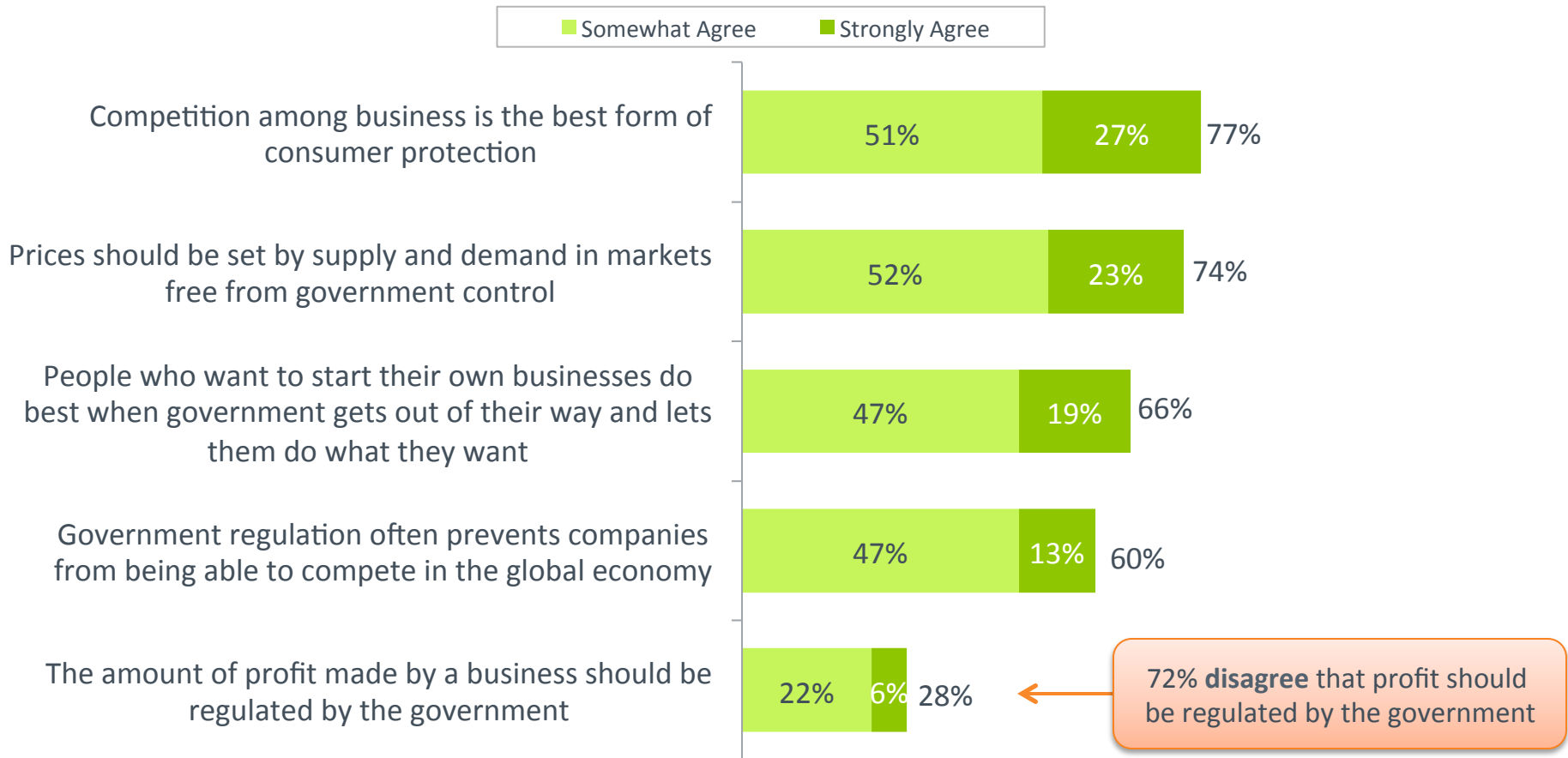


Views on Government Regulation



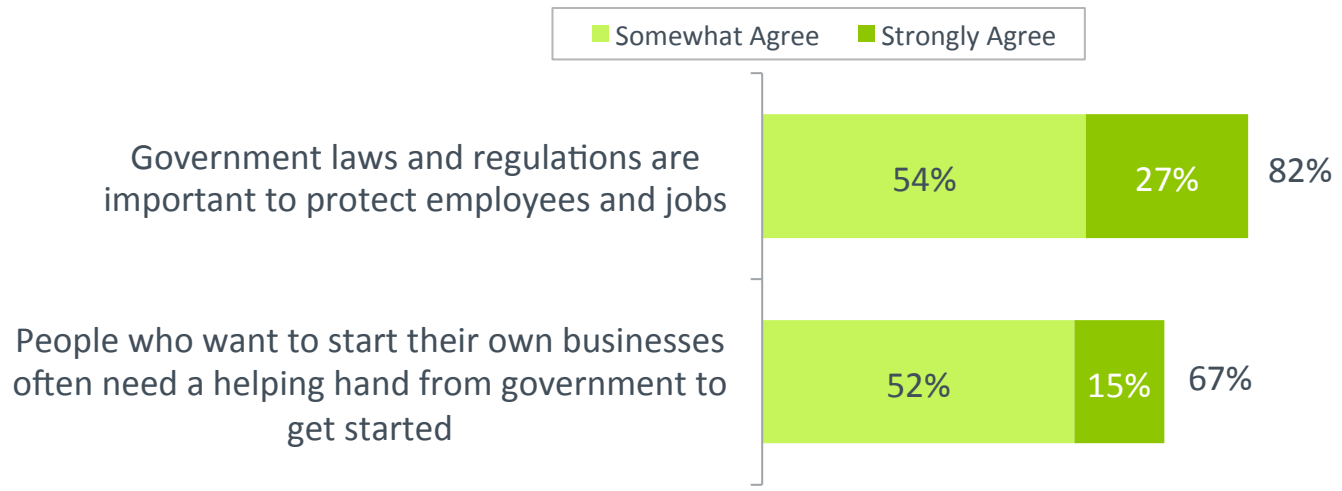
The majority of juniors support limited government regulation for businesses and profits.

Perceptions on Government Regulation
(% Strongly/Somewhat Agree)

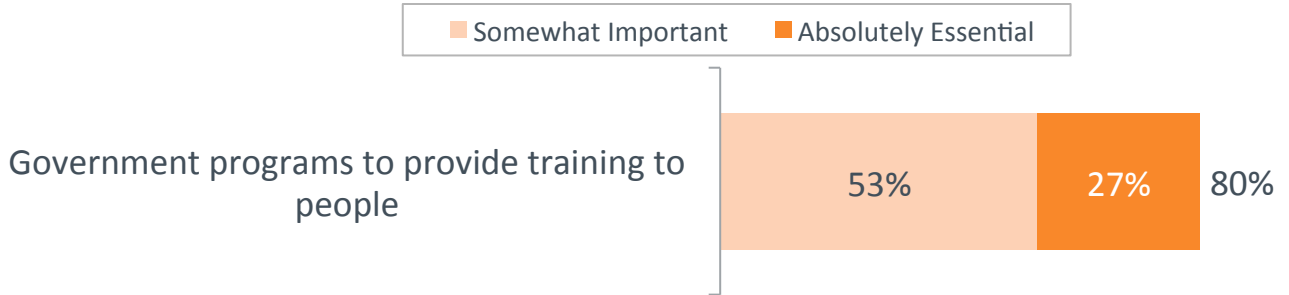


Juniors believe there are certain situations, such as protecting employees and jobs, where government involvement is important.

