

**TEACHERS' AND LEARNERS' VIEWS ON THE ROLE THAT ENTREPRENEURSHIP
EDUCATION PLAYS IN CAREER CHOICE DECISION-MAKING OF BUSINESS
STUDIES LEARNERS IN EKURHULENI GAUTENG EAST DISTRICT**

By

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DECLARATION OF ORIGINALITY

Student No: 4808-335-6

I declare that **TEACHERS' AND LEARNERS' VIEWS ON THE ROLE THAT ENTREPRENEURSHIP EDUCATION PLAYS IN CAREER CHOICE DECISION-MAKING OF BUSINESS STUDIES LEARNERS IN EKURHULENI, GAUTENG EAST DISTRICT** is my own work and that all the sources that I have used or quoted have been indicated or acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted parameters for originality.

SIGNATURE
(O.B AJAYI)

DATE

ACKNOWLEDGEMENTS

Trust in the Lord with all your heart, and lean not unto your own understanding, in all your ways acknowledge him and he shall direct your paths.

(Proverbs 3:5-6)

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LIST OF ACRONYMS

CAPS	Curriculum and Assessment Policy Statement
CAQDAS	Computer Aided Qualitative Data Analysis Software Program
DBE	Department of Basic Education
DoE	Department of Education
FET	Further Education and Training
GDP	Gross Domestic Product
GET	General Education and Training
HoD	Head of Department
NSC	National Senior Certificate examination
NQF	National Qualifications Framework
SAQA	South African Qualifications Authority

ABSTRACT

As unemployment is on the rise in developing economies as the result of a decline in the global economy during the past decade, increased attention is paid to entrepreneurship as generator of global economic growth. It has been noted that sustainable economic development cannot be achieved without entrepreneurship, nor can a country increase its gross domestic product and stock of wealth, or improve its citizens' quality of life, if entrepreneurship is not increased.

In order to increase the prospect of entrepreneurship in a country, it is necessary to introduce secondary school learners to entrepreneurship from the early grades, specifically the Grades 8 and 9 General Education and Training phase years. To stimulate learners' interest in the subject, it is important to provide them with appropriate resources and textbooks, competent teachers and a well-structured curriculum. The knowledge and skills gained from studying entrepreneurship could influence learners' future career choices. The unemployment rate in South Africa is high and 70 per cent of unemployed South Africans are youths. This percentage grows annually as learners exit the Further Education and Training (FET) phase.

There is a dearth of literature on the attitudes of South African Business Studies learners in the FET phase towards entrepreneurship as a future career. Additionally, the role that entrepreneurship education plays in the potential career choices of Business Studies learners in the FET phase has not been explored extensively. Consequently this study attempted to explore the role of entrepreneurship education in influencing Business Studies learners in the FET phase in choosing entrepreneurship as a career.

A qualitative case study research method was used to conduct the study. Three schools were identified and data were collected from them. The data-gathering methods employed were face-to-face, semi-structured interviews with Business Studies teachers; and focus group interviews with Business Studies learners in the three schools. The

objective of the interviews was to determine the respondents' views on the role that entrepreneurship education plays in learners' career choices. The findings of the study indicate that teachers and learners strongly agree that entrepreneurship education plays a significant role in learners' choice of entrepreneurship as a career. However, the respondents (both teachers and learners) highlighted challenges that could prevent learners from choosing entrepreneurship as a career.

KEY WORDS

Business Studies, Entrepreneurship, Entrepreneurship Education, Entrepreneur, Career Choice, Career Counselling, GET Phase, FET Phase.

OPSOMMING

Namate 'n insinking in die wêreld ekonomie die afgelope dekadewerkloosheid in ontwikkelende lande laat toeneem het, geniet entrepreneurskap as stimulus vir globale ekonomiese groei groter aandag. Dit is alombekend dat entrepreneurs noodsaaklik is vir volhoubare ekonomiese ontwikkeling. Sonder entrepreneurs kan geen ekonomie groei nie, kan geen land sy bruto binnelandse produk en rykdomreserwe vermeerder, en bly sy burgers se lewenstandaard onveranderd.

Ten einde entrepreneurs te kweek, moet hoërskoolleerders reeds in Graad 8 en 9, in die jare van Algemene Onderwys en Opleiding (oftewel die AOO-fase), met entrepreneurskap kennis maak. Om hulle belangstelling te prikkel, is geskikte hulpmiddels en handboeke, bevoegde onderwysers en 'n behoorlik gestruktureerde kurrikulum noodsaaklik. Die kennis en vaardighede wat leerders in die studie van entrepreneurskap opdoen, kan hulle loopbaankeuse bepaal. Suid-Afrika het 'n hoë werkloosheidsyfer en 70 persent van die land se werkloos is jongmense. Hierdie persentasie styg jaar na jaar namate leerders die fase vir Verdere Onderwys en Opleiding (VOO) voltooi.

Daar is 'n skaarste aan literatuur oor die vraag of Besigheidstudie in die VOO-fase Suid-Afrikaanse leerders se ingesteldheid jeens entrepreneurskapas loopbaan beïnvloed. Ook is die rol wat onderrig in entrepreneurskap in leerders se keuse van 'n loopbaan speel, nog nie volledig ondersoek nie. Gevolglik poog hierdie studie om te bepaal of onderrig in entrepreneurskap Besigheidstudie leerders in die VOO-fase entrepreneurs van beroep laat word.

'n Kwalitatiewe gevallestudie is as navorsingsmetode gebruik. Data is by drie skole ingesamel. By hierdie skole is deels gestruktureerde onderhoude van aangesig tot aangesig gevoer met Besigheidstudie onderwysers en fokusgroeponderhoude met Besigheidstudie leerders. Die doel van die onderhoude was om vas te stel of leerders

van mening is dat onderrig in entrepreneurskap hulle loopbaankeuse bepaal. Volgens die bevindings van hierdie studie is onderwysers en leerders dit volkome eens dat onderrig 'n bepalende rol in leerders se keuse van entrepreneurskap as loopbaan speel. Desnietemin het sowel onderwysers as leerders op uitdagings gewys wat verhoed dat leerders hierdie loopbaan volg.

SLEUTELWOORDE

Besigheidstudies, Entrepreneurskap, Entrepreneurskaponderrig, Entrepreneur, Loopbaankeuse, Loopbaanvoorligting, AOO-fase, VOO-fase.

IQOQA

Njengobaukwentulekakwemisebenzikuphakamaamazweniathuthakayongenxayokwehla komnothowomhlabaeminyakenieyishumieyedlule, ukunakwaokukhulusekubhekiswekwezamabhizininjengomphemiwokukhulakomnotho wamazwe.

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KunokweswelekakwemibhalongokucabangakwabafundibaseNingizimuAfrikabesifundose zamabhizini(iBusiness Studies)esigabeni se-FET ngezamabhizininjengomsebenziongenziwaesikhathiniesizayo. Ngaphezukwalokho,

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Indlelayokucwaningaeyi-*qualitative case study* isetshenzisiweekwenzenilolucwaningo.

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waningweningendimaedlalwaezamabhizinisiekukhethenikwabafundiimisebenzi,

Nokhoabahlanganyeleocwaningweni (othishanabafundi)

bavezeizinseleloezingavimbelaabafundiukuthibakhetheezamabhizinisinjengomsebenzi.

AMAGAMA ABALULEKILE

Isifundosezamabhizinisi, Ezamabhizinisi, IMfundoephathelenenezamabhizinisi,
uSomabhizinisi, Ukukhethaumsebenzi, Ukwelulekwangezemisebenzi, IsigabaseGET,
isigabaseFET.

CHAPTER ONE

INTRODUCTION AND RATIONALE

1.1 INTRODUCTION AND BACKGROUND

The purpose of conducting this qualitative study is to explore the role that Entrepreneurship Education plays in the career choice decision-making of Further Education and Training (FET) phase Business Studies learners in public secondary schools in the Ekurhuleni, Gauteng East District. Education is generally acknowledged as the solution to the socio-economic problems of the world, societies consider education to be a panacea for societal problems (Jones & Matlay, 2011:693). Career selection is a decision every individual has to take at a particular point in life. The decision to choose a career and the choice of a career has always posed a huge problem to secondary school learners. A high level of anxiety exists among secondary school FET learners on what the future holds for them and how to face the challenges that lie ahead (Fayolle, 2013:695). Considering the low level of exposure and experience of an average secondary school learner in exploring career prospects (Paulsen, 2014:42), it is the responsibility of all stakeholders to adequately prepare and assist every secondary school learner in planning for the future. Planning for the future involves exposing learners to the experience of day-to-day work life through the curriculum (Fayolle, 2013:695).

Research conducted into Entrepreneurship Education lays the foundation for the competencies, skills and knowledge necessary for entrepreneurship (Bager, 2011:302; Jones, 2010:502; Mwasalwiba, 2010:32; Sánchez, 2011:240). Fatoki and Chindoga (2012:312) state that South Africa requires exploration into youth entrepreneurship in secondary schools to create business education environments that could improve entrepreneurial skills among learners. Acquiring entrepreneurship skills from secondary school may empower South African youth and create the atmosphere for entrepreneurship development in the country. Nieman and Nieuwenhuizen (2009:9)

describe an entrepreneur as someone who is able to identify opportunity in business, generate unique ideas, assemble resources and develop a business venture to meet the needs and wants of the consumer.

Similarly, Unachukwu (2009:214) views entrepreneurship as the motivation and skills expressed by an individual to create business ventures and the ability to nurture the business to the growth stage effectively. Entrepreneurship Education is regarded as the focused intervention rendered to the learner by an educator to develop entrepreneurial qualities and skills which could facilitate learners' interest and continue existence in the business environment (Isaacs, Visser, Friedrich & Brijlal, 2007:613).

According to the Department of Education (2012), about 3.4 million South African youths aged 15 to 24 years are not engaged in any employment, education or training. Herrington, Kew and Kew (2010:15) indicate that involvement in entrepreneurial activities among South Africans could trigger the economic independence of all South Africans, especially the youth. Entrepreneurship training should be considered as a priority for young South Africans to enable them to participate actively in the economy. Young people should consider establishing their own businesses as a means to creating wealth for their generation and become self-sufficient rather than hunting for jobs. (Mahadea, Ramroop, & Zewotir, 2011:67; Nieuwenhuizen & Groenewald, 2008:128). Unfortunately, establishing a business is not common among South Africans and choosing a career in entrepreneurship is not frequent, especially with Black South Africans (Herrington et al., 2010:15; Altman & Marock, 2008:14).

The Department of Basic Education (DBE) received R246.8 billion in the 2018 budget and this figure is expected to increase to R254 billion in the 2019/2020 fiscal year to enable more learners to have access to basic education. Similarly, higher education had an additional R15.3 billion in the 2018 budgetary allocation due to the recent ¹Fees

¹ The protest for the increase in funding (Fees Must Fall Movement) was exclusively aimed at higher education in South Africa.

must fall' students' protest agitating for an increase in educational funding (South African Budget, 2018). Increased funding for education does not guarantee advancement in the quality of education. To advance the quality of education, there is need for necessary skills and knowledge by educators, as well as the requisite resources to effect a positive change. Additionally, educators' should look critically at alternate methods to stimulate learners' interest that would justify Government's increased expenditure on education as a means for learners' development (Department of Basic Education, 2015).

The study of entrepreneurship in secondary schools may be regarded as too difficult for learners in secondary school to comprehend (Sathorar, 2010:78). However, it has been established that the inclusion of Entrepreneurship Education in the secondary school curriculum may serve as an incentive for prospective entrepreneurs, as learners in secondary school may acquire necessary training and skills through teaching and learning (Kelley, Singer & Herrington, 2016:80; Fatoki 2010:75; Ugwu & Ugwu, 2012:348; Fayolle, 2013:695). Moreover, Hermann, Korunka, Lueger and Mugler's (2005:259) investigation into the teaching and learning of entrepreneurship in Austrian secondary schools reveals that learners could develop interest in entrepreneurship at secondary school level. Additionally, the European Commission (2008:650) indicates that the majority of European Union members are devoted to encouraging the teaching and learning of entrepreneurship in their educational institutions to a certain extent. The teaching of entrepreneurship in South African secondary schools could foster the choice of entrepreneurship as a career. The introduction of entrepreneurship and success recorded in secondary schools in countries like Greece, Belgium and Austria shows that entrepreneurial studies can be taught and learned like every other subject in secondary schools (Huq & Gilbert, 2017:168).

In the South African context, the study of Entrepreneurship Education is introduced through Economics and Management Sciences at the General Education and Training (GET) level, Grade 8 and 9. The goal is to develop the learners' minds at a young age towards entrepreneurship. This is enhanced through Business Studies, Accounting and Economics as the learners progress in their studies to the Further Education and Training (FET) phase, Grade 10, 11 and 12, with Business Studies as a subject that serves as an enable, where learners may learn more about entrepreneurship (DBE, 2014:15).

Based on the shortage of skills statistics, if South Africa has a mission to reduce inequality and eliminate poverty by 2030 (National Development Plan, 2013:68), then the country must increase entrepreneurial activity amongst the poorly educated unemployed youth. If the State intends to improve the quality of early stage entrepreneurship knowledge, then there is an imperative to improve the entrepreneurial intent as a career choice amongst the youth in secondary schools. Hence, this study aims to identify the role and views of teachers and learners in enhancing entrepreneurship as a career of choice.

The remainder of the chapter presents the structure of the study, the rationale for the study and the statement of the research problem under 1.2. The purpose, aims, objectives and research questions for the study are offered in 1.3. Section 1.4 deals with definitions of the key terms used in the study. Lastly, the chapter delineation for the study is presented in section 1.5.

