

# Teachers' Perceptions of the Role of Entrepreneurship Education in the Career Choice Decision-Making of Business Studies Learners in Gauteng South Africa

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**Abstract.** This study explored teachers' views on the influence that entrepreneurship education has on Business Studies learners' career choices in Gauteng, South Africa. A qualitative case study approach was employed with a sample size of five Business Studies teachers from three selected public secondary schools in Gauteng East District, using purposive and convenience sampling methods to select participants for this study. Semi-structured in-depth face-to-face interviews were employed to collect required data for this study. Data were analysed using Atlas.ti which is a Computer Aided Qualitative Data Analysis Software (CAQDAS) program. The findings from this study affirmed that Business Studies influences the career choices of learners to become entrepreneurs. Strengthened by the knowledge, skills and experience acquired from entrepreneurship as a segment in Business Studies, the study recommended that the Department of Basic Education (DBE) should provide the necessary encouragement to Business Studies learners as it is implemented with other subjects by assigning it an elevated status in the curriculum.

**Keywords:** decision-making; business studies; entrepreneurship; career choice; entrepreneurship education

## 1. Introduction

A career is the combination of work roles that an individual encounters in his/her lifetime (Etiubon et al., 2018). A career choice involves the beginning of a specific job or profession (Ajayi, 2018). Bubic and Ivanisevic (2016) assert that career choice is an important issue in the developmental lives of young adults because it is associated with affirmative and unconstructive differences that exist beyond the young age into adulthood. Choosing a career is one of many decisions that lie ahead of every adolescent as they proceed through the journey of life. Career choice has been identified as a challenge mostly to secondary school learners, considering the uncertainty in the world of work (Lose, 2016).

Secondary school learners are anxious about what the future holds and what challenges they might have to face (Howard & Walsh, 2011). Considering the knowledge deficit and the capacity of learners at secondary school regarding career choices (Al-Otaibi & Al-ghobaiwi, 2021), it consequently becomes the concern of all interested parties to effectively help learners at secondary school to prepare for a future career. Preparing for the future entails allowing learners to participate and undergo everyday work life experience through the curriculum (Etiubon et al., 2018).

Considering the rate of unemployment at 32.5% in South Africa at present (Statistics South Africa, 2020), an exploration into early-stage entrepreneurship at the secondary school level is essential in producing business education environments that could develop learners' entrepreneurial skills (Lose, 2016). Abor (2017) affirms that entrepreneurship education provides the basis for the abilities, understanding and skills required for entrepreneurship. Acquiring and developing entrepreneurship skills while at secondary school could equip youths with the necessary skills for entrepreneurship growth in the country. Axelsson and Mårtensson (2015) define an entrepreneur as a person who has the capability to uncover business prospects, create distinctive ideas, accumulate assets and build a business enterprise in order to fulfil society's necessities and desires. In the same vein, Chimucheka (2014) believes that free enterprise is the initiative accompanied by the skill displayed by a person to establish enterprises with the ability to efficiently advance the enterprise. Entrepreneurship education is regarded as the purposeful involvement provided by a teacher to improve learners' skills and abilities that may develop their attention and maintain their presence in entrepreneurship (Etiubon et al., 2018).

The Department of Basic Education (2015) found that there were approximately 3.4 million young adults between 15 to 24 years of age who are unemployed. Chimucheka (2014) shows that participation in entrepreneurial activities amongst South Africans may activate the economic autonomy for many South Africans, particularly the youth. Therefore, there is a need to consider entrepreneurship training for the youth in South Africa in order to offer them the opportunity to contribute fully to the nation's prosperity. The youth ought to be encouraged to consider entrepreneurial activities as an instrument to create wealth for the incoming generation and grow to be independent rather than searching for job opportunities (Ogunyomi & Bruning, 2016). Regrettably, creating a business venture is not frequent among South Africans, particularly with Black South Africans (Ogunsade et al., 2021).