How much do you agree or disagree?



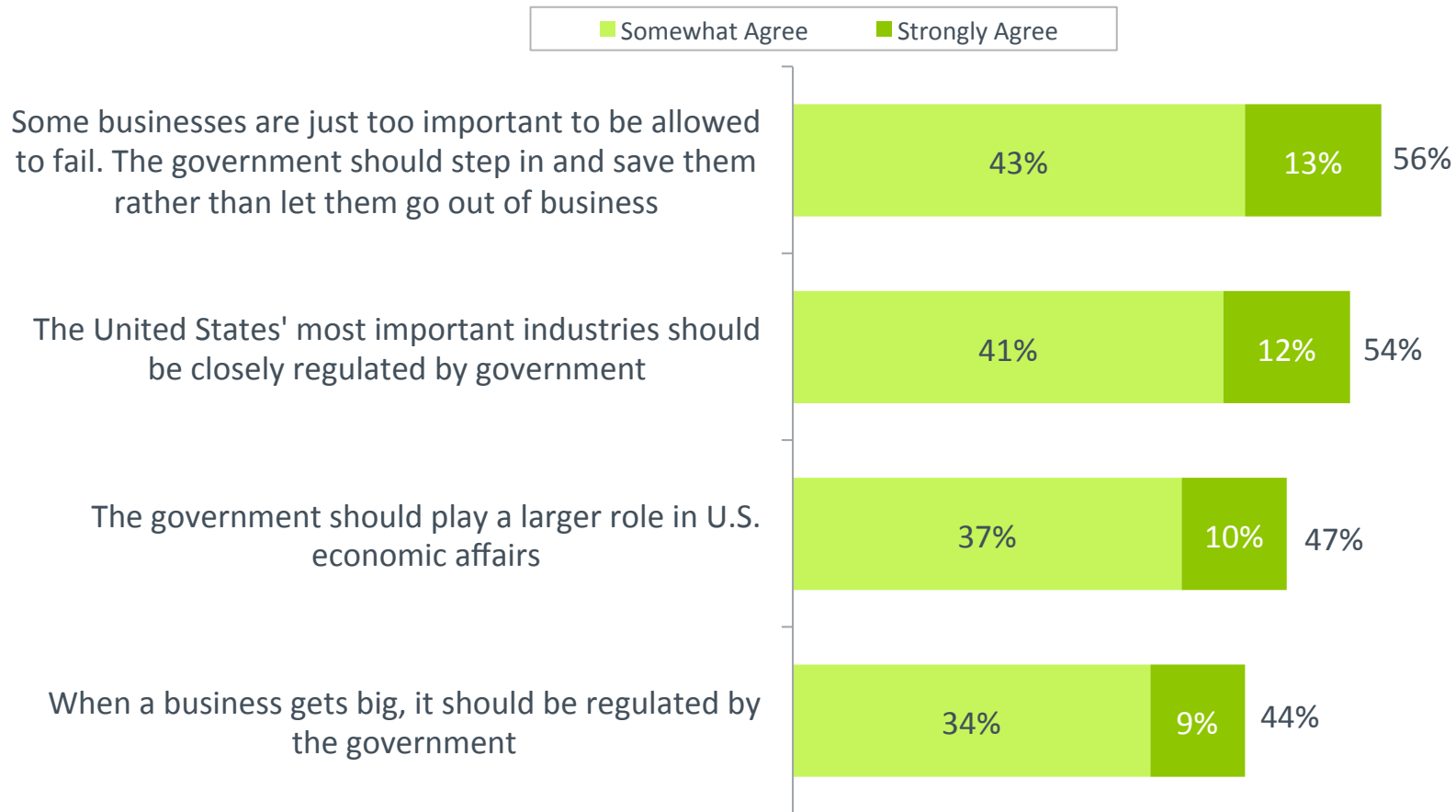
How important are the following for creating more jobs?



BASE: High School Juniors (n=2213); Q935. How much do you agree or disagree with the following? /Q940. How important is each of the following to creating more jobs for more people in the United States?

Juniors are divided on the role that government should play regarding big business and the U.S. economy.

How much do you agree or disagree?





Impact of Education and Race/Ethnicity on Views about Entrepreneurship, Free Enterprise, and Government Regulation

Students who have been taught about free enterprise have a more positive view of it and are more likely to support limits on government regulation.

Those who have been taught about free enterprise are...

- **More** likely than others to have a positive view of capitalism (74% vs. 63%) and free enterprise (88% vs. 78%).
- **More** likely than others to believe free enterprise plays an important role in job creation and economic growth.
 - More agree that the free enterprise system encourages the development of new technologies (88% vs. 83%).
 - More think that allowing private business to operate competitively for profit with limited government regulation is absolutely essential/somewhat important for creating more jobs (86% vs. 80%).
 - More agree that the best economic system for creating jobs is the free enterprise system (77% vs. 67%).
 - More agree that the free enterprise system is the best way to increase the standard of living for everyone (67% vs. 61%).
- **More** likely than others to support limited government regulation for business and profits.
 - More agree that competition among business is the best form of consumer protection (81% vs. 70%).
 - More agree that prices should be set by supply and demand in markets free from government control (77% vs. 70%).
 - More disagree that the amount of profit made by a business should not be regulated by the government (75% vs. 66%).
- **Less** likely than others to agree that people who want to start their own businesses often need a helping hand from government to get started (65% vs. 71%).
- **Less** likely to agree that the government should play a larger role in U.S. economic affairs (42% vs. 55%).



Black/African-American and Hispanic students have a less positive view of free enterprise than other students.

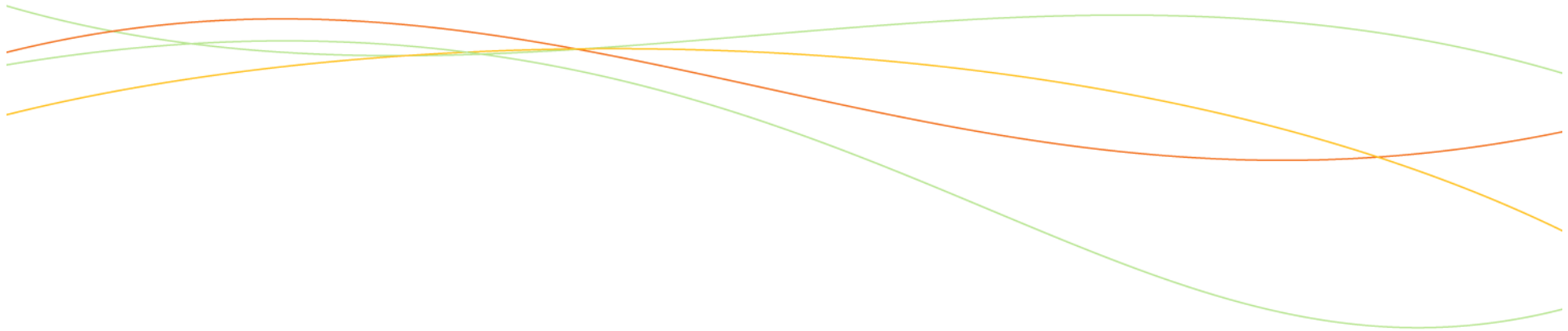
Black/African-American and Hispanic students are...

