

Assignment to women's teacher class in the elementary school, and its long-term effect on her student's preference for Corporate Social Responsibility in the adulthood.

Eiji Yamamura      Seinan Gakuin University,

Shunsuke Managi    Kyushu University

Yoshiro Tsutsui    Konan University

### Summary

From the demand side, we attempt to how early childhood education form preference for Corporate Social Responsibility (CSR) through teacher–student gender random-matching. Using the originally collected individual-level data, we examine how woman teacher in the elementary school influenced students' stated preference for CSR in their adulthood. Major findings are; (1) woman teacher leads students to prefer corporate responsibility for CSR later in life, (2) effects of woman teacher are larger if she was class teacher in the lower grades, (3) the effects of woman teacher on preference formation are observed for the different-gender students not but for the same-gender ones. These findings imply that the gender gap in the adulthood reduced by matching women teacher with boy students in the earlier years. The female socialization hypothesis is supported.