1.2 RATIONALE FOR THE STUDY AND STATEMENT OF THE RESEARCH PROBLEM

Over the last decade, the world's attention has turned to the entrepreneur as a generator of economic growth, in the face of large-scale unemployment, especially in developing economies and a dwindling global economy (Davies, 2005:95; Karlsson &

Moberg, 2013:5). Economic growth in a country might be difficult if entrepreneurship is not developed, nor can society improve their household produce, assets, or improve the standard of living when lacking in entrepreneurship development (Martinez, Levie, Kelly, Saemundsson, & Schott, 2010:13).

One of the ways to increase the number of entrepreneurs among secondary school learners is through an early introduction to the Business Studies content subject. Early introduction to Business Studies implies that learners must be provided with suitable textbooks, experienced teachers and a well-designed curriculum to stimulate their interest (Godsey & Sebor, 2011:120). The introduction of Entrepreneurship Studies at secondary school level does not change all secondary school learners into entrepreneurs, but the knowledge and skills acquired in the process will be a lifelong tool for them (Luiz & Marriotti, 2011:50). Drawing on their field experiences, Graevenitz, Harhoff and Weber (2010:97) state that not every learner can be an entrepreneur but the information, skills, and understanding that learners acquire during the learning process in entrepreneurial studies could be valuable to learners when choosing a career.

South African youth are faced with many difficulties, but the possibility of not getting jobs after school creates a dreary image for societal growth and the prospect of the youth (Fenton & Barry, 2014:735). According to Ramaphosa (2013:23), youth unemployment is a phenomenon that is growing due to recurrent economic downturns, inconsistent economic policies and political corruption. This has greatly impacted the chances of an average FET phase learner of securing employment after Grade 12 due to the lack of requisite skills, experience and support to release their entrepreneurial potential. Only about five to seven percent of learners who successfully complete Grade 12 in South Africa secure suitable employment, consequently, educational reform is necessary to establish a connection between school and work (Johnson & Christensen, 2012:113).

Very little research is available on South African secondary school learners' views on entrepreneurship as a career choice and their plans for the future (Boyles & College,

2012:43). In addition, the role that Entrepreneurship Education has on the potential career choices of FET phase learners should be explored. The need to stimulate the interest of FET phase learners in entrepreneurship at an early stage cannot be overemphasised. This is to navigate the pitfall of unemployment after exiting school and also to assist towards becoming job creators and contributing positively to the economy. Hence, this study explores the role that Entrepreneurship Education plays in enhancing entrepreneurship decision-making career choices of FET phase learners from the teachers' and their learners' perspectives.

1.3 PURPOSE, AIMS, OBJECTIVES AND RESEARCH QUESTIONS FOR THE STUDY

In this section, the purpose, aims and objectives of this study are discussed (1.3.1). In sub-section 1.3.2 the research questions guiding this study are presented.

1.3.1 Purpose, aims and objectives of this study

The purpose of this qualitative study is to explore the role that Entrepreneurship Education plays in the career choice decision-making of FET phase Business Studies learners in public secondary schools in Ekurhuleni, Gauteng East District. This study aims to investigate the views of FET phase teachers and learners on the role that Entrepreneurship Education plays in the learners' career choice decision-making considerations. In order to combat the many challenges confronting South Africa's development, entrepreneurship remains the pipeline for developmental sustenance in the 21st century, individuals should be empowered to seek entrepreneurship as an alternative mean of job creation.

1.3.2 Research questions

The main research question for this study is:

What are FET phase Business Studies teachers' and learners' views on the role that Entrepreneurship Education plays in career choice decision-making processes?

To assist in answering this question the following research sub-questions are posed:

- What do FET Business Studies teachers perceive the role of Entrepreneurship Education to be in the career choice decision-making process of their learners?
- What do FET Business Studies learners perceive the role of Entrepreneurship Education to be in their career choice decision-making?
- What do FET phase Business Studies teachers perceive as barriers to their learners considering becoming an entrepreneur based on the entrepreneurship curriculum?
- What do FET phase Business Studies learners perceive as barriers to their considering becoming an entrepreneur based on the entrepreneurship curriculum?

1.4 DEFINITION OF KEY TERMS FOR THE STUDY

The definition of the key terms as used in this study is important to facilitate readers' understanding of the research phenomenon being explored. Hence, the definitions of the key terms provided in sub-sections 1.4.1 to 1.4.6.

1.4.1 Entrepreneurship Education

Entrepreneurship Education is regarded as the focused intervention rendered to the learner by an educator to develop entrepreneurial qualities and skills which could facilitate learner's interest and continued existence in the business environment (Isaacs et al., 2007:614). Similarly, Arthur and Hisrich (2011:36) define Entrepreneurship Education as the planned transmission of entrepreneurial capabilities, which revolve around the perceptions, abilities and intellectual knowledge that could be employed by individuals in the process of establishing and nurturing entrepreneurial ventures.

In addition, Chimucheka (2014:416) define Entrepreneurship Education as the process of imparting knowledge, ideas and skills necessary to identify opportunities, self-worth and take action to create a business enterprise.

1.4.2 The Subject Business Studies

Business Studies as a subject entails the study of the planning, organising, creating and the development of goods and services by a collection of individuals to satisfy customers wants and needs. Additionally, Business Studies helps individuals to understand the concept of living and making necessary choices in daily activities. It provides a comprehensive knowledge of business operations, promoting critical thinking on establishing a business venture (Bager, 2011:302). Business Studies is a subject that teaches learners the principles and theories behind business management, and the practices that underpin the running of a successful business. It involves practical activities that provide learners with the opportunity to explore the business models and strategies employed by well-known companies (DBE, 2015).

1.4.3 Entrepreneur

An entrepreneur is a person who takes on the responsibility to manage and assume the risks of a business. The person is a pace setter who identifies and exploits opportunities and changes those opportunities into practical ideas through the use of personal experience, knowledge and skills. The person also assumes the risks of the business environment to execute these ideas and achieves the returns from these via hard work (Kuratko, 2014:23). This is also someone who is able to identify opportunity in the marketplace; generate unique ideas; assemble resources; and develops a business venture to meet the needs and wants of the consumer, may be described as an entrepreneur (Nieman & Nieuwenhuizen, 2009:9). According to Bean, Kleyn, Kotze, Llewellyn, Maliehe and Marx (2012:160), an entrepreneur is someone who initiates a business idea, collects the resources, organises and runs a business employing others. On the other extreme of definitions, anyone who wants to work for himself or herself is considered an entrepreneur (Isaacs et al., 2007:618).

1.4.4 Entrepreneurship as a Career

Klapper and Tegtmeier (2010:553) describe entrepreneurship as actions, qualities or skills employed independently or collectively to assist individuals or a group of entities. This is in order to establish, manage and benefit from change and development concerning advanced stages of indecision and difficulty as a way of accomplishing personal fulfilment in life. Similarly, the readiness and ability of a person to search for business prospects, to set up and manage a business venture profitably is viewed as entrepreneurship (Unachukwu, 2009:214). Additionally, Sathorar (2010:14) defines entrepreneurship as the means of generating ideas, arranging and putting them into practice during the initial stages and thereafter, nurturing a business idea to a possible maturity stage in an unpredictable business environment.

1.4.5 Career choice

Career is the summation of occupations that one engages within life (Chimucheka, 2014:405). Choice is the act of having a preference and a career choice can be described as the step taken by a novice for personal orientation, to take a stand in a potential occupation or a profession for future purpose (Stokes, Wilson & Mador, 2010:32).

1.4.6 Further Education and Training Phase learners

The Further Education and Training (FET) phase includes all learning and training programmes in secondary school resulting in qualifications at levels 2 to 4 on the National Qualifications Framework (NQF) as described by the South African Qualifications Authority (SAQA) and reflected in the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995). The FET Phase is above the General Education Training (GET) phase, but below Higher Education. In this study, FET Phase learners refer to those individuals who are officially admitted and registered in the secondary school system as full time learners in Grades 10 –12.

1.5 CHAPTER DELINEATION OF THIS DISSERTATION

Chapter One presented a general description of this study. This chapter offered the background, rationale, statement of the research problem, purpose, aims and objectives of the study and the research questions. The key terms related to the study were also given.

In **Chapter Two**, relevant literature relating to the study is reviewed and the chapter deals with an overview of both international and local literature that focuses on the role of entrepreneurship in career decision-making of secondary school learners. In addition,

this chapter expands on the theoretical framework of this study, looking at the theory that underpins this study.

Chapter Three involves an explanation of the research design and methodology for this study and elaborates on the research paradigm, research approach and research design that was followed. Subsequently, the particular methods of sampling, data collection and analysis used are discussed. In conclusion, the methodological norms and ethical considerations for this study are presented.

Chapter Four deals with the presentation and discussion of the findings generated from the analysis of data collected for this study. Findings associated with the overall research questions are dealt with in this chapter to provide a synopsis concerning Business Studies learners' career choice decision-making processes and both their and their teachers' views on this.

Chapter Five presents a summary of the study and its findings, the conclusions and recommendations of the study as well as the limitations encountered by the researcher in conducting this study. Additionally, the chapter highlights recommendations for policy and practice, as well as recommendations for further study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter reviews literature on the role of Entrepreneurship Education for the purpose of establishing what is currently known and what is not known about the topic. A review of relevant South African literature and international literature pertaining to entrepreneurship is presented. Additionally, this chapter provides insight into the South African education system as it relates to entrepreneurship in Business Studies as a subject in secondary schools. In section 2.2, literature on the South African work/career landscape and career guidance provided in schools is presented. Literature on the need for entrepreneurship in the 21st century is dealt with in section 2.3, while the value of Entrepreneurship Education for secondary school learners is discussed in section 2.4. Finally, the theoretical framework for this study is presented in section 2.5.

2.2 THE SOUTH AFRICAN WORK/CAREER LANDSCAPE AND CAREER GUIDANCE PROVIDED IN SCHOOLS

Career guidance and counselling is an inherently positive process that focuses on the learners' strengths and how those strengths can be channelled appropriately. Effective career guidance and counselling helps learners to discover their entrepreneurial passion, understand how to apply their unique talent and interest, remove barriers, make informed career decisions, enjoy a healthy work-life balance and approach the future with optimism (Coetzee & Roythorne-Jacobs, 2012:100). Guidance entails information to help learners make learning, training and work-related choices that help with their capacity building and enables them to make their own career decisions concerning their future (Varalakshim & Moly, 2009: 516).

A career reflects an individual's self-development across the duration of life through the incorporation of life and vocational functions, situations and procedures in an individual's lifetime. A person's career includes pre-employment and post-employment concerns and not simply occupations, as well as the combination of career with other life responsibilities, such as family, friends and recreation (Coetzee et al., 2012:57).

Guidance and counselling has not been appropriately recognised in South Africa according to Qhingana (2006:130) who specifically states that guidance and counselling has not been recognised in the secondary school system as a result of some contributory factors. To elaborate, guidance and counselling is not an examination subject so it is not emphasised in the curriculum; school management and staff members do not recognise guidance and counselling as well as guidance teachers, as they are not considered an important part of the school staff. Mwamwenda (2004:465) observes that guidance and counselling does not emerge as an essential feature of the curriculum in most secondary schools, although it could make significant contributions to the educational progress of South African learners. Counselling in secondary schools commences when the learner approaches the guidance counsellor with personal concerns under a climate of confidence and trust.

Career education and guidance is an essential part of all education provisions as it offers regular prospects for learners to discover the connection between knowledge acquired during the process of teaching and learning and their career development (Chang & Rieple, 2013:227). Career development provides trainees and employees in organisations with the expected opportunities to appraise their present occupation, their future ambition, their proficiency and means to accomplish obligations (Mufti & Mark, 2012: 28).

Guidance counsellors' continuous contact with learners and individuals has been identified as one of the potential advantages of guidance provision in schools and organisations (Chang & Rieple, 2013:232). Additionally, through the guidance procedures, counsellors may be in a strong position to persuade their institutions to

adjust opportunities composition to answer the individual's requests and desires. Although schools are expected to play a significant role in career counselling, this does not happen in most cases (Maree, 2016:26). For example, Prinsloo (2007:164) established that Life Orientation teachers in most South African secondary schools did not receive formal training on career guidance and do not have the knowledge for the counselling procedure to be carried out. Similarly, the Department of Basic Education (2012) attested to this view, Rosenberg, Raven, Nsubuga, Mosidi, Romsamp, and Burt (2009:10) discovered that a number of teachers make use of the Life orientation periods for other subjects, since they have no requisite knowledge or training for this career module. Career guidance and counselling is not provided to learners in schools which could result in learners not having a clear perceptive of potential careers.

With the growing intricacies in the world, business and technological advancement are moving simultaneously, and the subsequent generations will experience challenges to adjust to society, work, and family (Ibu & Maliki, 2010:11). Therefore, there is a need for guidance and counselling in schools because they augment learners' achievement (Martinez, Baker & Young, 2017:179). The school counsellor creates and preserves a continuing, professional, mutual relationship with school staff and learners in the school enhancing educational performance and welfare of learners who are in their care (Savickas & Porfeli, 2012:17).

The importance of guidance and counselling in schools is increasingly acknowledged as having a professional in place that is accessible to the learners. This professional is tasked with addressing learners' psychological and emotional needs, as well as their educational needs, thus affecting not only learners' emotional well-being but that of the entire school (Lent, 2013:44). In an attempt to advance everybody's life contentment, career guidance and counselling maintains itself as a profession and indicates its significance empirically, consequently, there is a need for the services to expand in secondary schools (Martinez, Baker & Young, 2017:181).

According to the DBE (2011:10), the crucial and developmental results for each learning area are documented in the new curriculum, thus– The Curriculum Assessment Policy Statements (CAPS) for Grades R-12 stipulates the content and activities of all the subjects. Each learning area illustrates the knowledge, skills, standards and attitudes that the learner needs to obtain, in this new education and training scheme. The objective of this system is to develop learners who: are competent and able to recognise problems and offer solutions. They should be able to make decisions using a decisive innovative idea and work efficiently in a group with other classmates, organisations and the society. They are required to coordinate and control their actions dependably and gather, evaluate, arrange and decisively assess information. Additionally, learners should be able to communicate successfully with visuals, figures and language proficiency in different ways; make use of science and technology efficiently; demonstrate responsibility to the community and the well-being of others (DBE, 2014:10).