- **Less likely than others to have a positive view of capitalism (Black/African American: 62% and Hispanic: 65% vs. White/Other: 74%) and free enterprise (75% and 80% vs. 87%).**
- **Less likely than others to believe free enterprise plays an important role in job creation and economic growth.**
 - Fewer think that allowing private business to operate competitively for profit with limited government regulation is absolutely essential/somewhat important for creating more jobs (74% and 76% vs. 89%).
 - Fewer agree that the best economic system for creating jobs is the free enterprise system (60% and 67% vs. 79%).
 - Fewer agree that the free enterprise system is the best way to increase the standard of living for everyone (52% and 62% vs. 69%).

Black/African-American and Hispanic students are less likely to support limits to government regulation than others.

Black/African-American and Hispanic students are...

- **Less likely than others to support limited government regulation for business and profits.**
 - Fewer agree that competition among business is the best form of consumer protection (Black/African American: 69% and Hispanic: 72% vs. White/Other: 81%).
 - Fewer disagree that the amount of profit made by a business should not be regulated by the government (64% and 67% vs. 75%).
 - Fewer agree that people who want to start their own businesses do best when the government gets out of their way and lets them do what they want (55% and 62% vs. 70%).
- **More likely than others to feel that there are certain situations where government involvement is important.**
 - More believe that it is absolutely essential/somewhat important for job creation in the U.S. that there are government programs to provide training to people (86% and 84% vs. 76%).
 - More agree that people who want to start their own businesses often need a helping hand from government to get started (74% and 74% vs. 64%).
- **More likely than others to believe the government should play a role regarding businesses and the U.S. economy.**
 - More agree that government should step in and save the businesses that are “too important to fail” than to let them go out of business (71% and 64% vs. 51%).
 - More agree that the government should play a larger role in the U.S. economic affairs (64% and 58% vs. 40%).
 - More agree that when a business gets big, it should be regulated by the government (50% and 50% vs. 40%).

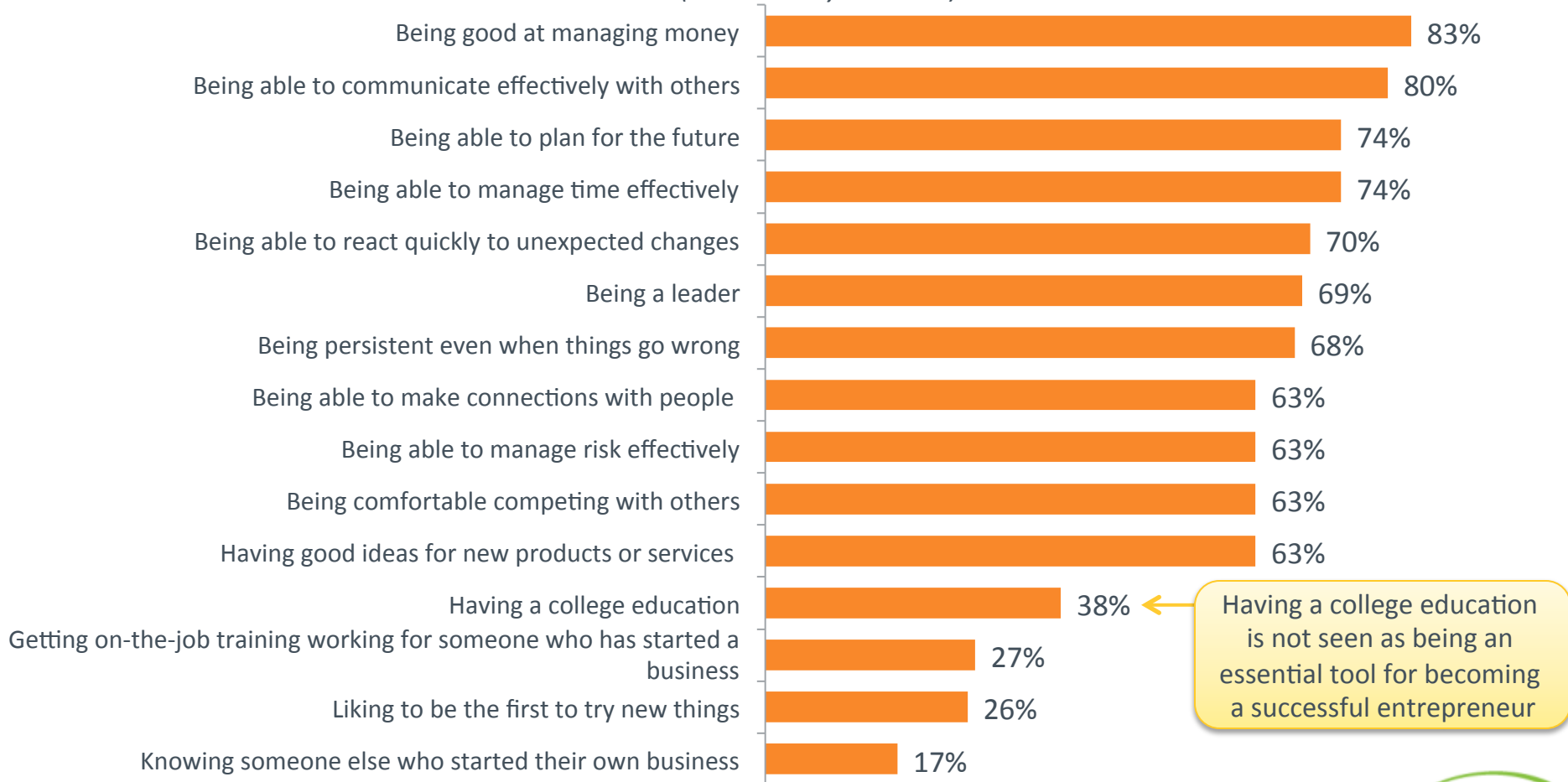


Being an Entrepreneur



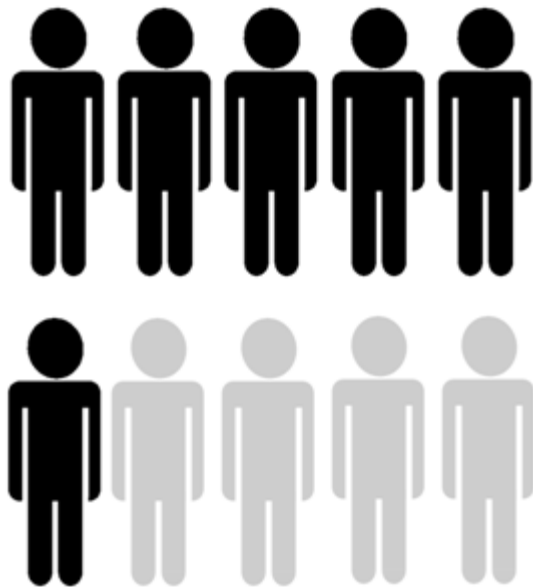
Juniors believe that being good at managing money, communicating effectively, planning, and time management are the most important qualities to be a successful entrepreneur.