According to Walter and Block (2016), the introduction of entrepreneurship education in secondary schools could be considered as excessive in nature for secondary school learners to understand. Conversely, Axelsson et al. (2017) confirmed that entrepreneurship education being included in the curriculum at secondary school could be a motivation for learners to become future entrepreneurs, since they could obtain basic training and the required knowledge and skills during teaching and learning. Korhonen et al. (2011) conducted research in Finnish secondary schools that focused on

entrepreneurship education and their findings indicated that it might promote awareness of entrepreneurship and its benefits as a result of the teaching of entrepreneurship education. In addition, the European Commission (2010) reveals that most European Union countries are committed to encouraging entrepreneurship education in their various instructional institutes. The introduction of entrepreneurship education and the noted accomplishment in secondary schools in nations such as Austria, Belgium, Greece and Finland indicate that entrepreneurship could be taught in the same manner that conventional subjects are taught (Pucci et al., 2017). Thus, the inclusion of entrepreneurship in South African secondary schools may promote business venture as a career of choice among the youths.

In South African schools, the teaching of entrepreneurship is presented as topics in the subject Economics and Management Sciences (EMS) in the General Education and Training (GET) phase, which comprises Grades 8 and 9. The objective is to foster learners' interest in entrepreneurship from an early age and maintain this interest into the subject of Business Studies at the further education and training (FET) phase, Grade 10, 11 and 12 (DBE, 2015). However, the skills deficiency statistics, state that, in its quest to accomplish the mission to decrease unfairness and reduce poverty by 2030 (National Development Plan, 2013), South Africa has to intensify entrepreneurship among inadequately educated unemployed youths. If the nation has the intention of augmenting the quality of entrepreneurship knowledge at an early stage, then it is essential to inspire learners to consider entrepreneurship as a career. Consequently, the study investigated teachers' views on the influence that entrepreneurship education has on Business Studies learners' career choices in Gauteng, South Africa.

## **2. Literature Review**

In recent years, several countries have been concerned with issues of unemployment and have put in place a plan to encourage their citizens to venture into new business opportunities. Unemployment has prompted countries to find an alternate means to aid their citizens in developing entrepreneurial skills. Given the economic situation, entrepreneurship education has been included in the secondary school curriculum. As such, it is perceived as a foundation for building social and economic wellness in a country, for growth and development (European Commission, 2010).

Entrepreneurship education has gained momentum as entrepreneurs are considered the driving force of economic development as well as being an answer to social and societal problems (Baluku et al., 2019). This highlights the need for people to acquire entrepreneurial skills to be able to adjust to the unpredictable and uncertain world in which we live. Consequently, there are various educational programmes around the world striving to motivate and stimulate an entrepreneurial attitude. At this point, entrepreneurship education becomes pertinent since it affords an individual the opportunity to learn and develop an interest and attitude towards entrepreneurship (Pucci et al., 2017).

The concurrent growth, emergent complexities in the environment, commercial enterprise and technical development indicate that the ensuing cohorts will experience problems to improve the condition in the society, family and work (Karadag, 2016). Therefore, to enhance learners' achievement and improve their ability towards career choice decision-making, guidance and counselling are considered a necessity (Martinez et al., 2017), generating and preserving a mutual relationship between teachers and learners to improve performance in teaching and learning and the wellbeing of learners in the school environment (Walter & Block, 2016).

A career path is a person's self-development through the integration of life and occupational processes and functions (Polenova et al., 2018). An individual's career entails the period before employment and after employment concerns and not merely employment, with the amalgamation of career and the responsibilities that life demands, such as relatives, companions and leisure activities (Polenova et al., 2018). Therefore, vocational advice and directing are essential and concentrate on the individuals' abilities as well as ways in which the abilities could be appropriately directed. Al-Otaibi and Al-ghobaiwi (2021) assert that proficient career guidance assists learners to uncover their ardour for entrepreneurship, comprehending in what way to employ the distinctive ability as well as the appeal, eliminating hindrances, making a well-versed career decision in order to benefit from a healthy lifestyle and face the future with confidence. They reiterate that guidance involves information to assist learners with decision-making relating to learning, training and occupation, which could help learners develop their competence and permit them to make informed career choices. In addition, career guidance offers learners the opportunity to ascertain the correlation between their career development and knowledge and skills needed to acquire through the process of teaching and learning (Walter & Block, 2016).