Watson and Fouche (2007:155) positioned the responsibility on the school to support learners to develop psychologically, and assert that schools should teach intellectual well-being. This will encourage learners' participation in teamwork naturally in an enjoyable manner and develop the competency to be dependable individuals in society. Education is an essential aspect of anticipation for greater opportunity, since people discover unforeseen challenges in their daily activities that require resolution (Watson & Fouche, 2007:160). It is apparent that learners in our schools should be provided with cognitive skills that would continuously allow them to handle fresh and complex challenges in a more acceptable way. Stead and Watson (2006:183) advocate that schools' focus should comprise the teaching of self-knowledge or self-awareness; interactive and problem solving skills as a component of social and life skills, which can facilitate learners' participation and involvement in the community.

Generally, learners should be directed to a potential career choice, that is, they should be equipped for job applications, interviews, higher education and career preference. Learners should be educated in a social context on interaction with others in the

community and society and psychologically prepared to receive instruction. Additionally, it is imperative that guidance in schools be handled by experienced and well-trained teachers, because guidance requires competency and skills considering various challenges that learners encounter in the school, home and society (Stone & Clark, 2005:78). Secondary school learners do not have access to suitable career guidance that could facilitate their career choices accurately, which could prepare them for the business environment or the world of work (Catholic Parliamentary Liaison Office, 2012:4; Development Bank of Southern Africa, 2011:9; National Treasury, 2011:16).

Guidance and counselling may be regarded as a means to build competency in secondary school learners, which can help them in decision-making concerning career choices for the future, as well as supporting learners towards decisions regarding education, training and vocational choices (Howard & Walsh, 2011:78). Therefore, the knowledge that learners acquire in school should provide them with essential personal qualities necessary to accomplish success in any profession. Learners in general believe that going to school could assist them to obtain knowledge that could be useful for a better life to be achieved in future (Brown & Lent, 2013:58). The teaching and learning process should equip them for their future aspirations. This is possible through career guidance and counselling procedures but the role of more formal curriculum subjects also should be considered in light of the need for job creation linked to entrepreneurial skills (Mufti & Mark, 2012:25).

Subsequent to the dismantling of apartheid in South Africa, the education system was restructured into two separate departments namely, Basic and Higher Education Departments. Career guidance counsellors are no longer employed in secondary schools and anecdotal evidence however, indicates that in 2013 the posts were re-introduced for a short period and thereafter, career guidance counselling was not offered and discontinued without reason. The lack of career counselling, and the negative impact on career choice decision-making, reinforced the low societal and economic situation of the underprivileged and alienated these people in the nation (Maree, 2016:26). Learners who encounter this disadvantage do not receive the appropriate

advice from a qualified career counsellor, but receive unprofessional advice from well-meaning individuals. The information received from non professionals often confuses learners about what career choice to make (Maree, 2016:31, Howard & Walsh, 2011:262). Consequently, these learners who enter higher education not being certain of their career path may migrate from one field of study to another or find themselves in employment that adds little or no value to their lives and is consequently, not beneficial to the plan for a successful life (Martinez et al., 2017:190).

The South African population shows the significance of youth development in its demographic composition. The unemployment rate in the country is alarming and the young graduates' unemployment comprises 70 percent of the entire unemployment statistic (Maas & Herrington, 2008:15). Herrington et al. (2010:53) estimate that the majority of South African youth between the ages of 18 and 35 are without jobs. Despite these problems, Maas and Herrington (2008:4) assert that South African youth are passionate about entrepreneurship. Albeit that these comments by Maas and Herrington (2008) are a decade old, the information is still pertinent today. The situation in the country concerning unemployment still remains dire, with the unemployment rate exceeding 20% over two decades (Statistics South Africa, 2016:12), consequently, entrepreneurship could play a key role in contributing to the alleviation of unemployment. Ouimet and Zarutskie (2014:391) add that young graduates are keen on venturing into businesses because of perceived prospects that they want to pursue.

2.3 THE NEED FOR ENTREPRENEURS IN THE 21st CENTURY

The 21st Century provides innovative work environments, which inculcate a diverse set of struggles to secondary education institutions as the employment market changes. The conventional career path that supports an employee's growth in large business institutions is no longer encouraged (Keogh & Galloway, 2006:395; Matlay, 2008:387). Modern employment opportunities are being formed through small-scale businesses, and, current business role-players anticipate adaptability and flexibility skills from their

employees (Duval-Couetil, 2013:403; Ouimet & Zarutskie, 2014:399). The fast transformation in business environments has emphasised the requirements for characteristics such as the ability to learn, work in a team and generate new ideas (Zhou & Hoever, 2014:335). Therefore, there is need for the secondary education system to respond to these demands by presenting learners in secondary schools with a variety of subjects that could provide them with business knowledge or the prospect of becoming entrepreneurs (European Commission, 2008:663).

The advancement of knowledge requires a learner to be well-informed and to learn the essential skills for success in today's business world. The world is moving at a faster pace with the current generation at the helm of fast-paced development. Yesterday's skills are inadequate to solve our current complex societal problems (Mariotti, 2005:2; Huq & Gilbert, 2017:160). The level of technology and sophistication in the current workplace is high, and, requires good emotional stability to cope with the multi-tasking demands (Arogundade, 2011:27)

Entrepreneurs of the 21st century are expected to think critically, have a problem solving attitude, a sense of global awareness, be environmentally literate, possess life and career skills, leadership and responsibility skills as well as productivity and accountability skills. These skills are necessary in order to cope with the challenges of invention as well as to think of enhanced alternative ways of creating new jobs (<http://www.p21.org/about-us/p21-framework/257>).

The recent global growth in Entrepreneurship Education suggests stakeholders' intentional efforts to stimulate and create more entrepreneurs in the 21st century (Solomon, 2007:168). This confirms that no economy can achieve growth without entrepreneurs. Entrepreneurial literacy and skills require greater attention as it is significant to form the blocks of knowledge and decisions. Economic decision, production and growth decisions amongst others are expected to be made by a 21st century entrepreneur to ensure good workplace productivity and sustainability (<http://www.p21.org/about-us/p21-framework/257>).

The unemployment rate in South Africa is 26.4%, which is considered to be extremely high (Statistics SA, 2015:12), and the required competence to generate employment by the Government and alleviate unemployment and poverty in the society has been unachievable (Philip, 2012:180). The present economic condition does not support employment and worse still young graduates suffer due to the current fragile economy, and a lack of suitable skills and experience relating to the current jobs (De Lange, Gesthuizen & Wolbers, 2012:530; McGrath & Akoojee, 2012:423; Altman & Marock, 2008:11).

A lack of employment prevents an individual from acquiring essential knowledge and the expertise required to gain employment to support themselves as well as their families (Grosso & Smith, 2011:79). Entrepreneurship is considered an option for employment creation to solve unemployment issues in South Africa (Chigunta, Schnurr, James-Wilson & Torres, 2005:13). There appears to be insufficient people with the skills and direction for new ventures creation in South Africa (Fatoki & Patswawairi, 2012:133; Luiz & Mariotti, 2011:47; Mwasalwiba, 2010:22). Schools are considered as places where the most noticeable transformation could be implemented in youth development (Sanchez 2013:461). The South African secondary school education system should educate learners from a young age to think creatively about entrepreneurship (Von Broembsen, Wood, & Herrington, 2005:39; Turton & Herrington, 2013:21).

Currently, Entrepreneurship Education is an aspect of education that is developing rapidly all over the world (Solomon, 2007:168) confirming that no economy can experience substantial growth without entrepreneurs. Enhancing Entrepreneurship Education may lead to the stimulation and increase of entrepreneurship as a career choice, which may lead to employment opportunities, economic growth and development (Smith & Beasley, 2011:732). This assumption was investigated by various researchers and evidence was presented to support it (Dzisi, 2008:258). Fayolle (2013: 696) perceives entrepreneurship as an innate ability which is inherent and cannot be learned; although, this is different from other careers, for example, Law or Engineering, which require special training and education.

The value of Small Micro and Medium Enterprises (SMMEs) as a force for consistent employment and wealth creation has been established by various scholars (Burger, Mahadea, & O'Neill, 2004:203; Döckel & Ligthelm 2005: 54; Jeppesen, 2005:468–470; Laguna, 2013:258). Mkhize (2010:10) maintains that entrepreneurship, as a reliable solution to the increasing challenge of unemployment is essential to guarantee the development of SMMEs in South Africa. Against these challenges, Entrepreneurship Education at school level fulfils a major function in preparing South African youth to participate in economic development (Isaacs et al., 2007:613). Secondary schools have an essential duty to play in the career prospect of learners through the introduction of appropriate training, necessary to develop adequate skills and knowledge for the future (Burger et al., 2004: 201). Special attention should be given to vocational training and skills development, as well as practical activities to assist previously disadvantaged groups and bridge the inequality gap (Burger et al., 2004:93; Gabrielsson, & Politis, 2012: 52).

Entrepreneurial conditions in South Africa require improvement, an achievement of healthy economic growth. Development in the country may reduce the unemployment rate and decrease poverty levels considerably (Bbenkele & Ndedi, 2010:5). There is an urgent need for a successful entrepreneurship (Martinez et al., 2017:182) and it is essential to begin with the youth, particularly young graduates as they are the future leaders, creators of wealth and entrepreneurs. Karlsson and Moberg, (2013:10) argue that education in the 21st century should be carried out in an environment that encourages teamwork and a sense of mutual relationship that would aid vocational learning and skills development. They add that knowledge acquisition entails important assessment, innovative ideas, working together with other people, communicating and literacy skills, while life skills also include flexibility, enterprise, social skills, efficiency and management skills.

2.4 THE VALUE OF ENTREPRENEURSHIP EDUCATION FOR HIGH SCHOOL LEARNERS

This section highlights where Entrepreneurship Education fits into the South African curriculum (2.4.1); and the current status quo in the implementation of Entrepreneurship Education (2.4.2) in South Africa.

2.4.1 Where does Entrepreneurship Education fit into the South African Curriculum?

According to Bager (2011:302), Entrepreneurship Education maps the competencies, skills and knowledge necessary for entrepreneurship. The perfect intended entrepreneurial teaching method is defined by Nieuwenhuizen and Groenewald (2008:140) as a method in which the teacher acts as a catalyst in the learning process through planned activities, role playing and focused response to reduce the conventional method of teaching and learning. Sathorar (2010:21) explains that teachers play a crucial role in the successful implementation of entrepreneurship programmes, and highlights that Entrepreneurship Education enables the individual and provides a situation in which learners can realise their personal potential. However, some authors have recommended that this educational process should begin from a young age (Fayolle, 2013:695, Isaacs et al., 2007:614). For example, Gabrielsson and Politis (2012:54) mentioned that children are entrepreneurial by nature; therefore, Entrepreneurship Education should be imparted to learners as early as possible.

The benefits of Entrepreneurial Education have been commended by both researchers and educators. However, the effect of programmes on entrepreneurial capabilities and the objective of a prospective entrepreneur have remained extensively undiscovered (Sánchez, 2010:32). Sathorar (2010:24) argues that secondary school learners who are studying Business Studies should be permitted to participate in existing businesses through holiday employment as this will improve their knowledge.

Business Studies as a subject in the South African Curriculum involves understanding, ability, attitudes and values that are important for informed creativity and, principled and responsible involvement in the formal and informal segments of the economy. The subject includes business ideology, values and ethics, as well as theory and practices that support the advancement of entrepreneurial enterprise, sustainable business ventures and economic development (DBE, 2015:14). Business Studies is conceptualised to ensure that learners:

- obtain and apply necessary business knowledge, skills and values to fruitfully and gainfully conduct business in volatile business environments;
- generate business prospects, innovatively resolve challenges and take business risks, respecting human rights and protect the environment;
- achieve business objectives through fundamental management and organisational skills and business ethics while functioning as an active member of a group;
- are encouraged, self-sufficient, reflective enduring learners who maturely manage themselves and their conduct while working towards achieving business aims and objectives;
- are competent to acquire formal employment; and
- are in a position to establish entrepreneurial ventures and personal business career pathways (DBE,2015:2-18).

Topics in Business Studies for the FET phase (Grade 10-12) relevant to entrepreneurship are shown in Tables 2.1, 2.2, and 2.3.

Table 2.1: Grade 10 Business Studies topics and content

Topic	Content ²
Qualities of Entrepreneur	Aspiration for responsibility, risk taker, persistence, excellent administration and management skills, self-confidence, high levels of energy, zeal, innovative ideas with an unambiguous vision, outstanding organisational skills, high level of dedication, ability to adjust promptly, determination to conquer impediments.
Business opportunity with related factors	Recognition of potential business prospects and the application of a SWOT analysis (strengths, weaknesses, opportunities and threats) to verify a feasible business enterprise. Creating innovative ideas, needs analysis/ research, recognising good ideas, market exploration, and SWOT analysis. Analysis to establish a profitable business venture.
Location of a Business Decision	Research and discussion on the issues that influence business location decisions. Decision factors affecting location of a business, for example, transportation, accessibility of affordable electricity and water supplies, target market, raw materials, Government and municipal regulations, taxes, crime rate, ecological factors, infrastructures, weather, labour law, accessible road etc.
Business Proposal	A business proposal (comprises a financial breakdown) that could be put into practice. Proposal (financial feasibility business plan). Business procedure (including financial enquiry) based on recognised business ideas. Analysis of ecological factors. Elements of the Business Proposal. The composition of the business ownership. The goods and services, Legal requirements of business, such as, license, Market research, advertising, promotion and selling plan and SWOT analysis.