Important Characteristics Needed to be a Successful Entrepreneur
 (% Absolutely Essential)

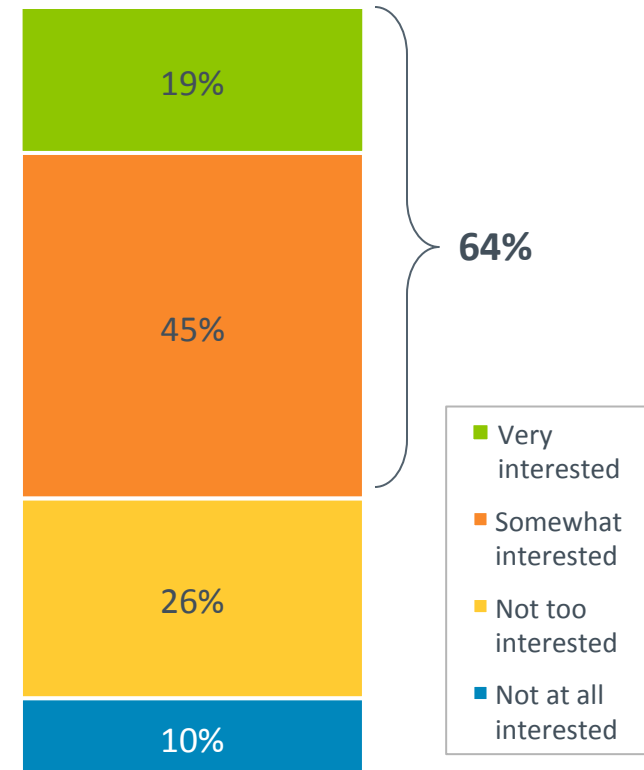


More than six in ten juniors are interested in starting or owning their own business someday.

How interested are you in starting or owning your own business someday?

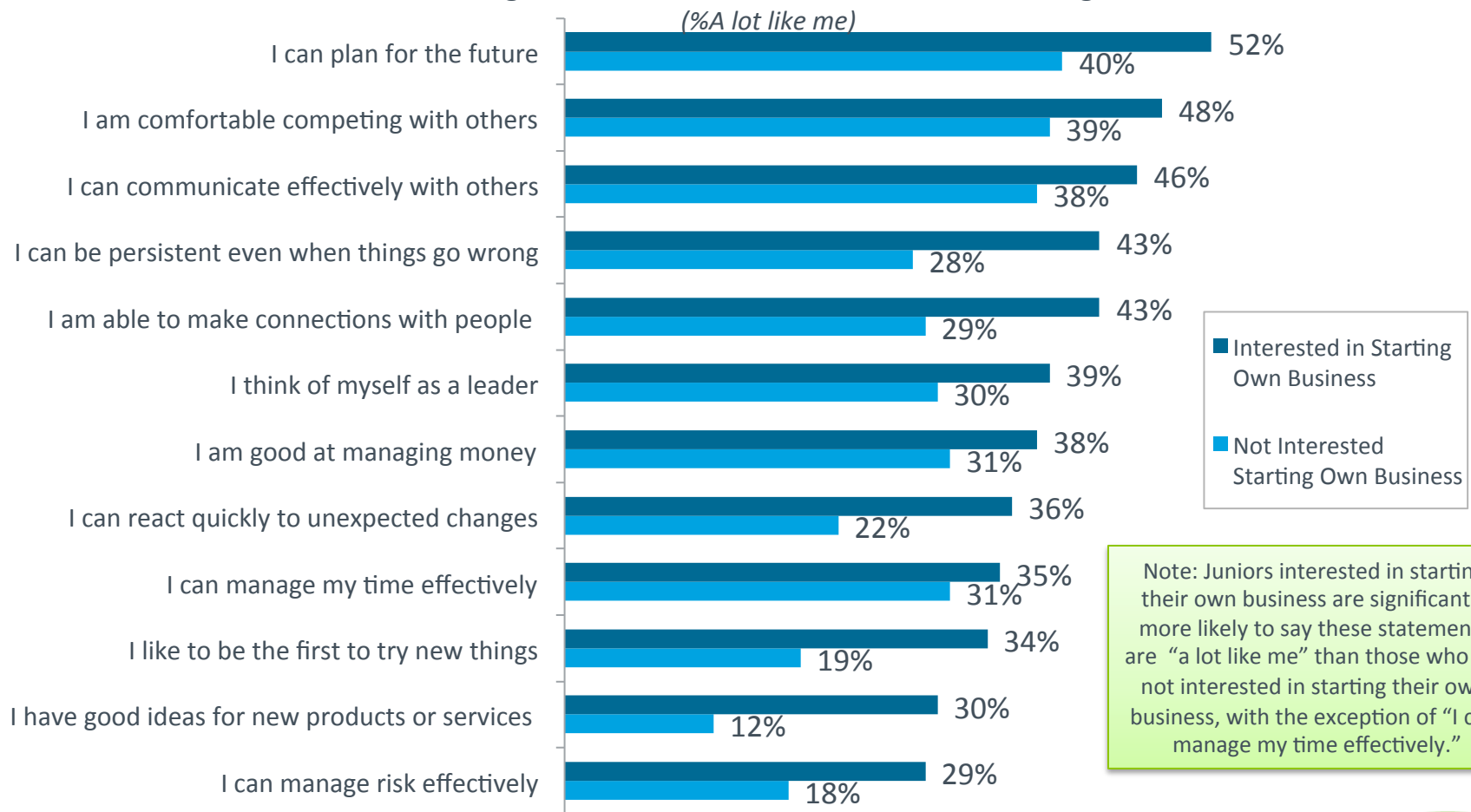


64% are very or somewhat interested in starting or owning their own business someday



Students who are interested in starting their own business are more likely to identify with entrepreneurial characteristics.

Profile of Entrepreneurial Characteristics
Interested in Having Own Business vs. Not Interested in Having Own Business





Juniors who are interested in starting their own business someday are more likely than those who are not interested to be boys, Black/African American, or Hispanic.

Who are the juniors who want to start their own business someday?

Demographic Differences

They are...

- **More likely** to be **boys** (56% vs. 45%)
- **More likely** to be **Black/African American** (18% vs. 13%) or **Hispanic** (21% vs. 14%)
- However, on other key demographic characteristics, such as urbanicity and socioeconomic level (parents' level of education), those who are interested in being entrepreneurs do not differ from other students.

Demographic Profile –

Those Interested in Starting Own Business vs. Those Not Interested in Starting Own Business

	Total (n=2213)	Interested (n=1356)	Not Interested (n=857)
Gender			
Male	52%	56%	45%
Female	48%	44%	55%
Race/Ethnicity			
White	55%	50%	63%
Hispanic	18%	21%	14%
Black/African American	16%	18%	13%
Other	9%	9%	9%
Region			
East	20%	20%	20%
Midwest	23%	21%	26%
South	35%	36%	33%
West	21%	22%	20%
Urbanicity			
Urban	33%	35%	31%
Suburban	40%	39%	42%
Rural	24%	23%	25%
School Type			
Public	86%	84%	88%
Private	10%	11%	10%
Parental Education (proxy for socioeconomic status)			
High school or less	27%	27%	26%
Some college	34%	34%	32%
College or more	37%	36%	40%

Note: Numbers in bold show significant differences between subgroups.