Entrepreneurship training in secondary school ought to be taught from the lower grades to develop learners' interest in entrepreneurial activities as an early introduction to entrepreneurial activities could stimulate knowledge of self-employment and create an appreciation of self-determination (Ajayi, 2018). As entrepreneurial involvement is deemed relatively low in South Africa in comparison to other countries in Africa (South Africa.info, 2016), the Department of Basic Education (DBE, 2015) has purposely included topics such as unemployment, business environment, business ownership, poverty and inequality in the Business Studies curriculum that could fuel learners' interest in self-employment through entrepreneurship education. Thus, the introduction of entrepreneurship education as a proficiency training programme for the improvement and originality for the youth of South Africa to participate confidently in the economy.

### **The Current Study**

This study explored Business Studies teachers' views to comprehend the influence that entrepreneurship education has on Business Studies learners' career choices in Gauteng, South Africa.

### **3. Methodology**

#### **3.1 Research Design and Participants**

This study employed a qualitative case study design to investigate teachers' views on the influence that entrepreneurship education has on Business Studies learners' career choices. The case study as a research design provides different justifications regarding the analogous understanding as well as the knowledge of the inference pertaining to the incident as opposed to individuals concerned. Consequently, providing lucidity with regard to the concerns broached about the topic (Creswell, 2014). This design was chosen because it allowed the researcher to collect considerable detail that would not be simply attained by an alternate research design (Tracy, 2013).

The population identified for this study was all secondary school Business Studies teachers who teach Grades 10 -12. The sampling techniques used for this study were purposive and convenience sampling, which permitted the researcher to use diverse information gathered from the research settings. The Gauteng East District was identified for convenience purposes with three schools selected because the subject Business Studies is offered to Grades 10, 11 and 12. Schools were selected according to the learners' performance in the final examination in 2016 in Business Studies. Consequently, the sample for this study included a school with outstanding results (100%-80%), an average achieving school (80%-60%) and a low achieving school (60%-40%). The participants for this study comprised teachers in the three selected public secondary schools who taught Business Studies; five teachers were selected who were amenable to being interviewed from the three schools. The selected participants had 3 to 15 years of teaching experience in Business Studies as a subject.

#### **3.2 Instruments**

Data collection was carried out through semi-structured in-depth face-to-face interviews. The semi-structured interview method was adopted because it is flexible and allows for clarification through probing, and an interview schedule was used to guide the interview (Appendix 1). Once participants consented that their interviews could be recorded, interviews were digitally recorded. The recordings assisted the researcher in capturing all required details; in addition, the audio recordings could be replayed for clarity and improved comprehension of the recorded data. This study used open-ended questions that related to teachers' perceptions of the topic under investigation and the interviews were conducted in English as the medium of instruction in the schools is English. To ensure credibility and trustworthiness for this study, the participants were given the opportunity to verify the transcriptions as a means of member checking.

#### **3.3 Procedure for Data Collection**

As previously mentioned, data were collected in three selected public secondary schools after having obtained ethical clearance from the College of Education at the University of South Africa and approval from the Gauteng Department of Education. Additionally, permission to access schools was obtained from the selected schools' principals. Confidentiality, anonymity, voluntary participation,

freedom to withdraw participation and informed consent were strictly adhered to. The interviews were conducted in secluded offices; the interviews took an average of 30-45 minutes for each participant.

### 3.4 Data Analysis

Creswell (2014) views data analysis as the clear preparation and grouping of collected data to achieve the requisite outcome. In a qualitative study, data analysis ought to utilise coding, classifying and elucidating data to denote elucidations on the matter under investigation (Green, 2014). Furthermore, case study data analysis entails logical, systematic organisation of evidence. The transcriptions of the audio recordings and the researcher's field notes gave rise to the analysed data. The research question guided the analysis of the data and the data were analysed using the Computer Aided Qualitative Data Analysis Software (CAQDAS) programme, Atlas.ti.