Source: Curriculum and Assessment Policy Statement (CAPS) for Business studies Grade 10, (DBE, 2015:2-18).

²Other topics covered in the Business studies FET Phase curriculum may be found in Appendix F (Background information)

The introductory topic in Grade 10 shows how the learners are taught, concerning development of their mission, vision, goals and objectives at an early stage (see Appendix F). The goal is to introduce learners to topics in entrepreneurship. Business Studies as a subject exposes learners to different management and leadership approaches which are necessary if learners decide on a career in entrepreneurship. No entrepreneur can succeed without possessing entrepreneurial qualities (Morris, Webb, Fu & Singhal, 2013:361). Every entrepreneur has to be a risk taker, hence, entrepreneurial qualities as a topic are given due attention in Business Studies. Entrepreneurial qualities are an element that connects every entrepreneur and his/her business operations to sustainability. Under the topic entrepreneurship, learners are taught how to identify business opportunities in their immediate environment and beyond, as well as decisions on the business location of a business that will enhance the business growth (DBE, 2015:13). It is necessary for every business to have a plan; a good business plan is like a map that indicates the direction that an entity should follow. Learners are taught how to compile a business plan in order to increase their entrepreneurial education skills and prepare their mind-sets as future entrepreneurs (DBE, 2015:15).

Table 2.2: Grade 11 Business Studies topics and content

Topic	Content
Business environment Challenges	<p>The challenges of the micro (within the business), market and macro business environments (external; outside the business).</p> <p>Challenges of the micro environment such as, strikes and go-slows, lack of satisfactory leadership skills, difficult workforce, lack of vision and mission, trade unions.</p> <p>Challenges of the market environment, for example, scarcity of raw materials, competition, adjustment in customer characteristics, environmental change and Psychographics, consumer norms and principles.</p> <p>Challenges of the macro environment such as, shift in earnings, political changes, existing official legislation, labour limitations, loan, universal / worldwide challenges, societal values and demographics, socioeconomic issues, etc.</p>
Innovation and problem solving in	Applying innovative thinking resolve business challenges and to develop business training (review)

business	<p>Improving problem solving skills in a business contexts</p> <p>Schedule vs. creative thinking, intellectual obstructs to resourcefulness and idea generation.</p> <p>Strategies in solving more difficult problems in a business include, Delphi technique and force-field analysis</p> <p>Team work as a problem solving method creation of unique business ideas.</p> <p>Creative thinking skills and conservative vs. non-conservative solutions (include original approach and solutions).</p> <p>Creative explanations to business problems; measure these alongside the certainty of the business setting.</p>
Establishing a business venture	<p>Combined or individual establishing a business venture based on an action plan</p> <p>Commencing and setting up business enterprise to create revenue. Access funds, sources of fund for a business enterprise, such as, Equity capital/loans/debt, other sources of fund or capital, if needed.</p>
Presentation of business ideas	<p>Precise and brief spoken and non-spoken presentation of a range of ventures-related ideas (including diagrams or charts).</p> <p>Presentation and justification of business-related ideas in unwritten and written layout (including tables, graphs, diagrams and pictures); notice and handouts.</p> <p>Design and outline of the ideas using various optical support for example, slides, transparent screen to display or show objects and pictures.</p> <p>Written information - news bulletin, business strategy, business ideas and analysis, for example, methods of writing a report, arrangements of a leaflet, etc.</p> <p>Answering in a non- violent and professional way to enquiries about work and presentations, for example, answer all queries, make comments, do not deviate, clarify errors, etc.</p>
Businesses roles and responsibilities in the community	<p>The individual roles and responsibilities that business owners should fulfil within a business environment.</p> <p>The role of companies and how they can, participate in the development of the society, through business.</p> <p>Practical activities on how businesses have contributed to the development of their communities.</p> <p>The community business initiative and individual participation within this business community, for example, career counsellor, put in time and effort in guidance towards a career choice.</p> <p>The responsibility of enterprise, civil society, non-profit organisations and community based organisations (NPOs and CBOs) and individual business owners</p>

	in the social and economic growth of communities.
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Source: (Curriculum and Assessment Policy Statement (CAPS) for Business Studies Grade 11, (DBE, 2015:2-20).

A business environment can be regarded as one of the key factors through which a suitable business can be built and sustained. The challenges existing in the business environment sometimes present a bleak picture for adaptability and to overcome such challenges. It is obvious from Table 2.2, that an entrepreneur does not operate in isolation, but is dependent upon the three aspects, which are the micro, the macro and the market environments which work together to create an enabling business environment. An in-depth understanding of how to operate in a business environment as well as the challenges that may be encountered in operating a business is essential for an aspiring entrepreneur (Nieman & Nieuwenhuizen, 2009:10). The environment in which an aspiring entrepreneur intends to operate may either be encouraging or discouraging based upon the level of competition, shortage of supply, business operating skills, consumer behaviour, consumer demands for locally produced goods or foreign made goods and the socio-cultural factors that prevail (Kelley et al., 2016:80).

The entrepreneurs of the 21st century should be creative thinkers and possess a problem-solving attitude. Learners are taught how to be innovative, in order to be creative and identify solutions to the many challenges they could encounter (DBE, 2015:11). Key information provided by Entrepreneurship Education is that it exposes aspiring entrepreneurs to sources of funding for their business operations. A major obstacle to being an entrepreneur is the generation of “start-up” capital and the acquisition of necessary funding. No economic growth can take place in any country without the active participation of its citizens and entrepreneurial responsibilities (Fayolle, 2013:694).Learners are exposed to the role of individuals in society and to perform their role, through business, participate in the social and economic growth of their communities and the country (Fatoki & Garwe, 2010:732).

Table 2.3: Grade 12 Business Studies topics and content

Topic	Content
Moral principles and Professionalism	<p>The efficient and moral conduct of business practises in the prevailing changing and demanding business environments.</p> <p>The significance of moral principles and business conducts.</p> <p>Moral and immoral business conduct with realistic examples, such as, Ethical and unethical business practice with practical examples, e.g. rational and irrational advertisement.</p> <p>Specialised and unspecialised business conduct with practical examples, e.g. absenteeism and lateness.</p> <p>The connection between moral principles (ethical) and professional conduct.</p> <p>Methods of conducting business effectively and efficiently.</p> <p>Issues that could challenge the professional and moral conduct of a business, such as, misconduct, irrational pricing of goods and services in rural areas, taxes, illicit use of funds, sexual harassment, etc. and means of dealing with these issues.</p>

Source: (Curriculum and Assessment Policy Statement (CAPS) for Business Studies Grade 12, (DBE, 2015:2-14).

The topics which learners are exposed to in the FET phase in Business Studies are entrepreneurial in nature and could lead to the establishment of entrepreneurial ventures. The above topics that have been identified in Table 2.3 form an integral part of Entrepreneurship Education which exposes learners to the real nature and knowledge that an entrepreneur should acquire (DBE, 2015:13). The establishment of an entrepreneurial enterprise is underpinned by legislation; it is imperative that prospective entrepreneurs are exposed to business legislation and the importance thereof, since each legal aspect addresses a particular area of business (see Appendix F). Moral principles (ethics) and professional conduct are the cornerstones of every business, and, this is given priority in the Business Studies curriculum (DBE, 2015:14).

Pittaway and Thorpe (2012:837) argue that since there is an increasing interest in entrepreneurship, the present entrepreneurship training provided at school is inadequate and does not suit the requirement of the present generation of entrepreneurs. Consequently, considerable research conducted concentrated on investigating the

existing programmes (Muofhe & Du Toit, 2011:345). Recently attention has been given to providing an understanding of entrepreneurship and entrepreneurial training for potential entrepreneurs to acquire entrepreneurial knowledge and competencies before establishing an enterprise (Morris et al., 2013:359).

Entrepreneurial capability consists of knowledge, proficiency, conduct and actions necessary to complete an activity effectively (Morris et al., 2013:354; Sánchez, 2013: 447). These Entrepreneurial capabilities, have also gained substantial recognition in present times, across various professions (Sánchez, 2013:457). Entrepreneurial capabilities involve the ability to identify opportunity, appraise the opportunity, calculated risk, creative problem solving, value establishment and structure, as well as networking (Morris et al., 2013:352). The educational techniques recommended by entrepreneurial literature are practical activities, role play, and the actual business occurrence, deliberations on case study and business replications. Additionally, recent projects that merge conventional education with motivation from entrepreneurs, peer review, assembling main data and insightful reporting are recommended by entrepreneurial literature (Corbett, 2005:477; Heinonen & Poikkijoki, 2006:89; Chang & Rieple, 2013:235).

Development of Entrepreneurship in secondary schools should be given priority from the early grades to stimulate learners' interests in entrepreneurship. Since an introduction to entrepreneurship from the early grades (Grades 8 and 9) may create awareness for self-employment and a sense of independence. Entrepreneurial participation is comparatively lower in South Africa when compared with other countries in Africa (Philip, 2012:180). Consequently, the DBE(2015:10-18) has deliberately introduced topics such as The Business Environment, Inequality and Poverty, Unemployment, Resources and Leadership, Social Responsibility, Entrepreneurial Qualities, Forms of Business Ownership in the Business Studies Curriculum in order to stimulate early interest in self-employment through Entrepreneurship Education. Entrepreneurship Education should be enhanced in schools by involving the various Business Chambers as well as the Government with the intention of exposing learners to the possibility of

pursuing entrepreneurship as a career. The establishment of vocational training centres and the recognition of role models are essential features to be considered for the achievement in entrepreneurship ventures (Daniel, 2012:14).

2.4.2 The current status quo in the implementation of Entrepreneurship Education

The DBE is accountable for developing education policy, but every Provincial Department of Education is answerable to its implementation (DBE, 2011:15). The significance of education is advocated as the solution to close the gap between acquiring entrepreneurial skills to combat the high rate of unemployment confronting South African youth. This proposition is sustained by the discovery of Fayolle (2013:695), who finds that the successful establishment of entrepreneurship traditions is dependent on education in South Africa. Entrepreneurship Education and culture in South Africa is in its developmental stage when considering the present number of entrepreneurs in the country. South Africa's secondary school system is not practical for the development of appropriate entrepreneurial skills and knowledge. The implementation is theoretically oriented, which does not provide the required skills that the business world demands. It is believed that to acquire entrepreneurial skills the training should begin at primary school level and continue into the secondary school (Sirelkhatim, Gangi & Nisar, 2015:78).

The comparative lack of venture creation in South Africa has been identified as one of the reasons for the high rate of unemployment in the country and the South African Government is implementing several strategies to initiate projects that would encourage entrepreneurial activities among the South African youth in particular (South African Yearbook, 2010/2011, 2011). Entrepreneurial studies as a component of the FET phase Business Studies curriculum was included with the purpose of developing necessary skills, knowledge and attitudes in learners. The intention is to enable prospective entrepreneurs to begin entrepreneurial enterprises and introduce innovations to create

new products and markets. The knowledge gained from entrepreneurial studies should combine theory with experience and practice, as well as emphasise a “hands-on” approach to learning entrepreneurial activities. These learning activities may include: marketing of commodities in the school environment; gaining experience from local entrepreneurs during discussions and individual interactions; exploring business challenges; examining enterprise scenarios in South Africa. Additionally, learners who desire to pursue a career in entrepreneurship can serve a period of work-integrated learning with local entrepreneurs, which involves problem-solving in entrepreneurship. The entrepreneurship programme can motivate and encourage learners into acquiring relevant practical skills, which may improve their individual social behavioural pattern necessary for the development of entrepreneurial intention (DBE, 2015:15).

Entrepreneurship in secondary schools serves as a grooming platform for skills development and innovation for young South Africans to contribute positively to the economy. Also, the higher education sector has a part to play in the development of entrepreneurial intention in learners. Galloway, Anderson, Brown and Wilson (2005:12) state that the higher education sector can have a better effect on the development of entrepreneurial ventures since they offer a range of skills and knowledge-based programmes that facilitate the development of advanced entrepreneurial ventures required to contribute to the global economy.

Researchers in the field of entrepreneurship agree that the importance of Entrepreneurship Education and training should be highlighted in secondary school Education (Morris et al., 2013:352). Entrepreneurship Education and training covers different aspects of entrepreneurship with added topics that include innovation, creativity and risk-taking in entrepreneurial ventures, while Business Education has a limited scope. The Consortium for Entrepreneurship Education (2016) pointed out that Entrepreneurship Education is an all-time knowledge acquiring procedure, which consists of different phases beginning from the learning phase to the growth phase, which are developed according to individual capacity (Farhangmehr, Goncalves, & Sarmiento, 2016:865).

Bolton and Thompson (2004:34) postulated that Entrepreneurship Education and training should be grouped into three different activities and processes, which are:

- Entrepreneurship subjects should concentrate mainly on the entrepreneur, while covering aspect from economic enhancement to preparation of a business proposal.
- Activities in entrepreneurship should include different entrepreneurial approaches and the development of a feasible business venture.
- Great concern should be on entrepreneur enabling, which involves the prospect of entrepreneurs and the recognition of their skills.

The entrepreneurship content analysis above must be observed in entrepreneurial teaching and learning as practical activities and general intellect to obtaining the necessary skills and knowledge to develop a successful entrepreneurial venture. The education system in South Africa needs to respond to the requirement and desire for Entrepreneurship Education through teacher training institutions. Entrepreneurship Education is important in the current economic situation in South Africa, which is perceived as requisite in the economic development of the nation (Ramaphosa, 2013:23). In order to achieve this, teachers must be trained and empowered to teach learners entrepreneurial skills and the customs of entrepreneurship at secondary school level (Isaacs et al., 2007:625).