Juniors interested in entrepreneurship are more likely to have someone in their family who is an entrepreneur or to have started their own business themselves at one point. They are also more likely to worry “a lot” about finding a job.

Who are the juniors who want to start their own business someday?

Differences in Experiences

They are...

- **More likely** to have **someone in their family** who is an entrepreneur (54% vs. 39%)
- **More likely** to have started **their own business** at some point (19% vs. 8%)
- **More likely** to **worry “a lot” about being able to find a good job** after they finish school (36% vs. 27%)
- **Just as likely** to have been taught in a **class at school about entrepreneurship** (45% vs. 44%)



Students who are interested in starting their own business have more positive views of entrepreneurship, particularly regarding job creation and product innovation.

Who are the juniors who want to start their own business someday?

Differences in Attitudes

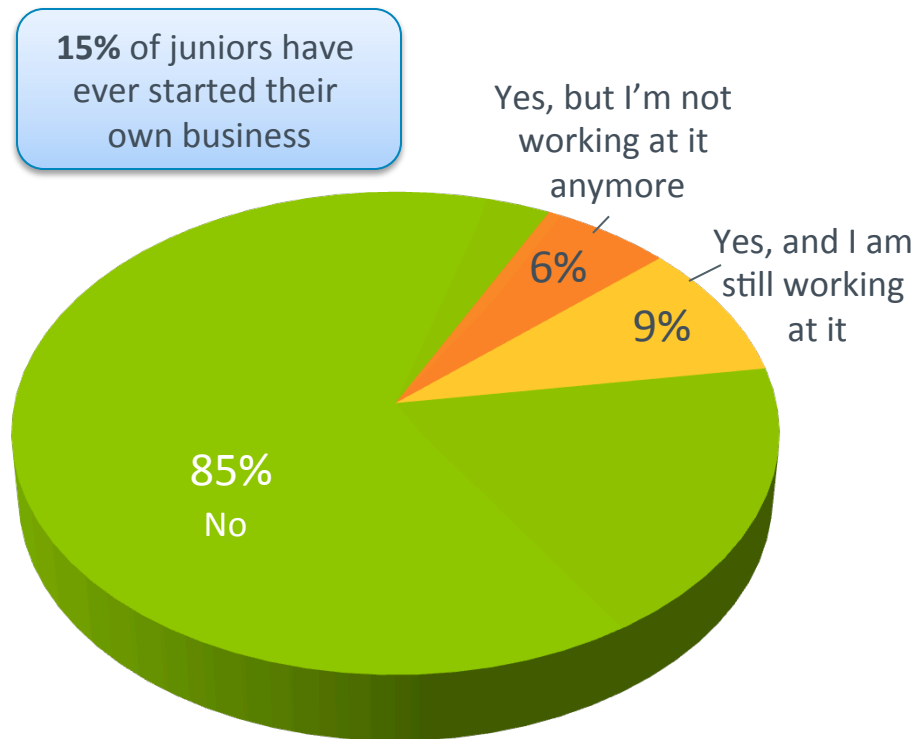
They are...

- **More likely to say they admire people who start or own their own business a great deal (62% vs. 28%).**
- **More likely to believe that entrepreneurs play an important role in job creation and American success.**
 - More agree that people starting their own businesses helps to create jobs (96% vs. 92%).
 - More agree that the freedom to start one's own business contributes to the success of America (94% vs. 90%).
 - More believe that encouraging people to start their own businesses to produce new products or services in the marketplace is important for creating more jobs in the U.S. (91% vs. 86%).
 - More agree that starting one's own business is the best way to create new ideas or products (82% vs. 70%).
 - More agree that individuals who start their own business have more of a chance to be creative than people who work for already existing businesses (80% vs. 75%).
- **Less likely to see risks of entrepreneurship and more likely to see rewards.**
 - Fewer agree that starting one's own business is risky and often does not succeed (69% vs. 79%).
 - More agree that individuals who start their own businesses have a greater chance of becoming rich than people who work for already existing businesses (59% vs. 47%).
- **More likely to have a positive view of free enterprise (86% vs. 81%).**

One in seven juniors has ever started their own business, including one in ten who are currently working at their own business.

Personal Experiences with Entrepreneurship

Have you ever started your own business?



Among Those Who Have Started Their Own Business:

Most Popular Types of Businesses Started:

- Lawn mowing, landscaping, yard work, other labor-related work (30%)
- Sales (20%) - selling self-created items (7%) or re-selling items (6%)
- Baby-sitting or pet-sitting (16%)
- Tutoring (13%)
- Computer-related services (web design, repair, etc.) (7%)

Top Reasons for Starting Own Business:

- To make money (58%)
- Enjoy the type of work/hobby (17%)
- Saw a need/opportunity (13%)
- Difficulty finding a job (8%)

In Their Own Words...

Among Those Who Have Started Their Own Business – What Type of Business Did They Start and Their Reasons for Starting It

Type of business: "My business is all about film production. Currently I'm working on a new animated TV series"
Reason for starting: "I believe in creating job opportunities not looking for job opportunities."
-16 year old girl

Type of business: "I took professional quality photographs for local families"
Reason for starting: "I had a passion for photography and saw an opportunity to share it and expand it."
- 16 year old girl

Type of business: "A science tutoring service"
Reason for starting: "Several mentors encouraged me to help other students in chemistry and biology."
-17 year old boy

Type of business: "Software engineering services primarily creation of customized computer applications"
Reason for starting: "Interest in the technology and in learning how to manage a business."
- 17 year old boy

Type of business: "Piano Lessons"
Reason for starting: "I love to teach and I need money. And I know that I get better at piano when I teach and will therefore have more opportunities in a music career in the future."
- 17 year old boy

