



Evidence in Action

A K20 Center Research Brief

The Effects of an Entrepreneurial Project on the Career-Choice Readiness, Metacognition, and Growth Mindset of Secondary Students.

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Introduction

In today's rapidly evolving job market, students often feel unprepared to make informed career decisions. The authors highlight that entrepreneurial education can address this challenge by fostering essential non-cognitive skills such as metacognition and a growth mindset. These skills are linked to improved self-reflection, decision-making, and confidence—key components of career-choice readiness. The study aims to evaluate the effects of a four-day entrepreneurial project on these three constructs and explore their interrelationships.

Methodology

Research Design:

A single-group pre-post design was used to assess changes in students' metacognition, growth mindset, and career-choice readiness before and after the intervention.

Sample:

Participants were 54 secondary students (grades 9 and 11, average age 16.6) from northern German district schools. The post-test included 42 students who completed the full intervention.

Data Analysis:

Quantitative data were collected via validated self-report questionnaires. T-tests assessed pre-post differences, Pearson correlations examined relationships among variables, and mediation analysis explored the role of growth mindset as a mediator.

Results

The intervention significantly improved students' metacognition, with a moderate effect size. While growth mindset and career-choice readiness also increased, these changes were not statistically significant. However, strong positive correlations were found among all three constructs. Notably, growth mindset mediated the relationship between metacognition and career-choice readiness, suggesting that enhancing metacognition may indirectly support career readiness through fostering a growth mindset.



Application into Practice

To replicate this intervention, schools can implement a four-day entrepreneurial project structured around the following:

1. **Day 1:** Creativity and brainstorming exercises to introduce entrepreneurship.
2. **Day 2:** Exploration of personal competencies and interaction with real entrepreneurs.
3. **Day 3:** Development and planning of business ideas aligned with the UN Sustainable Development Goals.
4. **Day 4:** Execution of business ideas in real-world settings, followed by reflection and presentation.

Key success factors include:

1. Involvement of trained entrepreneurial coaches.
2. Emphasis on experiential learning and student autonomy.
3. Integration of feedback and reflection sessions.
4. Opportunities for real-world application and peer interaction.

To enhance impact, schools should consider extending the program duration, incorporating mentorship, and embedding career guidance elements.

Work Cited

Brausch-Böger, M. E., & Förster, M. (2024). The effects of an entrepreneurial project on the career-choice readiness, metacognition, and growth mindset of secondary students. *Education Sciences*, 14(5), 485. <https://doi.org/10.3390/educsci14050485>