In academic research, entrepreneurship is a topic that presents confusion for proper interpretation and understanding of the concept. Entrepreneurship as a topic is valuable to everyone in society (Keat, Selvarajah & Meyer, 2011:216). Most significantly, entrepreneurship could be a probable career choice, especially where unemployment is on the rise as in South Africa (Mahadea et al., 2011:68, Mashiapata, 2006:112, Chigunta et al., 2005:15). New skills and knowledge may be acquired and developed, which may be functional in diverse life challenges in the future (Chigunta et al., 2005:14). In addition, entrepreneurship improves creativity and innovation among

people in a country and encourages individuals to develop the competence required to manage and handle indecisiveness (Korhonen, Komulainen & Raty, 2011:3).

The significance of Entrepreneurship Education has increased considerably in recent years (Karlsson & Moberg, 2013:5; Lautenschläger & Haase, 2011:151). Increased attention has shifted to the rapid development of small scale business enterprises, which has resulted in an increase of innovative ideas and conduct. Rapid development of small scale business enterprises has brought about an extensive change to the development of educational practices, with teachers and researchers continuously contributing to the end result of various educational plans and potentials concerning the prospective for creative learning (Mwasalwiba, 2010:34). The secondary school educational system aims at improving learners' skills and transforming individual attitudes, which communicates with individual comprehension of Entrepreneurship Education (Obschonka, Silbereinsen & Schmitt-Rodermund, 2011:179).

2.5 THE THEORETICAL FRAMEWORK FOR THE STUDY

The theoretical framework that guided this study is Donald Super's theory of Lifespan and Life-Space (Stead & Watson, 2016:67). The theory was used to place the development and exposure to Entrepreneurship Education through Business Studies as a subject in secondary school. The developmental model that was created by Donald Super shows the connection between individual experiences and work-related inclinations in constructing a personal self-concept. The development of a self-concept has been adjudged as one of his greatest contribution to career development (Sharf, 2013:178).

Super (1980:282), claims "*until you know who you are, you won't know what you can become*". This statement highlights the importance of self in career development. The self-concept has remained a foundation stone for Super's theory from the beginning of a career and the value of understanding oneself in the career development process

(Sharf, 2013:178). In addition, Hartung (2013:86) concludes that the career chosen by an individual is a reflection of the personality which becomes a continuous process throughout the life span. Super's (1980:285) self-concept is founded on the principle that individual personality and career personality are the result of how individuals perceive themselves. This could possibly mean that if an FET phase learner is exposed to Entrepreneurship Education at an early stage, it may lead to the influence of an entrepreneurial self-concept.

Super's theory (Stead & Watson, 2016: 187) has five life developmental stages which are appropriately named in order to reflect the major activity associated with each age group. An individual is believed to navigate through five different life stages, each stage entails the fulfilment of a diverse career mission to achieve the overall career goal. Additionally, Super believes that the early life stages may be reclaimed depending on the individual's ability to make choices. The stages have been named according to the developmental activity characterised by that stage based on the age. The first is that of the *growth stage* from the age 4 to 13, followed by the *exploration stage*, from the age of 14 to 24, the third life stage is the *establishment stage*, from the age of 25 to 44, and the fourth stage is referred to as the *maintenance stage*, from the age 45 to 65, and the final stage is the *disengagement stage*, 65 onwards.

The first stage (age 4 to 13) is illustrated by the development of the self-concept, attitude and self-awareness. An individual's concern about the future is most important at this stage which may lead to taking charge of one's life. The individual strives to achieve success in school and the work place, as well as acquiring a proficient work approach and behaviour that could bring personal fulfilment (Stead & Watson, 2016:187).

The second stage is referred to as the *exploration stage* (from ages 14 to 24 years). According to Osipow and Fitzgerald (1996:21), this stage is regarded as the explorer stage where learners seek career direction, which must be translated into action through studying/training and job seeking. In this stage, young adults are competent to consider their ambitions and principles when making a career choice decision. This stage is

characterised by the development of personal interest in a profession to replace fantasies. Children believe in their ability and master certain skills (Howard & Walsh, 2011:262) and Sharf (2013:205) is of the opinion that adolescents at this stage may find it difficult to identify or define their interests, competence, and principles, although they possess the requisite capabilities for making choices. They have a growing sense of awareness as they must make a career decision so that they can fit into an intricate world. This study focused on the exploration stage as learners at this stage should discover their passion and interest as well as channelling their interest into a positive attitude and life long career choice decision-making (Stead & Watson, 2016:71).

The *establishment stage*, which is the third stage (25–44 years), is an entry level stage, during which skills are developed and individuals have steady employment. Additionally, growth and development is essential in a chosen career. Steady growth and development leads to the *Maintenance stage* (45–65 years) which involves a continuous adjustment process to improve a position, where the focus is on stability in a career. *Disengagement* is the final stage (from age 65 years onwards) which is characterised by reduced output because of old age and preparation for retirement (Stead & Watson, 2016:67).

A study conducted by Tracey (2002: 157) shows that learners' interest in entrepreneurship could lead to an improved competency and adds that the development of interest may also be associated with learners exploring diverse career opportunities. When learners exhibit an interest in entrepreneurial activities within and outside of school, it becomes an essential aspect of their decision-making to pursue entrepreneurship as a career.

An average FET phase learner is in the second life stage and would be required to make a career decisions. Consequently, it is imperative for these learners to receive appropriate guidance to make the correct career choice. Figure 2.1 below, “the career life rainbow” depicts the stages involved in the developmental process of an individual.

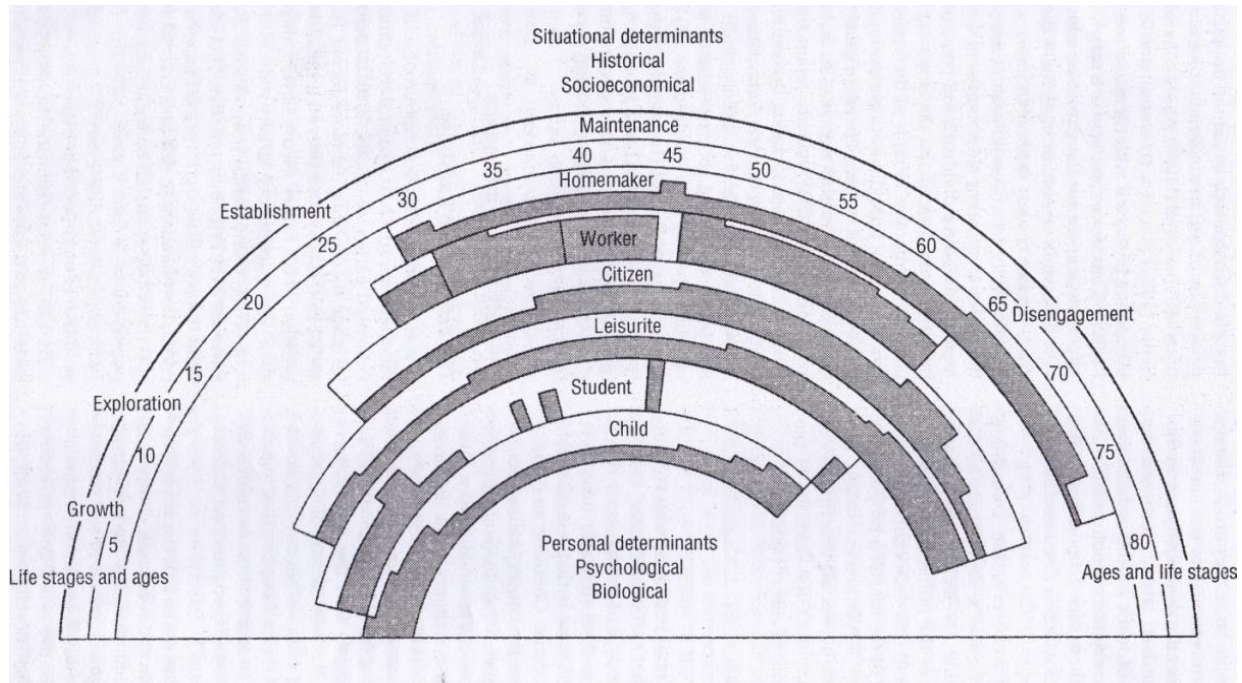


Figure 2.1: The Life Career Rainbow - Five life roles in schematic life space
Source: Stead and Watson (2016:71).

The Life-Career Rainbow is presented to assist with comprehending the perception of many aspects of careers, the chronological attachment in, and the expressive commitment to each role (Super, 1980:296). The Life-Career Rainbow has two main purposes which are: explaining the Life-Career concept, together with the ideas of the life stages, life-space, and life-style. Additionally, it helps every individual as well as learners to discern the dynamic nature of the range of roles that constitute a career, and shows how self-actualisation could be accomplished in various combinations of life roles. In this regard, counselling aids young people and adults, to analyse their personal careers to date, and, assists with projecting their careers into the future (Super, 1980:296).

The application of Super's theory of self-concept (Sharf, 2013:178) is used in this study to explore the views of learners who are in the exploration stage which is between the ages of 14 to 24 years, on the role that Entrepreneurship Education plays in their career choice decision-making and barriers to becoming entrepreneurs. To reiterate, this study

focuses on the exploration stage (ages 14-24) of learners and the career choice decision-making of FET phase learners is effected at this stage, however, it must be emphasised that not all learners make career decisions at this stage (Savickas & Porfeli, 2012:623). Career choice is a decision that requires intense thought concerning a future career, taking into consideration one's ability and experience. The life role of an average FET phase learner as depicted in the above diagram (Figure2.1) identifies the period in which learners should make career decisions. Although, learners may choose to follow a specific career path, they are aware that because of the economic situation in South Africa, employment might be difficult to secure (McMahon, Watson, & Bimrose, 2012:765). Subsequently, the exploration of entrepreneurial activities is considered by learners as an alternate means to reduce the effect of unemployment. This exploration stage is where most learners seek alternate career paths and determine their career choices (Brown & Lent, 2013:25). The exploration stage is where an average FET phase learner begins thinking of what career path he/she wants to follow in order to be successful (Stead & Watson, 2016:73).

The significance of awareness could begin with the exploration stage of career development or with intercessions intended at career guidance and career choice decision-making. However, in reality, the establishment, maintenance, and disengagement stages of a career-life provide sufficient in-progress challenges to career expansion and to general well-being (Lent, 2013:10). Regular transformation in the global economy and technologies are generating conditions that require the youth of today to be equipped for future careers with approaches that vary from their parents' experiences with career preparation (Martinez et al., 2017:185). The career development theory concentrates on the individual's ability to develop and negotiate their occupational lives and identifies conventional responsibilities and develops strategies to manage challenges that are encountered as they develop their careers (Savickas, 1997:248).

2.6 CONCLUSION

The systematic review of pertinent literature as well as the theoretical framework that underpins this study contributed to my understanding of the connection between Entrepreneurship Education in Business Studies. Entrepreneurship Education is a vehicle through which the learners may develop in readiness for their career choice decision-making for their futures. The position of Entrepreneurship Education in South African Education was explored to gain a clear representation of the role played by Entrepreneurship Education in secondary schools, to assist learners, to guide their career choice decision-making towards becoming entrepreneurs. With suitable career guidance and counselling, learners from a young age could make their career choices based on their exposure to the topic Entrepreneurship in the Business Studies curriculum. A detailed description of the research design and methods chosen for this study is presented in the next chapter, which is Chapter Three.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter is to describe the research plan and the actual research procedures that were employed to conduct this study. Preceding the initiation of the empirical phase of the research, it was essential for the researcher to make a sequence of decisions concerning the research design suitable for the study, the methods of data collection to employ and the method of data analysis (Creswell, 2013:86). The decisions taken in this study included determining the research context (settings), research design and the research methods. In this chapter, the research paradigm underlying the study is presented and the research approach discussed (3.2). Thereafter the research design and methods for the study are considered (3.3). In section 3.4, the ethical procedures followed for the study are outlined. In section 3.5, the methodological norms for the study are discussed.

3.2 RESEARCH PARADIGM AND RESEARCH APPROACH

In this section, the research paradigm (3.2.1) and the research approach (3.2.2) for the study are considered as methodological underpinnings for the study.

3.2.1 The research paradigm

Worldwide, conducting research is influenced by inherent notion about beliefs, principles and recent practices of researchers. A research paradigm is a researcher's opinion of the universe based on general concepts, views, ideas and theories. It is formed from specific provisional assumptions that direct and guide individual thinking and attitude (Green, 2014:31).

This study is based on the constructivist and interpretivist foundations of reality and knowledge generation. Constructivism/interpretivist is a philosophical paradigm underpinning qualitative research based on the outlook that individuals search for meanings in the environment in which they reside and work. Individuals develop different interpretations of the world in which they live based on their experiences and understanding, which are diverse and numerous (Mihirka, 2014:45).

The fundamental regulations that guide the constructivist paradigm are that information is socially collected by individuals who actively participate in the research procedure, and the researchers should recognise the multifaceted world of lived experience from the perspective of those who live it (Andrew & Brett, 2014:28). A primary principle for qualitative research is that the world is complicated and that there are various explanations for individual action, as a result of the interaction of numerous factors. Consequently, the processes that examine individual action should be suitable to describe the accurate meaning of events. This then guides researchers to study several viewpoints, while at the same time qualitative researchers understand that it is impossible to address all of the complications existing in a situation (Green, 2014: 52). Aligned to paradigmatic bases which seek multiple realities, the goals of qualitative research are to seek views, inspirations, and motivations behind an individual's conduct and decision-making process as is the case in this study. Instead of gauging numbers, qualitative research observes the most shaded, subjective experiences and captures the more nuanced, subjective, and less quantifiable features that direct people (Stake, 2010:18).