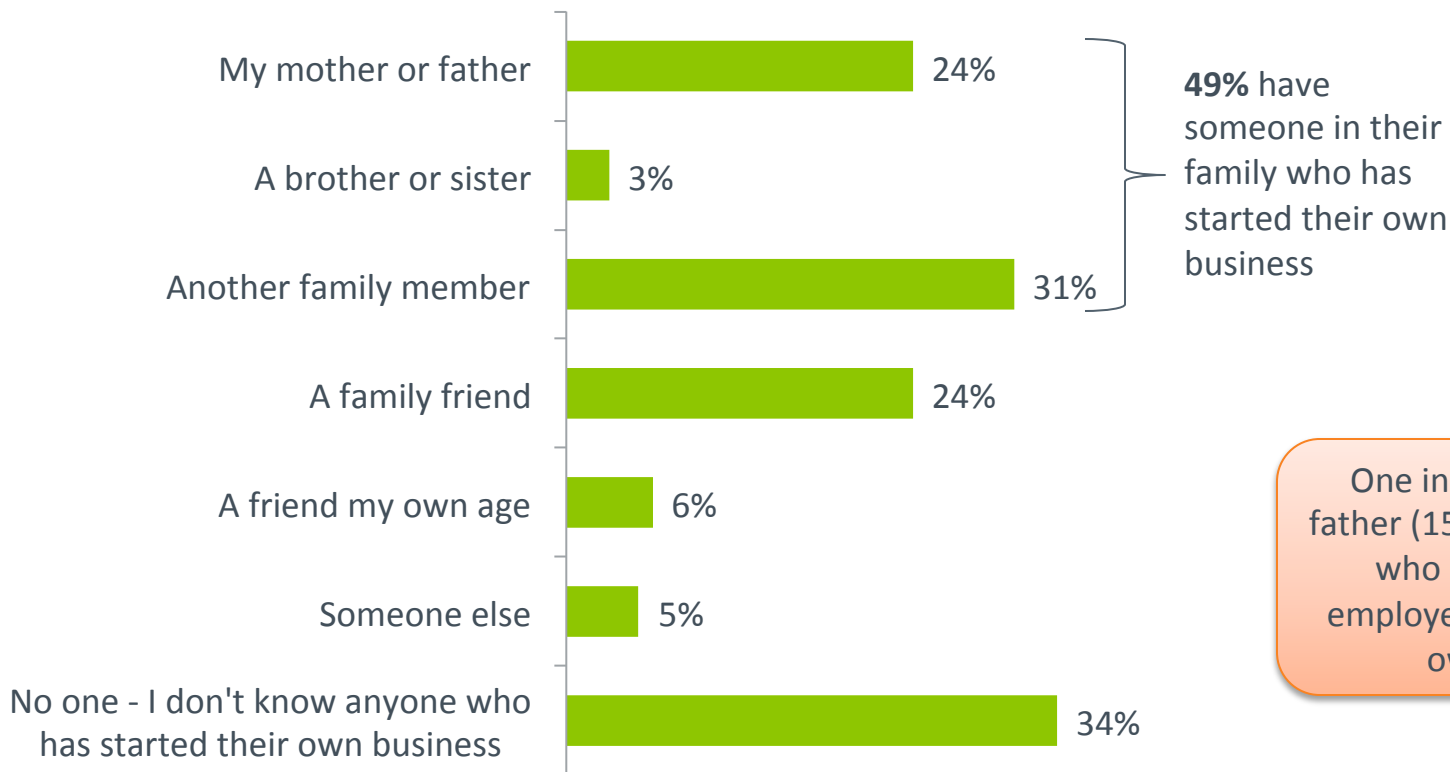
Type of business: "Jewelry making"
Reason for starting: "To be creative and make my own money."
-17 year old girl

Type of business: "Yard work and landscaping"
Reason for starting: "I was too young to work at a "real" job so my cousin and I started our own thing."
-17 year old girl

Three-quarters of juniors know someone who has started their own business, including one-half who have a family member who is an entrepreneur.

Personal Experiences with Entrepreneurship

Who do you know who has started their own business?



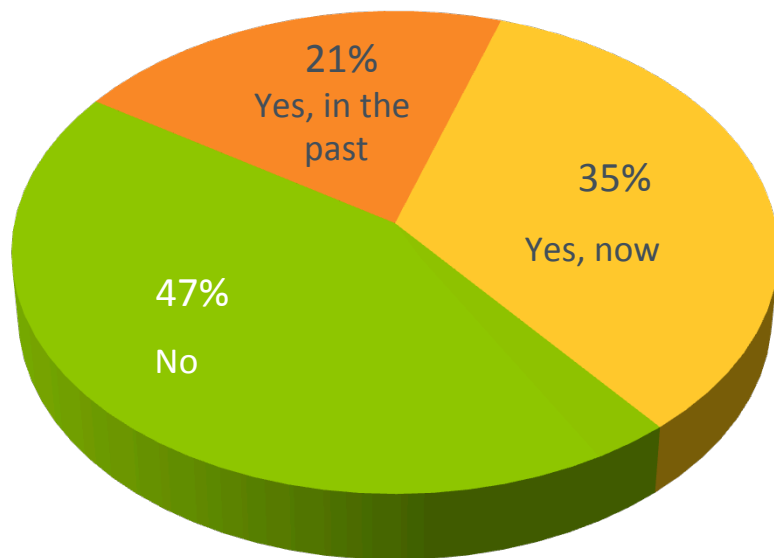
One in ten juniors has a father (15%) or mother (10%) who is currently self-employed or has his or her own business.

Half of juniors have held a paid job. In the future, juniors would most like to work at either a large company, hospital or medical facility, or their own business.