## 4. Results

This study examined the opinion of teachers on the influence that entrepreneurship education has on Business Studies learners' career choices in three public secondary schools (A, B and C) in Gauteng East District, South Africa. The findings from this study demonstrate that teachers' perceptions indicated that Business Studies plays an essential part in the influence of learners to become entrepreneurs, strengthened by the knowledge and experience acquired from entrepreneurship as a topic in Business Studies. Several themes emerged from the findings, illustrating that entrepreneurship education could assist learners in considering becoming entrepreneurs and these include: Business Studies as a foundation for entrepreneurship, teachers' expectations of learners to become entrepreneurs, initial introduction of entrepreneurship education, practical experience and community engagement and entrepreneurial activities at school.

### *Business Studies as a foundation for entrepreneurship*

The findings show that topics in Business Studies could assist learners in career choice decision-making if they want to become entrepreneurs. Participants were in agreement that Business Studies provided the basis for entrepreneurship. Most participants concurred that the subject facilitates the required background for learners' knowledge and understanding concerning entrepreneurship. This is apparent in the following excerpts:

*"...when you look at entrepreneurship all that is needed is the foundation or the knowledge needed about running a business. When you look at the Business Studies textbook everything that is in the textbook is about business and entrepreneurship. For example, the eight business functions, marketing, management." (School B, Grade 10 teacher)*

*"The Business Studies curriculum guides learners very well on how to form and start a business. All they need to form a business is there in the curriculum, so it is very helpful for learners who want to start a business." (School B, Grade 12 teacher)*

From the interviews, it was gathered that learners were encouraged while studying topics in Business Studies to be innovative in their thinking, as this could help their career choice decision-making process towards being independent, as mentioned by one of the teachers:

*“What we teach them in Business Studies, to come up with new ideas and that is entrepreneurship and they are doing it practically because they’ve got projects, presentations that they must do. This could help them in future while choosing career because of high rate of unemployment.”* (School C teacher)

Teachers perceived the role of entrepreneurship education of paramount importance because the topics covered present the opportunity for learners to consider a career as an entrepreneur (Grade 11 teacher, School B teacher, School C teacher). In addition, teachers mentioned that “learners, whose performance in Business Studies as a subject is above average, are more inclined to have confidence in themselves towards entrepreneurship while making career choice decision” (School A teacher). One participant asserted that Business Studies might “benefit learners in setting up some form of entrepreneurial ventures in the future” (School C teacher).

#### ***Teachers’ expectations of learners to become entrepreneurs***

The majority of the teachers who participated in the study were of the view that learners who acquire entrepreneurship learning through Business Studies were more probable to choose entrepreneurship as a vocation; the following excerpt by Grade 11 teacher at school B provides evidence of the above opinion:

*“Most of these learners have got barriers to learning, you may find out that they are slow when you are teaching them the theory but give them [a] practical task [and] they perform very well so I think most of them will pursue entrepreneurship once they are done with their schooling. Even though some of them have started already, I have some learners who have shown me their business plan. They’ve started something that will lead them after their Grade 12 education. They are into designing of clothing...girl line of fashion way and some are into motivating other learners to keep them away from the street, starting a band and so on and so forth.”* (Grade 11 teacher, School B).

The above-mentioned teacher stated that learners showed particular interest in entrepreneurship, under the various topics found in the Business Studies curriculum which were found to be motivating (Grade 11 teacher, School B). She adds that, despite learners being prevented from conducting entrepreneurial activities at school, they furtively persist since they enjoy what they are doing (Grade 11 teacher, School B) and they continue these entrepreneurial activities at homes (Grade 11 teacher, School B). Another teacher mentioned her colleagues, who were of the opinion that learners could pursue entrepreneurship because of her communication with some of her learners, as shown in the statement below:

*“I see some of them becoming entrepreneurs. I have interacted with a few learners [and] they have already indicated to me that they are not interested in pursuing their education as far as tertiary level is concerned. They want to start businesses because they feel that time,*

*they are ready to make it big and they quote certain people who didn't go to tertiary and they've got businesses that are doing well."* (Grade 11 teacher, School B)