3.2.2 The research approach

Qualitative research is a type of social enquiry that concentrates on how individuals understand and interpret their experiences and the environment in which they reside as linked to a constructivist and interpretivist approach. Most of the customs surrounding qualitative research are directed at the same purpose, which is, to comprehend the

social certainty of individuals and groups that have the same aim. The aim is to understand the collective reality of individuals, groups and traditions and explore the attitudes, perceptions and occurrences in the everyday existence of people (Andrew & Brett, 2014:14). Therefore, this research is designed to explore the views of teachers and learners on the role that Entrepreneurship Education plays in the career choice decision-making of FET Business Studies learners in Ekurhuleni, Gauteng East District.

According to Creswell (2003:181) a researcher seeks to develop relationships and trust with the participants in the research process. A qualitative study is conducted in a natural context; the researcher meets participants in their natural setting, such as homes, schools or offices to conduct the research. In this study, the school environment was considered the natural setting as the participants' interviews were conducted in their classrooms and the staffroom (Green, 2014:36).

A qualitative approach was deemed to be suitable for this study because rich, thick and holistic data may be collected. It also recommends more than a snapshot (Hesse-Biber, & Leavy, 2011:81). Additionally, the qualitative approach concentrates on lived knowledge, positioned in its settings, values participants' confined connotation and demonstrates the possibility of varied interpretation (Tracy, 2013:5). Consequently, a qualitative approach was employed in this study to elicit the views of teachers and learners on the role that Entrepreneurship Education plays in the career choice decision-making of FET Business Studies learners.

3.3 THE RESEARCH DESIGN

In this section, the case study as a research design is discussed (3.3.1). In addition, sampling for the study (3.3.2), data collection strategies (3.3.3), the researcher as a data collection instrument (3.3.4) and data analysis (3.3.5) are presented to provide insight into the design used for this study for appropriate understanding and clarity.

3.3.1 The case study as research design

A qualitative case study design was selected to explore the views of teachers and learners on the role that Entrepreneurship Education plays in the career choice decision-making of FET Business studies learners in selected secondary schools in the Ekurhuleni district, Gauteng east. The case study as a research design was employed as it allows for the use of multiple ways of understanding by using various data collection strategies (interviews and document analysis); the case study as a design leads to various explanations of a similar experience and understanding of the implication of the event from those involved. Consequently, it can provide clarity on the issues raised regarding the subject matter (Creswell, 2013:95).

Case study research entails the study of a case in its natural environment, modern-day setting or context (Stake 2010:30; Creswell, 2013:97). It is a design that allows the researcher to explore in detail a course, an event, an action, a procedure, or one or more persons. The case(s) are bound by the period and incidence, and researchers gather comprehensive information by means of a range of data collection methods over a prolonged period (Creswell, 2003:15). Case studies often reach conclusions created by the researcher on the general result obtained from the case(s) (Tracy, 2013:10).

A case study design was chosen for this explorative qualitative study because it allowed considerable detail to be collected that would normally not be easily obtained by another research design. The data collected with case studies was considered much more rich and in-depth. Case studies provided the researcher the opportunity for intense description and analysis of a single individual or group (Creswell, 2013:99). Three schools were selected as case studies in a multiple case study design. Teachers and learners who were involved with Business Studies in each school were interviewed to gather their views on the role that Entrepreneurship Education played in the decision-making of Business Studies learners.

3.3.2 Sampling for the study

Polit and Beck (2014:75) identify a sample as a unit of the population that is chosen for a specific study, who become the research participants. Case study as a research design tends to contain small but information rich samples that are not pre-arranged. In qualitative research the sample size is generally small, as large samples could produce less insightful and undesired outcomes (Holloway & Wheeler, 2013:145-146). In this study, the sample was teachers and learners in three public secondary schools in Ekurhuleni, Gauteng East District engaged in Business Studies. The sample was regarded as suitable and sufficient for the study because of their exposure to the Business Studies curriculum and the schools' performances in Business Studies.

Purposive and convenience sampling methods were employed in this study, which allowed the researchers the use of different information acquired about and from the research context (Glaser, 2013:23-24). The Ekurhuleni Gauteng East district was selected for convenience purposes as it is in the area the researcher resides. The three schools were selected because these schools offer Business Studies as a subject to the learners in Grades 10, 11, and 12. To assist with the selection of schools, the average performance of learners' in Business Studies in the National Senior Certificate (NSC) examination of 2016 was used. One high performing school (100%-80%), one average (80%-60%) and one low performing school (60%-50%) were chosen as the sample for this study. The focus was on the teachers who teach Business Studies and the learners who chose Business Studies. In each school, a maximum of three teachers and a minimum of one teacher were selected.

The available population for this study was all the teachers who taught Business Studies and all learners who had chosen Business Studies from Grade 10-12 at the secondary schools sites. Within the available population there is a target population (Polit & Beck, 2010:306) and the target population for this study was teachers and learners in selected public secondary schools in the Ekurhuleni District from whom the sample was selected.

Table 3.1 outlines the sampled participants.

Table 3.1: Participant sample per school

	School A	School B	School C
No. of participating Business Studies teachers	Two teachers	Three teachers	One teacher
No. of Participating Grade 10 learners	Six learners	Six learners	Six learners
No. of participating Grade 11 learners	Six learners	Six learners	Six learners
No. of participating Grade 12 learners	Six learners	Six learners	³ -
Socio-economic status	Poor	Average	Good

The Ekurhuleni Metropolitan Municipality is one of the largest municipalities in the Gauteng Province, which occupies a widespread area, from Germiston in the South West to Springs and Nigel in the East. It is one of the most densely populated towns in the Gauteng province and in the nation. The diverse economy of this region is well-structured in comparison with many other small countries on the continent. Additionally, it contributes to almost a quarter of Gauteng's economy, which in turn accounts for more than a third of the nation's Gross Domestic Product (GDP). Ekurhuleni accommodates many of the manufacturing companies for production of goods and commodities and this municipality is described as 'Africa's Workshop'. Springs is a town on the East Rand in

³ The Grade 12 learners at school C were not available for the focus group interview due to the pressure of the National Senior Certificate Examination (Matric) at the time when this research was conducted.

the Gauteng province of South Africa and it lies 50 kilometres East of Johannesburg. The town derives its name from the huge number of springs in the environment. According to Statistics South Africa (2016), Springs has a population of over 200,000 and it falls within the Ekurhuleni jurisdiction. Coal was discovered in the Springs vicinity in 1887 and shortly after, the discovery of gold followed. A village developed in 1904 and the mining of gold began in this area in 1908. Springs became the sole, largest, gold-producing area in the world in the late 1930s with eight gold mines in the region. Consequently, a number of entrepreneurial enterprises sprung up in the area (The Local Government Handbook, 2010:23).

3.3.3 Data collection strategies

Due to the qualitative nature of the data required, the data was expected to be collected using three data collection strategies, namely: focus group interviews, semi-structured interviews and document analysis which included Business Studies learners' workbooks and teachers' work plans for Business Studies as a subject (Creswell, 2014:92). However, only the focus group interviews and semi-structured interviews were conducted with learners and teachers respectively. Due to teachers' reluctance to permit perusal of the learners' workbooks and teachers' planning, it was not possible to conduct the document analysis. The focus group (3.3.3.1) and semi-structured (3.3.3.2) interview processes are presented below.

3.3.3.1 Focus group interviews

Because focus group interviews are socially oriented and are aimed at studying participants in an atmosphere more natural and relaxed than artificial experimental circumstances, they were chosen for this study (Marshall & Rossman, 2011:149). A focus group interview is a data gathering method which entails supporting an invited group of participants to contribute their opinions, views, feelings, beliefs and suggestions on a particular area under discussion (Tracy, 2013: 6).

The focus group interviews were conducted with Business Studies learners in the three secondary schools selected for the study in the Ekurhuleni District of Gauteng East. Six learners per grade were selected from Grades 10, 11 and 12 at each of the three schools to participate in the focus group interviews. The criterion for the selection of the learners was that each learner should have achieved an average of 50% and above in Business Studies second term examination for 2017 so that all learner participants would have a basis of a pass mark perhaps indicating a basic level of understanding of entrepreneurship. This study focused on the learners' perception of the role of Entrepreneurship Education in their career choice decision-making. In addition, the focus was on what FET phase Business Studies learners perceived as barriers to their decision to become entrepreneurs. The focus group interview schedule can be found in appendix E.

3.3.3.2 Semi-structured interviews

Semi-structured interviews were one of the major sources of data collection for this study. According to Leedy and Ormrod (2010:98), a semi-structured interview is a combination of structured open-ended questions and involves a series of planned and unplanned questions and interaction relating to pre-determined themes. The semi-structured interview technique is considered to be the most effective, due to the open-ended questions and the need for flexibility, while at the same time providing a guide for the questions asked and how the interview process should proceed (Leedy & Ormrod, 2010:95).

Information was recorded using an audio recorder with the permission of the participants. All interviews were recorded after participants had agreed that their interviews could be recorded. This technique is one of the most efficient methods for recording interviews in a case study (Yin, 2011:76). With qualitative interviews it is possible to capture all the necessary details that give the researcher the opportunity to listen to the audio recordings continuously, over a period of time for clarity and better understanding of the interviewee's responses to the questions raised during the

interview (Tracy, 2013:10). In addition, this technique allows the different participants to state their views, and to emphasise those issues that they considered important to provide the researcher with a wider perspective on the practical process (Creswell, 2014:190). The semi-structured interview schedule can be found in appendix D.

The interviews were conducted with five teachers from the selected schools who teach Business studies in Grades 10, 11 and 12. Their views were elicited based on their perceptions of the role that Entrepreneurship Education plays in the career choice decision-making process of their learners. Additionally, their perceptions of the barriers that would inhibit learners deciding upon entrepreneurship as a career choice were obtained.

At School A only one teacher was willing to be interviewed. Although a number of teachers had promised to participate in the study, they continuously postponed and consequently, they did not make themselves available for the interviews. Three focus group interviews were conducted at this school, with six participants in each group from Grades 10 – 12.

At School B three Business Studies teachers were interviewed. The teachers provided insight into the teaching of Business Studies and learners' attitudes towards entrepreneurship topics when introduced. The focus group interviews were also conducted with six participants in each group from Grades 10 -12.

Since there was only one teacher at School C who teaches Business Studies and who is the Head of the Department, she was approached to participate in the study. She was keen to participate in the study and share her experiences regarding her teaching of Business Studies and its role in learners' decisions to choose entrepreneurship as a career. The Grade 12 learners were not available to participate in the focus group interview, consequently only two focus group interviews took place with Grades 10 and 11 learners. The focus groups comprised six participants from Grades 10 and 11 respectively.

Overall, five Business Studies teachers were interviewed and eight focus group interviews were conducted at the three case study schools.

3.3.4 The researcher as a data collection instrument

Qualitative research requires the researcher to collect the research data with body, mind and soul when exploring documents, examining behaviour and interacting with the participants. Consequently, the researcher forms a component of the research who participates in the research process. To make sure that the meticulousness in qualitative research is achieved, the researcher needs to be precise regarding the participants' perspectives and views (Streubert & Carpenter, 2011:22). How the impact of the researcher's position in the research was dealt with is addressed below in section 3.3.5.

3.3.5 Data analysis

Data analysis is viewed as the logical organisation and combination of research data to present the required results (Creswell, 2013:98). Data analysis in qualitative research should employ the processes of coding, categorising, and interpreting data to denote explanations on the matter of interest (McMillan & Schumacher, 2010:34; Tracy, 2013:58). Additionally, data analysis in a case study involves a coherent, orderly arrangement of information. The unambiguous facts about the case are organised in a dependable order and the classification of data, where data are grouped together into important groups is completed. A description of particular occurrences where the information is observed for the precise meanings that they could have in the case, as well as the recognition of patterns, which are achieved by exploration of data for fundamental themes and synthesis to derive conclusions (Leedy & Ormond, 2010:85).

Preparation of data for analysis involves three main steps which are: examining and organising the data; arranging the data; and symbolising the data (Miles, Huberman &

Saldana, 2014:31).The analysed data were generated from the transcriptions of the audio recordings and the researcher's notes that were recorded in the field. The data was transcribed verbatim after the researcher had played the audio recording of the interviews and focus group interviews several times. The research question and sub-questions provided the guidelines for the analysis of the data. The data analysis was supported by the Computer Aided Qualitative Data Analysis Software (CAQDAS) programme, Atlas.ti. The originally transcribed data were coded and organised into different themes through Atlas.ti, which were explored and considered to address the research questions and sub-questions for this study.

Coding is a method that allows the researcher to recover the most important data, to gather large pieces of data that complement one another, and additionally to compress the large amount of data into complete analysable components (Miles et al., 2014:33).This process was important to understand the participants' views and perceptions on the role that Entrepreneurship Education plays in the career choice decision-making process of Business Studies learners. The researcher was able to gather from the participants' what was perceived as barriers towards learners becoming entrepreneurs.

3.4 ETHICAL CONSIDERATIONS

According to Polit and Beck (2014:121), any research involving human beings should be subject to ethical considerations. In this regard, adequate care should be taken when conducting research that deals with human beings, by ensuring the safety of the participants and avoiding injury or harm.

Beneficence in qualitative research deals with the ethical principle, which highlights the maximum benefits and minimum harm that should happen to participants when conducting research that involves human beings. A research study should contribute to societal values and the development of the individual welfare in society. Addressing emotional harm in qualitative research requires the researcher to display understanding,

because of the detailed exploration of the study into personal feelings that may uncover deep-rooted fear, guilt and apprehension (Polit & Beck 2010:121).

Since the setting for this study was three selected secondary schools in Springs, Ekurhuleni District, permission to access the schools was gained as follows: the certificate of ethical approval from the College of Education, University of South Africa was used to apply for ethical clearance from the Gauteng Department of Education. An approval letter together with the ethical clearance from UNISA was then used to obtain verbal and written permission from the selected schools' principals. All ethical commitments such as informed consent, confidentiality and anonymity, volunteer participation and freedom to withdraw without consequence were adhered to.