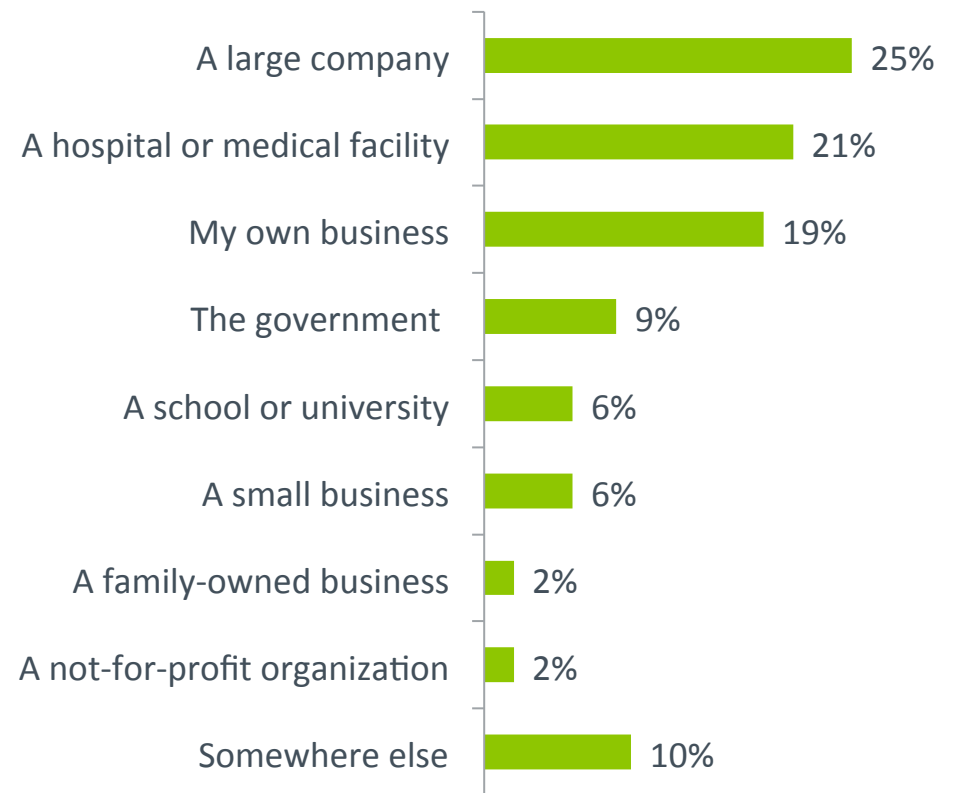
Work Experience and Future Plans

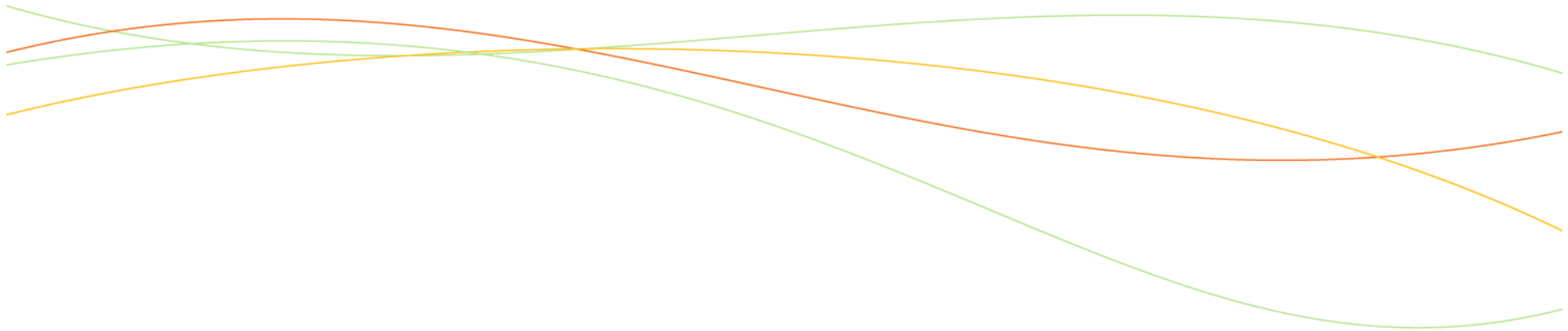
Have you ever had a paid job?

53% of juniors have ever held a paid job



In the future, where would you most like to work?

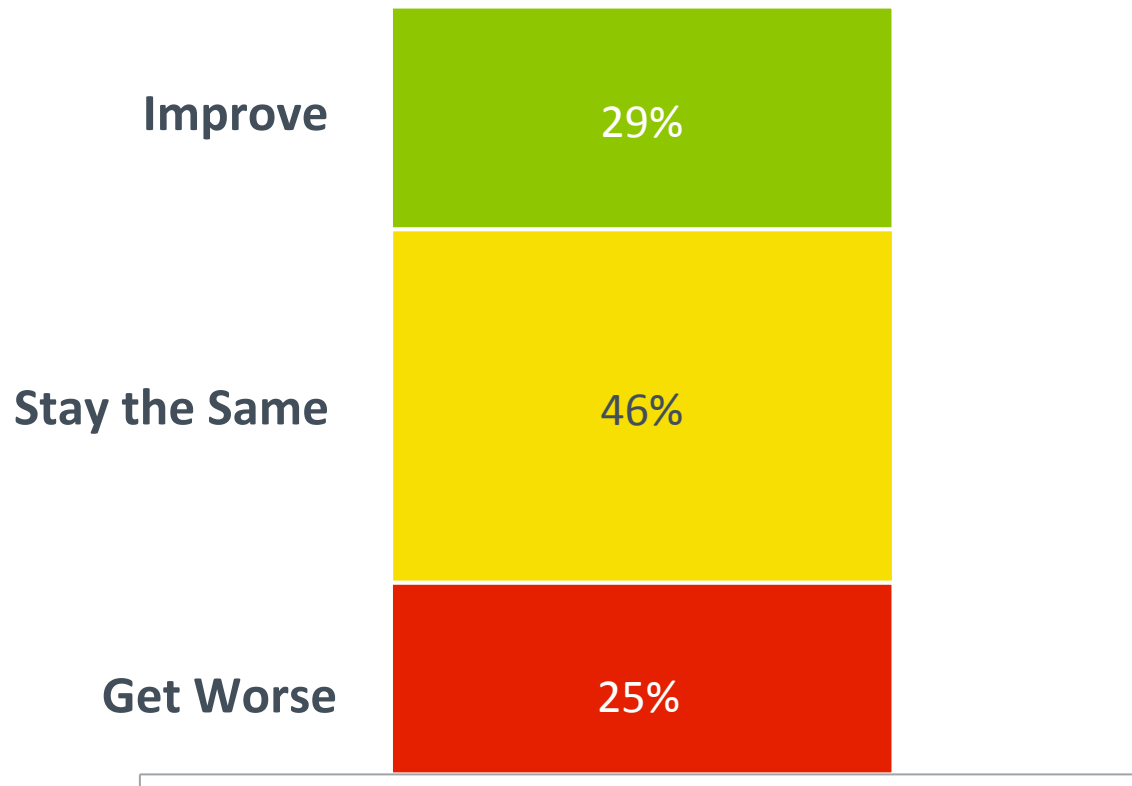




Student Concerns about the Economy and Job Market

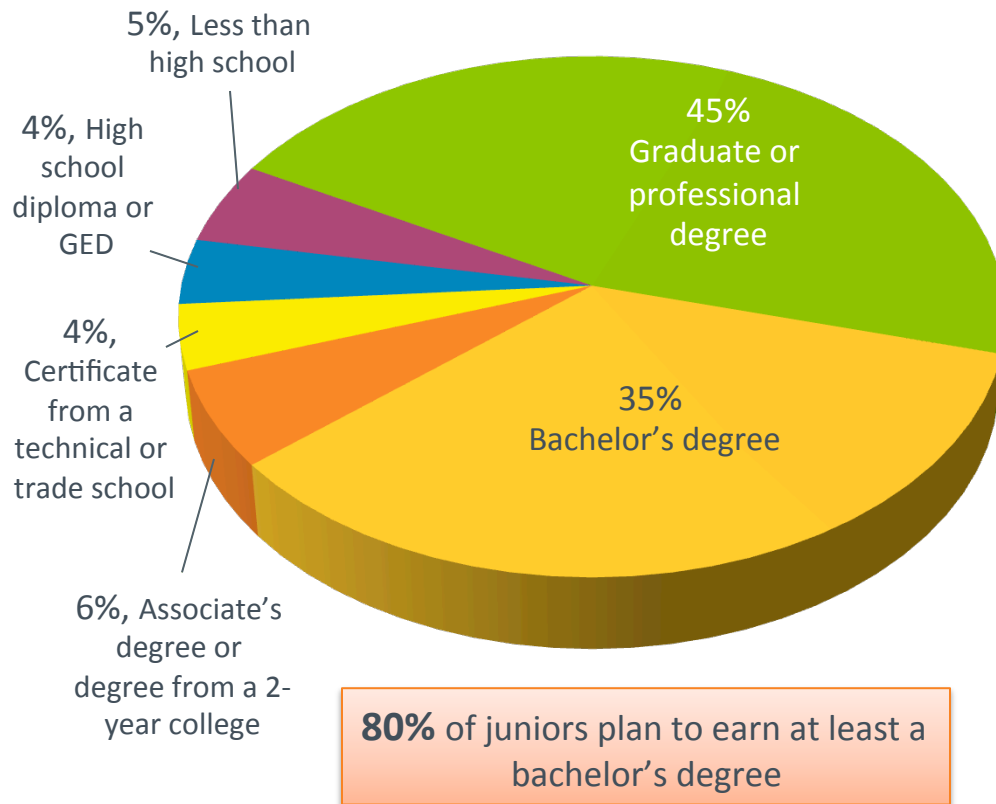
Three in ten juniors believe the economy will improve in the coming year, but most feel that the economy will either stay the same or get worse.

In the coming year, do you expect the economy to...?