The teachers at School A stated that learners showed a keen interest in entrepreneurial activities and one teacher in particular said that she discovered that the learners had the ability to engage in entrepreneurial activities. In addition, she believed that learners are of the opinion that had the ability to become entrepreneurs because they are involved, in entrepreneurship at school, despite it not being allowed. She pointed out that the subject Business Studies is chosen in Grade 10; however, many learners do not decide on the subject with the aim of becoming entrepreneurs (School A teacher). She maintained that the circumstances of many learners arise possibly because they come from economically disadvantaged backgrounds with inadequate finances and, as a result, they become resourceful in resorting to small-scale entrepreneurship (School A teacher) in order to make some money. A Business Studies teacher at School A added that, as a consequence of the current state of the economy in South Africa, it is incumbent upon learners to realise that the Government cannot provide employment (School A teacher). Therefore, it would be advantageous for them to pursue entrepreneurship; since these learners have attained the fundamental information from the subject Business Studies (School A teacher). A Business Studies teacher at School C agreed that learners could become prospective entrepreneurs because of their inventiveness when selling different items (School C teacher). She observed that the knowledge acquired from entrepreneurship education would enable learners to develop aspirations for their potential accomplishments.

Unlike the above-mentioned views of teachers, the School B, Grade 12 teacher negated the perception that the learners that he taught could pursue entrepreneurship, because he believed that career choices in field of the commerce would be appropriate for the majority of his learners. In addition, he mentioned that, if they did choose to become entrepreneurs, it may be attributed to what they had learnt in Business Studies. Teacher B was adamant that none of the learners would become entrepreneurs (Grade 12 teacher, School B teacher); however, he pointed out that the goal of becoming an entrepreneur should be the desire of every learner because of the current unemployment rate in the country (Grade 12 teacher, School B teacher).

*"I can see it in the classroom that these learners are not interested in business even though the curriculum educates them a lot about entrepreneurship like the BBBEE, the Role of businesses, and different types of business venture,... I'm not sure about whether they will become entrepreneurs on their own."* (Grade 12 teacher, School B)

One of the participants claimed that the expectation of learners becoming entrepreneurs may not be realistic, considering the fact that some of the learners are not showing an interest in entrepreneurship, despite the several topics in the curriculum that educates learners about business ventures.



### ***Initial introduction of entrepreneurship education***

Participants stated that the introduction of entrepreneurship education should be included from the lower grades (Grade 8 and 9) in Economics and Management Science (EMS). Consequently, it would awaken an interest in learners in the lower grades and enable them to have an elementary knowledge in business ventures once they get to Grade 10, which could motivate them to engage in business enterprise as a vocation (School B, Grade 12 teacher). Additionally, the participants believed that technology can be incorporated into the teaching of Business Studies and will allow learners to apply the knowledge attained since it will encourage learners to be innovative, and allow them to showcase their merchandise using technology (School C teacher).

### ***Practical experience and community engagement***

Schools could be influential to motivate learners to implement entrepreneurial skills acquired through entrepreneurship education at school and in the community (School C teacher). The School B Grade 10 teacher suggested that the organisation of activities that would enable learners to employ the abilities acquired from what they had learnt in Business Studies could expose them to the requisite applied knowledge for the advance of entrepreneurship (Grade 10 teacher, School B). Additionally, learners who choose Business Studies could also be afforded the chance to determine the requirements of budding consumers at school, as is evident in the following excerpt:

*"In schools there are different extra mural activities like fund raising and so on like that. I will actually suggest that these learners doing Business Studies as a subject must be given opportunity by the school, maybe allocate a certain amount of money for the FET phase and come up with a business idea and sell at school on a particular day or programme while the ladies selling at school will not be here, so that learners can start implementing what they are learning in the classroom on how to manage finances, how to do a proper marketing while other learners might be interested in buying from these Business Studies learners, so that they can know what and how to sell to their target group or market."* (Grade 10 teacher, School B)

The findings show the benefit of applying the knowledge and skills learnt in Business Studies to an actual life situation to promote creativity in learners. Learner's community engagement was viewed as a phase of entrepreneurship training that could direct learners to determine society-related aspects that needed the intervention of entrepreneurship, as expressed below:

