

Abstract

The field of microeconomics has quite strong assumptions of rational and self-interested behaviour on which it builds its mathematical models. As such, it may be presented to the students of microeconomics as a norm and students may then behave more selfish in their decision-making, which would make the assumptions of microeconomics self-fulfilling. This study investigates whether the current teachings of microeconomics promote self-interest. It focuses on the influence that different forms of wording have on decision-making. It further compares students of economics and students of non-economic fields and inspects whether the exposure to microeconomics courses affects the decision-making of students. It replicates the experiment of Buchter (2020) and compares the results. The data was collected through three differently worded versions of an online questionnaire, randomly distributed among the students of the Faculty of Social Sciences, Charles University, both from economic and non-economic fields of study. The results showed that wording is the most significant factor for the decision-making of individuals. Field of study or the number of semesters of microeconomics did not have a significant effect on the respondents choices. Year of study had some effect on the decision-making of respondents, however not a significant one. The hypothesis that the current teachings of microeconomics promote self-interest was mostly proven to be false.