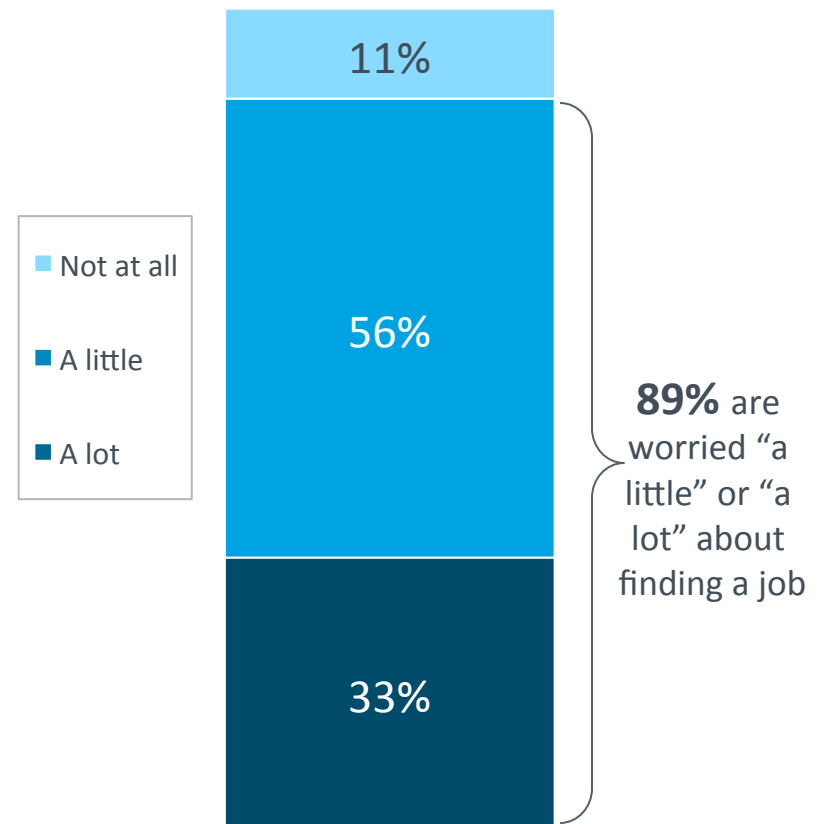


Eight in ten juniors plan to earn a bachelor's degree or more. Nine in ten are worried "a little" or "a lot" about their job prospects after school.

What is the highest level of education that you plan to get?

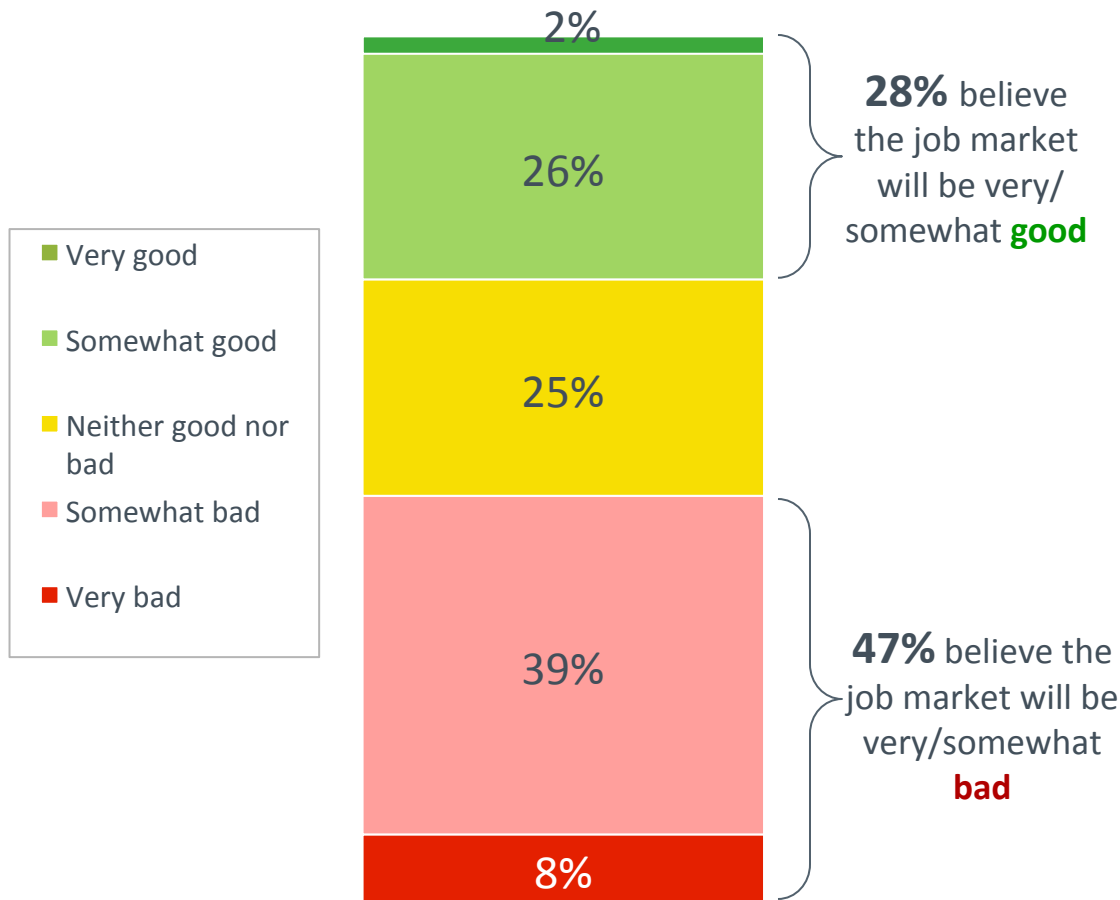


How much do you worry about being able to get a good job when you finish school?



Half of juniors believe the job market will be very or somewhat bad when they finish school.

Expectations of What the Job Market Will Be Like After They Finish School



Those who **do not plan to pursue higher education** are more likely to feel that the job market will be **very/somewhat bad** (HS degree or less: 55% vs. some college: 57% vs. college degree or more: 44%).

There is **no difference** on the job market outlook between those **who are interested in starting a business** and those who are not.

Juniors who expect the job market to be bad when they finish school are generally from all types of backgrounds, although those who are White and from rural areas are more likely than their counterparts to feel negative about the future job market.

Demographic Profile – Those Who Expect Job Market to be Good vs. Those Who Expect Job Market to be Bad	Total (n=2213)	Expect Job Market to be...	
		Very/Somewhat Good (n=621)	Very/Somewhat Bad (n=1047)
Gender			
Male	52%	54%	55%
Female	48%	46%	45%
Race/Ethnicity			
White	55%	46%	61%
Hispanic	18%	21%	16%
Black/African American	16%	20%	13%
Other	9%	11%	8%
Region			
East	20%	22%	21%
Midwest	23%	20%	25%
South	35%	38%	32%
West	21%	20%	22%
Urbanicity			
Urban	33%	37%	31%
Suburban	40%	42%	40%
Rural	24%	19%	27%
School Type			
Public	86%	88%	85%
Private	10%	10%	11%
Parental Education (proxy for socioeconomic status)			
High school or less	27%	24%	29%
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Note: Numbers in bold show significant differences between subgroups.



AHEAD OF WHAT'S NEXT.

Report Prepared for:  **Junior Achievement[®]**



August 29, 2011