Considering the minor age status of FET phase learners, only schools where the principal, parents and the Gauteng Department of Education (GDE) had provided written permission for learners to participate in the study by granting approval to contact the schools were selected. Only learners who returned the completed assent form were allowed to participate in this study. Interview dates and times were communicated and arrangements were made. Subsequently, the semi-structured interviews and focus group interviews were conducted according to the time scheduled by the schools. The semi-structured interviews and focus group interviews for this study were conducted in offices and classrooms secluded from public view or audible range. The information gathered from the participants was safeguarded and their identities kept anonymous throughout the research process.

3.5 METHODOLOGICAL NORMS

Validity in qualitative research is the extent to which the qualitative data gathered precisely measures what the study intended to ascertain. The most popular terms that are used to depict validity in qualitative research are trustworthiness and understanding

(Tracy, 2013:58). Trustworthiness is the integrity of the data gathered in qualitative research either from the participant or about the participant (Macnee & McCabe, 2008:170). Trustworthiness is regarded as an essential element of any qualitative research study. Trustworthiness is a component of the qualitative constructs, which comprises: credibility (3.5.1), transferability (3.5.2), dependability (3.5.3), and confirmability (3.5.4) (Mihirka, 2014:31).

3.5.1 Credibility

Polit and Beck (2010:492) describe credibility as the self-assurance in the data collected and the analysis thereof. Credibility is accomplished by prolonged commitment in the field, which entails a continuous process in the field until data saturation is reached. This assists the researcher to prevent misrepresentation from the researcher's difference of opinion on the context (Polit & Beck, 2014:245). The researcher understands what is happening in the field. Individual interviews and focus group interviews were conducted with participants in this study, which spanned an extended period of time. The interviews continued until no new information was revealed. Adequate time was devoted to the data analysis, as it was necessary to return to the audio recordings continuously for clarification, and transcriptions were read a few times to completely comprehend the data and assign initial labels.

Artinian, Giske and Cone (2009:13) state that the best decisive factor to determine validity in case study research is the verification of individual participants where the researcher presents categories that disclose the fundamental patterns of their world view. To ascertain that the researcher's descriptions are an accurate representation of the participants' information, the opportunity was given to the participants to verify the transcriptions. Member checking may be performed either unofficially during the data collection process or officially when data collection is completed and the data analysed (Polit & Beck, 2014:299). In this study, intended probes were used during the interviews and the focus group interviews to ensure the understanding of the participants' information.

3.5.2 Dependability

Dependability is the trustworthiness of the data for a specific period of time and circumstances (Polit & Beck, 2014:211). This is realised by conducting a dependability appraisal which illustrates points at which changes happened in the research procedure (Lapan, Quartaroli & Riemer, 2012:56). Glaser (2013:23) claims that the analysis of a case study satisfies the standard of dependability through regular evaluation of the total number of categories and properties during the process of creating main categories. A complete description of the research design and its procedures was provided in this study, explaining the planned actions and its implementation on a tactical point and the functional features of the collected data.

3.5.3 Confirmability

Confirmability is used to determine the level at which individual concern and predispositions affect the research results and conclusions (Polit & Beck, 2014:322). Examples from the data that confirm the various sources of data to support the research findings were presented as evidence. To enable the reader to establish whether the research conclusions, interpretations, and recommendations made in this study may be traced to their original sources and to ensure that they were sustained by exploration, a sufficient review path was provided in this study by means of using Atlas.ti to provide an audit trail of the evidential basis of the findings.

3.5.4 Transferability

Transferability indicates the point at which qualitative research findings could be useful in a different group or context (Polit & Beck, 2010:511). A thorough description of the participants' school context in which the data was gathered for the readers to appraise the relevancy of data to other settings is provided in Chapter Four.

3.6 CONCLUSION

This Chapter presented the research paradigm for the study as well as the research approach. Additionally, the research design, ethical considerations and methodological norms employed in this study were presented. The information that was elicited through the data collection and analysis process is the focus of Chapter Four, where the findings of this study are presented.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter presents the findings from interviews with teachers and the focus group discussions with learners, regarding the role of Entrepreneurship Education in the Business Studies learners' career choice decision-making. The main question that this study attempted to answer is:

What are FET phase Business Studies teachers' and learners' views on the role that Entrepreneurship Education plays in the career choice decision-making process?

To reiterate, sampling for the school cases was based on learner performance in Business Studies, that is, a low performing secondary school (School A), an average performing school (School B), and a high performing school (School C). The data presented in this chapter emanated from the analysis of interviews conducted with five Grade 10, 11 and 12 teachers and eight focus group interviews with learners in the same Grades across the three schools.

The findings are presented in this chapter to answer the research sub-questions aimed at answering the main research question. Section 4.2 presents an overview of the characteristics of each of the case study schools where the study was conducted. Teachers' views of the role of Entrepreneurship Education in learners' career choice are presented in 4.3. In section 4.4 a discussion of teachers' perceived barriers to learners becoming entrepreneurs is presented. Section 4.5 provides a table on the summary of themes and sub-themes generated from the teachers' interviews. The views of learners on the role of Entrepreneurship Education in their career choices is considered in section 4.6, while learners' perceived barriers to their becoming entrepreneurs is discussed in section 4.7. A summary of themes and sub-themes generated from learner

focus group interviews is presented in section 4.8. The conclusion to this chapter is presented in section 4.9.

4.2 DESCRIPTION OF SCHOOL CONTEXTS

This section describes the contextual characteristics for each of the schools sampled as cases which fall under the authority of the Gauteng Department of Education.

School A is a school in a small township on the East Rand in Gauteng. The total number of learners in this school was 750 and it is a non school fee paying school. This school provides learners with a meal as they have a feeding scheme at the school because the majority of the learners are from disadvantaged backgrounds. The medium of instruction at the school is English while the learners' home languages are African languages which are taught at the school as additional languages. At the time when data was collected at this school, there were two Business Studies teachers, but only one teacher was available for an interview. This teacher was responsible for teaching Grades 10 and 12. In total there were 58 Business Studies learners at the school in the FET phase. The school is a low performing secondary school according to 2016 school performance in the Business Studies National Senior Certificate (NSC) Examinations.

School B is situated on the East Rand in Gauteng in what was known historically as a so-called 'Coloured Township' for people classified as 'Coloured' and fell under the auspices of the then ⁴'House of Representatives' (Chisholm & Mohammed, 2006:148). Since democracy in 1994, the school is open to all race groups. The school caters for both Coloured and Black children from the surrounding communities. The teaching staff complement comprises 60 teachers who are both Black and Coloured in this dual-medium school where the curriculum is taught in either English or Afrikaans. Learners receive free lunches from the school because most of the learners are from

⁴ House of Representatives was a body in the Tricameral Parliament (a three- tiered assembly that supervised the last decade of apartheid) of South Africa which reigned from 1984 to 1994. It was set reserved for the Coloured South Africans (Chisolm & Mohammed, 2006:148).

disadvantaged backgrounds. This is a fee paying school where the school fee is an amount of R400 per annum. The total number of learners in this school was 2000 learners from Grade 8 to Grade 12, of which 269 were Business Studies learners. This is the only school in the vicinity that offers a dual-medium of instruction. This school was selected as an average performing secondary school based on the school performance in Business Studies at the final NSC Examinations in 2016.

School C is a former ⁵House of Delegates school which previously accommodated children from the so-called Indian population on the East Rand in Gauteng (Chisholm & Mohammed, 2006:148). The current school population comprises South African Black and Indian learners as well as the children of Pakistani, Bangladeshi and Nigerian expatriates, and, the majority of the teachers at this school are Indian. According to the Business Studies teacher, not many of the learners that attended the school are from disadvantaged backgrounds, and, because this school is not a ⁶quintile one school, (⁷non-fee paying school) no feeding scheme was available. There were 1153 learners at this school and the school fees for the year were R3, 200. The medium of instruction at this school is English, and, Afrikaans is taught as a first additional language. The children who attended school C were predominantly from a lower middle class and middle class background. There was only one Business Studies teacher at the school, who was also the HoD, who explained that the number of learners who choose Business Studies is declining every year. There were at the time a total of 71 learners who had chosen Business Studies as a subject. This is a high performing secondary school as determined by the school performance in Business Studies in the 2016 NSC Examinations.

⁵ House of Delegates was part of the Tricameral Parliament of South Africa. It was a body set aside for Indian South Africans (Chisholm & Mohammed, 2006:148).

⁶ Quintile system of education in South Africa is a system that classified schools into 5 different groups, from most poor to the least poor, ranging from quintile 1 to quintile 5, to determine allocation of funds to schools by the government.

⁷ Non-fee paying schools are schools that have been declared “no fee Schools” based on the economic standard of the community around the school.

The background descriptions above of the three schools provide the backdrop against which the findings of this study are discussed below.

4.3 TEACHERS' VIEWS ON THE ROLE OF ENTREPRENEURSHIP EDUCATION IN LEARNERS' CAREER CHOICE

This section pertains to data gathered from the interviews with Business Studies teachers from the three schools. Specifically, this section addresses research sub-question one, which is:

What do FET teachers teaching Business Studies perceive the role of Entrepreneurship Education to be in the career choice decision-making process of their learners?

Two main themes are considered from the thematic content analysis of the teacher interview data: teachers' views on the importance of Business Studies to Entrepreneurship Education (4.3.1); and teachers' views on Entrepreneurship Education as a factor that stimulates entrepreneurial intention in learners (4.3.2).

4.3.1 Teachers' views on the importance of Business Studies to Entrepreneurship Education

In this section, two sub themes which link to the overall theme of teachers' views on the importance of Business Studies to Entrepreneurship Education are considered. Firstly, teachers' views on Business Studies as a stepping stone to entrepreneurship (4.3.1.1) are presented and thereafter teachers' expectations of learners becoming entrepreneurs (4.3.1.2) are discussed.

4.3.1.1 Business Studies as a stepping stone to entrepreneurship

Business Studies is viewed as the foundation to entrepreneurship by the Grade 10 teacher at school B (P5,5:4,5:5)⁸. She asserted that the subject creates an enabling environment for the learners in terms of entrepreneurship (P5,5:4,5:5). Additionally, the Grade 12 teacher at school B stated that the background that learners acquired from the topic entrepreneurship may illuminate the desire for them to be involved in entrepreneurial activities (P7,7:6,5:5).

The topic entrepreneurship is viewed to provide knowledge for the establishment of a business, as evidenced by the following:

“...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” (Grade 10 teacher, School B, P5,5:4,5:5).

“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” (Grade 12 teacher, School B, P7,7:6,5:5).

Learners are encouraged to be innovative when studying the topic entrepreneurship as indicated by the Business Studies teacher at school C:

⁸An audit trail is ensured by presenting the individual participants' verbatim excerpts used in the discussion of findings which are referenced within brackets, and may be found in the Atlas.ti hermeneutic unit. For example, the “P5” in the reference “P5, 5:4, 5:5” refers to primary document number 5; “5:4” refers to code 4 in primary document 5; and the numerals “5:5” refer to the line numbers of the verbatim quotations.

“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” (School C teacher, P11,11:11,5:5).

The role that the topic entrepreneurship plays in the learners’ career choice is important as identified by the school C teacher (P11,11:13,8:8). According to the Grade 10 teacher at school B, the topics in Business Studies as a subject provided a supporting background for learners to pursue a career path in entrepreneurship (P5,5:11,11:11). Additionally, the school A teacher stated that learners whose performance in Business Studies is above average tend to believe more in themselves in terms of entrepreneurship and career choice decision-making(P1,1:15,15:15). She added that learners in the Business Studies classes have a strong inclination towards entrepreneurship (P1,1:15,17:17). The Grade 11 teacher at school B stated that Business Studies provides the basic understanding of the requirements to establish a business. Consequently, she believed that Business Studies could benefit learners to establish some form of entrepreneurial activities (P6,6:15,11:11).

4.3.1.2 Teachers’ expectations of Business Studies learners becoming entrepreneurs

Four out of the five teachers who were interviewed were of the opinion that learners who have knowledge of Business Studies were more likely to pursue a career in entrepreneurship. This is evident in what the Grade 11 teacher at school B had to say:

“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, P6,6:15,11:11).

The Grade 11 teacher at school B mentioned that her learners are interested in entrepreneurship, specifically, the various areas that are covered in the Business Studies curriculum which serve as motivating factors for these learners to become entrepreneurs (P5,5:10,11:11). Although learners are discouraged from entrepreneurial activities on the school premises, they covertly continued, because, as the Grade 10 Business Studies teacher at school B claimed, the learners enjoy what they are doing (P5,5:12,11:11) and these entrepreneurial practices are carried over to the learners' homes (P5,5:12,11:11). She shared the opinion of her colleagues who believed that learners could become entrepreneurs based on the interaction she has had with the learners in her class. This is evident in the following expression:

"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,P6,6:13,11:11).

The Business Studies teacher at school A stated that her learners are interested in entrepreneurship and she sees her learners as potential entrepreneurs. She said that her learners firmly believe that entrepreneurship is possible since they too conduct little entrepreneurial activities at home and enjoy 'selling' at school, even though it is not permitted. Although Business Studies is a subject that learners choose in Grade 10, many learners do not choose the subject with any special intention as noted by the teacher at school A (P1,1:17,18:18). She maintained that the fact that these learners probably come from backgrounds where finance is limited, they have no alternative but to be resourceful and conduct small entrepreneurial activities (P1,1:15,15:15).The school A teacher believed that with the current economic climate in South Africa, businesses are not performing well and unemployment is on the rise (P1,1:5,7:7). She added that learners should understand that they cannot rely on the government for employment (P1,1:6,7:7). Hence, it would benefit learners to follow the route of

becoming entrepreneurs, considering that they have the basic knowledge acquired from having pursued Business Studies as one of their subjects (P1,1:15,15:15).