*"I think what we can do as Business Studies educators we must do whatever is in the syllabus and also develop learners' skills, their knowledge, community involvement because that is very important in entrepreneurship education, if they are involved in the community then they can interact with people, they can identify where the problems are and what is lacking in the community. They can think 'if I can sell this it can help my community and also benefit me'. It's all about creativity not just teaching them what is in the textbook and we don't relate that to real life situation."* (School C teacher)

All participants provided important evidence concerning the motivation aspect of entrepreneurship education to arouse an awareness of learners in a career in entrepreneurship. These practical activities include events such as market day and entrepreneurship day at school (Grade 11 teacher, School B), and these entrepreneurial activities could provide a hands-on experience for learners. The participants anticipated their learners filling a function in their societies, where prospective entrepreneurs and the societies could benefit, as the following excerpts indicate:

*“Let learners organise entrepreneurship day, that is how you put the subject into practice, we make it practical as well. We tend to be more focus on the content teaching like lecturing instead of putting that content into practical where you can ask them to design project and come up with the things that they can sell during entrepreneurship day and make it more practical. Like what happens with the physical science learners when they learn about a chemical, they make practical with it and that is what our subject is lacking.”* (Grade 12 teacher, School B)

*“Remember I’m saying I’m for the practical, yes I get the theory but it is too little, I feel like now we should add the practical part of it. Maybe we take them to visit some big business companies.”* (Grade 11 teacher, School B)

*“School can organise a market day where learners are going to sell... choose a day, I think it should be Grade 10 and 11 because the Grade 12 learners are busy ...like in Grade 10 one or two classes are doing Consumer Studies at the centre they can still utilise that and arrange with the teacher to use the centre to cook and store food there so that everybody can buy there.”* (School A teacher)

The participants mentioned that involving learners in entrepreneurial activities could motivate learners and direct their thoughts towards establishing their personal businesses. In the face of a dwindling economy where unemployment is on the rise, it would be advantageous for learners to participate in business ventures to contribute to economic growth and development.

#### ***Entrepreneurial activities at school***

The findings revealed that entrepreneurship education as a section covered in Business Studies provides learners with an incentive to undertake entrepreneurial activities. Participants mentioned that learners showed a dedicated interest towards entrepreneurship, declaring that learners possess entrepreneurial knowledge and skills gained from Business Studies (School A teacher). Despite learners having entrepreneurial inclinations, however, in the majority of instances, in the schools where this study was conducted such activities were forbidden (School C teacher; Grade 11 teacher, School B). Learners have been prevented from selling their commodities at school, which means that both the ‘budding’ entrepreneur and prospective customers suffer.

Teachers should realise that it is essential to urge their learners to implement the knowledge and skills acquired from Business Studies in the real world, as mentioned in the following excerpt:

*"I try to encourage my learners to get skills through Business Studies. How I do this, they have projects that they do, we have market day and entrepreneurship day, I think it was two weeks back especially Grade 11 they sold products, I told them to do needs analysis to identify what the learners need and they were selling different products and most of them made 100 percent profits because I asked them if they make profit they said yes that they use R600 and get R1200. They saw the challenges of business through the selling activities by which some of them that were selling braai meat gave their meat to others selling the same thing to braai for them and when they failed them they came back to tell me about it and I told them to wake up and open their eyes that they are competitors how can they give them their meat. They learned through that incident about competitors."* (The teacher at school C)

As indicated by the participant, the entrepreneurial days at School C clearly showed that learners had the ability to apply entrepreneurial knowledge and competences on entrepreneurship days. Although, success was not achieved by all endeavours as entrepreneurs, the participant referred to this as a lack of interest or lethargy on the part of learners who did not perform optimally and apply their knowledge acquired in entrepreneurial education (School C teacher).

For entrepreneurship to be a success in schools, the participant from School C suggested that, the School Management Team ought to enforce behavioural regulations for involvement in entrepreneurial activities on the school grounds (School C teacher). In addition, the participants stated that regulations and procedures should be elucidated clearly in order that learners adhere to these regulations when engaging in entrepreneurship on the school grounds. The school rules pertaining to entrepreneurship should be observed by the learners, as the experience acquired from entrepreneurial activities at school could provide learners with practical experience (School A teacher).

## **5. Discussion**

This study explored teachers' views on the influence that entrepreneurship education has on Business Studies learners' career choices in Gauteng South Africa. The findings from this study revealed that teachers perceived the role of entrepreneurship education had a direct link with the career chosen by Business Studies learners. Business Studies, according to the participants, is a subject that presents a foundation for learners to engage in a career involving entrepreneurial activities, because the requisite knowledge for the establishment of business enterprises is learnt in Business Studies. The participants asserted that the DBE decision to include entrepreneurship education into the Business Studies syllabus at secondary school level created a situation that inspires learners to pursue entrepreneurship. Additionally, the participants perceived the inclusion of entrepreneurship in Business Studies motivates learners, specifically when good grades are attained in the subject, as a result participants were resolute that learners' career choice had in fact been influenced by Business

Studies. This suggests that entrepreneurship education as a component of Business Studies had apparently stimulated learners' choice of career in the direction of entrepreneurial pursuits. In this respect, O'Connor (2013) argues that entrepreneurship as a portion of a subject offered at secondary school may motivate self-employment, personal answerability and self-sufficiency. Similarly, Karlsson and Moberg (2013) affirm that South African learners have a habit of relying on the government to cause employment opportunities after exiting school; consequently, the availability of entrepreneurship education in the FET Phase at Secondary School would present and advance learners' awareness of entrepreneurship.

This study found that learner who achieved good grades in the subject of Business Studies displayed high entrepreneurial intention to entrepreneurial enterprises. This concurs with what Walter and Block (2016) found, that entrepreneurs are insightful, prepared and advanced an indication that certain knowledge, competences as well as comprehension could be achieved as well as enhanced through applied proficiency and further training. Business Studies was perceived by the participants in this as a principal feature in the career choice of learners to pursue entrepreneurship as a career. This aligns with Wang and Chugh (2014) who confirm that entrepreneurship education arouses learners' awareness in business initiatives, presents opportunities to experience entrepreneurship, develops independence, and introduces self-employment as a career choice through skills training that learners receive. The participants in this study concurred that motivation was requisite for learners to decide on a career in entrepreneurship. Boyles and College (2012) state the potential to generate innovative and exceptional ideas, remaining self-sufficient, and the capacity to formulate informed judgements to receive earnings as well as to participate in community programmes that involve entrepreneurs and serve as inspiration towards an entrepreneurship career. Therefore, if learners are encouraged to exhibit their entrepreneurship skills at school, through the subject of Business Studies, this could stimulate them to pursue entrepreneurship after exiting school.

In conducting this study, limitations that were encountered included teachers' apprehension of being considered incompetent. The GDE stated emphatically that interviews could be conducted after school hours only; some teachers were unwilling grant after school interview and, ultimately, five teachers were interviewed out of the estimated nine teachers.

This study investigated the opinions of Business Studies teachers; though, future research can be conducted to incorporate the views of DBE executives and parents concerning entrepreneurship as a probable vocation amongst Business Study learners in schools. In addition, a study of this feature could be extended to private secondary schools focusing on teachers' views on the influence that entrepreneurship education has on Business Studies learners' career choices.

## 6. Conclusion

This paper presented teachers' perceptions on the influence of entrepreneurship education as a component of Business Studies when learners decide to choose a career. The significance of entrepreneurship education as a component in Business Studies in secondary schools and teachers' expectations of learners' becoming entrepreneurs were discussed. Additionally, the influence of practical entrepreneurial activities in school as well as exposing learners to entrepreneurship education from lower grades were also highlighted by participants. The findings of this study revealed that entrepreneurship education creates an entrepreneurial intention and ability in learners at secondary school. The findings presented in this paper have implications for educational policy and practice and the Board of Management in schools to create regulations that guide entrepreneurial activities on the school premises. In order to awaken learners' awareness of entrepreneurship, it is imperative to introduce Business Studies at an earlier stage, for learners to be able to integrate and transition from EMS to Business Studies. The policy makers should recognise entrepreneurship as an essential aspect for those potential entrepreneurs by paying attention to entrepreneurship practically at school, and to encourage economic growth in South Africa where unemployment is increasing.

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