The teachers at schools A, C and the Grades 10 and 11 teachers at school B concurred that they were in favour of their learners becoming entrepreneurs (P1,1:17,18:18; P5,5:10,11:11; P6,6:13,11:11; P11,11:32,11:11). From their learners' activities of selling to classmates and friends at school, teachers were able to identify potential in their learners. These teachers had the knowledge of their learners' backgrounds and they were able to identify learners who probably might not be able to pursue Higher Education (P1,1:9,9:9; P6,6:14,11:11). Consequently, they saw their learners' potential regarding entrepreneurship and thus encouraged the learners accordingly. Although, learners display entrepreneurial skills by selling to other learners, the teachers at schools A and B anticipated that they will become entrepreneurs after Grade 12 (P1,1:15,15:15). The teacher at school A added that entrepreneurial activities when developed may promote the learners' desire to pursue careers in entrepreneurship based on the environment, prior knowledge and learning new skills that could contribute to them becoming successful entrepreneurs (P1,1:9,9:9). She indicated that learners were already involved in entrepreneurship even though they were not aware that what they were engaged in is an aspect of entrepreneurship (P1,1:15,11). Additionally, the Grade 10 teacher at school B pointed out that learners had an innate ability to engage in entrepreneurial activities and claimed that her learners enjoyed entrepreneurship (P5,5:12,11:11). She added that her learners displayed a keen interest in specific topics covered under Business Studies of which entrepreneurship is one (P5,5:10,11:11). She maintained that, these learners had indicated that they would like to pursue entrepreneurship as a career, with this keen interest that learners' displayed; there was a possibility that they would eventually become entrepreneurs (P5,5:12,11:11).

The Grade 11 teacher at school B identified noticeable entrepreneurship characteristics in her learners, which she regarded as an innate ability. However, she realised that her learners were unaware of their innate ability to be entrepreneurs, which they could possibly aspire towards in the future (P6,6:14,11:11). She explained how learners exhibit

the desire to establish businesses, also anticipate opportunities for success despite challenges experienced by some of these learners and the possibility of not being able to further their education after Grade 12 (P6,6:15,11:11).

There were mixed feelings regarding learners at school C:

“Most of my learners, what I see in them now, most of them are business minded, they are also interested in education but the way I see they will be entrepreneurs. I told them that if you are selling something and you have identified a need, that means you are an entrepreneur but what you are doing wrong is that you are selling something that is not allowed. So you have identified the need you are selling, you have a market just try and change the negative to the positive by selling the right thing then you are capable. That is why I’m saying they can be entrepreneurs and most of them will be entrepreneurs” (school C teacher, P11,11:32,11:11).

The teacher at school C identified learners becoming potential entrepreneurs because of their initiative that they have taken to sell various items (P11,11:40,11:11). She viewed Entrepreneurship Education as providing a foundation on which learners may build their hopes for future endeavours (P11,11:45,11:11). This teacher maintained that some of the learners were already exhibiting characteristics of entrepreneurship which the teacher believed could develop further as the learners matured (P11,11:42,11:11).

Contrary to the above, the Grade 12 teacher at school B did not see any of his learners becoming entrepreneurs because, in his opinion, many of his learners could make career choices in the commercial field. He also indicated that if by any chance they did become entrepreneurs, it would be as a result of what he had taught them in Business Studies. He was adamant that he could not see his learners pursuing entrepreneurship as a career choice (P7,7:25,11:11) and suggested that the ambition to become an entrepreneur should be the desire of individual learners who would accomplish this ambition through hard work (P7,7:25,11:11).

The Grade 12 Business Studies teacher at school B appeared to have high expectations of his learners, he mentioned that his learners could easily pursue professions in the commercial field and become chartered accountants and actuarial scientists. He was of the opinion that learners should be guided towards a career that would be of interest to them rather than directing them along a career path that they could lose interest in or that they could not afford to pursue (P7,7:27,13:13). He did not share the same sentiment that his colleagues had regarding whether learners should become entrepreneurs as is evident in the following statement:

“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 ⁹BBBEE, the Role of businesses, and different types of business venture,... (P7,7:8,5:5); I’m not sure about whether they will become entrepreneurs on their own” (Grade 12 teacher, School B, P7,7:22,11:11).

Overall, from the accounts of teachers who were interviewed, four of the five teachers interviewed had high expectations for their learners’ ambition to pursue entrepreneurship as a career. However, the Grade 12 teacher at school B did not concur with them as he had a diverse perception of his learners. He believed that his learners could engage in professions in the commerce field.

4.3.2 Teachers’ views on Entrepreneurship Education as a factor that stimulates entrepreneurial intention in Business Studies learners

Teachers believed that Entrepreneurship Education plays a role in stimulating entrepreneurial tendencies at secondary schools. Various ideas were mentioned by the teachers to further stimulate learners’ interest in entrepreneurship. These ideas were: learners’ motivation by successful entrepreneurs and teachers’ support (4.3.2.1), early introduction of Entrepreneurship Education and integration of Technology and Business

⁹ BBBEE- Broad-Based Black Economic Empowerment.

Studies subjects (4.3.2.2); practical experience and community engagement (4.3.2.3); and entrepreneurial activities at school (4.3.2.4).

4.3.2.1 Learners' motivation by successful entrepreneurs and teachers' support

The Grade 11 and 12 teachers at school B perceived Entrepreneurship Education as a motivating factor in learners' career choice decision-making towards entrepreneurship. The teachers added that Entrepreneurship Education provided learners with information necessary for the implementation of entrepreneurial activities (P6,6:1,3:3; P7,7:2,3:3). These teachers believed that motivation can be added as one of the ways to arouse the interest of learners in entrepreneurship (P6,6:20,14:14; P7,7:31,14:14). Motivation appears to be a factor that the teachers recommended, aside from learning the tenets of venture creation in Entrepreneurship Education (P7,7:22,11:11). The Grade 10 teacher at school B believed that inviting successful business people to address learners might motivate them further along the entrepreneurship path (P5,5:3,3:3). The school A teacher suggested that successful business people can be invited to share their business experiences with learners, which can serve to motivate them (P1,1:18,9:9). In the opinion of the Grade 11 teacher at school B, there are successful business people within the community in which these learners reside, and who have succeeded in establishing businesses despite coming from humble beginnings. She said that these are the individuals whom schools could invite to address learners on how they had managed to succeed in business (P6,6:11,9:9).

According to the school C teacher, teachers' support for their learners' efforts in entrepreneurship is important. She said that if teachers see the value of Entrepreneurship Education and share it with the learners it is quite possible that learners will take the initiative and pursue a career in entrepreneurship (P11,32,11:11). The interest that teachers display in Entrepreneurship Education according to the Grade 10 teacher at school B could serve as a motivating force, specifically for learners who may consider entrepreneurship as a career choice in the future (P5,5:11,11:11).

4.3.2.2 Early introduction of Entrepreneurship Education and integration of Technology and Business Studies Subjects

A recommendation from the Grade 12 teacher at school B was that Business Studies and technology as subjects should be integrated, and he further stated that learners should be encouraged to implement the skills that they have acquired from Business Studies (P7,7:20,15:15). He added that the integration of Business Studies and Technology would be advantageous to learners, as it would encourage them to be creative, whilst enabling them to market their product by means of technology (P7,7:17,9:9). In addition, he stated that learners should be motivated through Entrepreneurship Education from Grades 8 and 9 especially in the Economics and Management Science (EMS) subject (P7,7:28,13:13). The Grade 12 teacher at school B believed that encouraging learners in the early grades to develop an interest in entrepreneurship when they reach Grade 10, may inspire them to become responsible entrepreneurs (P7,7:16,9:9).

4.3.2.3 Practical experience and community engagement

The Grade 10 teacher at school B indicated that the school may be instrumental in motivating learners by encouraging them to practice the skills of entrepreneurship at school and in the community (P5,5:3,3:3). The teacher suggested that organising events that would require learners to implement entrepreneurial skills that they have learned in Business Studies can give them the practical experience necessary for the development of entrepreneurial enterprise (P5,5:3,3:3). Practical experience can encourage learners to identify within themselves the desire to become entrepreneurs as maintained by this teacher. The Grade 10 teacher at school B explained that, learners who have chosen the subject Business Studies can also be given the opportunity to establish the needs of potential customers in the school environment (P5,5:9,9:9). As indicated in the statement below:

“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,P5,5:8,9:9).

The teacher at school C saw the advantage of relating the information gained from the Business Studies textbook to a real life situation in order to foster creativity in her learners. Learners’ engagement in the community was seen by this teacher as an aspect of Entrepreneurship Education that could guide learners to discover areas in the community where entrepreneurship is required (P11,11:22,9:9). She expressed the following:

“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,P11,11:20,9:9).

All the teachers in schools A, B and C provided valuable information regarding Entrepreneurship Education as an aspect that stimulates learners’ interest to pursue a career in entrepreneurship. The teachers believed that involving learners in practical activities, for example, entrepreneurship day and market day at school, (P7,7:18,9:9) could introduce learners to entrepreneurial activities. These teachers envisaged their learners fulfilling a niche in their communities (P11,11:19,9:9), where both prospective entrepreneurs and the community could benefit, as is evidenced below:

“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 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,P7,7:20,9:9; P7,7:21,9:9).

“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. May be we take them to visit some big business companies” (Grade 11 teacher, School B,P6,6:12,9:9).

“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,P5,5:9,9:9).

“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,P1,1:14,11:11).

4.3.2.4 Entrepreneurial activities at school

Interviews with teachers highlighted the fact that Entrepreneurship Education in Business Studies introduces learners to entrepreneurship (P5,5:2,3:3). Teachers stated that learners indicated a keen interest in entrepreneurship, as well as the fact that their learners have entrepreneurial skills (P1,1:15,15:15). Although, these learners have entrepreneurial leanings, in most cases it was not encouraged at the schools where this study was conducted as mentioned by the teachers (P5,5:12,11:11; P7,7:34,14:14). The school A teacher pointed out that learners expect to be able to purchase snacks at anytime during the school day and not during breaks specifically, showing a lack of

discipline on the part of the learners, as well as the fact that they flout authority (P1,1:22,11:11). Since learners have been restricted from selling their wares, both the “budding” entrepreneur and potential customers suffer because of their behaviour (P1,1:17,18:18). She explained that, had learners adhered to the school rules and regulations, their small entrepreneurial ventures could have been successful. However, at school B the Grade 10 teacher stated that it is apparent that learners at the school are continuing with their entrepreneurial activities even though the school does not approve (P5,5:12,11:11). She said that learners are not observing the school rules and regulations.

Since school B does not have a tuck shop, the Grade 12 teacher at school B commented that, the absence of a tuck shop at school B is an ideal opportunity for Business Studies learners to implement their entrepreneurial knowledge and skills to establish a tuck shop at the school (P7,7:15,9:9). He added that the School Management Team should be approached by the Commerce Department in the school to seek permission for learners to carry out their entrepreneurial activities during breaks (P7,7:14,9:9). It is important for teachers to encourage their learners to use the content of their Business Studies in entrepreneurship, as seen below:

“some of the Grade 11 learners were selling things at school but the principal said no so I told them that but you are doing Business Studies, you know you need permission, you cannot just start selling without permission because the local municipality will say you must have a licence. Though here you don’t need a licence but you must go to the highest authority to take permission. So with these they are learning and they will be entrepreneur because we are teaching them and they are doing it practically” (The teacher at school C, P11,11:38,11:11).

“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 learn through that incident about competitors” (The teacher at school C,P11,11:6, 3:3; P11,11:7,3:3).

The market day and entrepreneurship day at school C indicated that learners were applying their entrepreneurial knowledge to entrepreneurial activities on these days, although, some learners had failed in their attempt at entrepreneurship. What the school C teacher inferred regarding the reason for the learners’ failure, was that they were not really interested in making a profit or that they could just have been lazy in executing their entrepreneurial duties and applying their entrepreneurial knowledge (P11,11:6,3:3).

For entrepreneurship to be successful in schools the Grade 12 teacher at school B recommended that the onus is upon the School Management Team to formulate rules and regulations pertaining to learners’ conduct when engaging in entrepreneurial ventures on the school premises (P7,7:34,14:14). He suggested that rules and guidelines should be explained clearly to learners who intend to pursue entrepreneurial activities at school. The School A teacher said that entrepreneurship should be encouraged at schools, but it is important that learners adhere to the school rules and regulations pertaining to entrepreneurship (P1,1:13,11:11), as she saw that the experience gained from entrepreneurship at school provides learners with “hands on” experience.

4.4 TEACHERS’ PERCEIVED BARRIERS TO ENTREPRENEURSHIP

In this section, barriers to entrepreneurship as perceived by the teachers are considered. When teachers were asked about their perception of barriers that could impede learners’ advancement towards entrepreneurship, there were a number of important responses that addressed research sub question two:

What do FET phase Business Studies teachers perceive as barriers to their learners considering becoming entrepreneurs based on the entrepreneurship curriculum?

Themes discussed in this section include: learners' lack of capital (4.4.1); entrepreneurial characteristics: creativity, confidence and risk-taking (4.4.2); and effective tools for entrepreneurial growth: networking and honesty (4.4.3).

4.4.1 Learners' lack of capital

Among the barriers mentioned, one of the most prominent was a lack of capital. The Grade 11 teacher at school B confirmed that there might be the potential to become entrepreneurs, but access to finance could present a major barrier (P6,6:8,7:7). She added that in order to pursue a career as an entrepreneur it is important to plan in advance and have access to finance. However, if capital is not available the plans will not reach fruition and consequently, the dreams of becoming an entrepreneur will not be achieved. Teachers expressed the following in this regard:

"First of all I think it's lack of money or lack of capital, because most of them they will tell you we need money to further our education, or to study entrepreneurship because there's a course for entrepreneurship after Grade 12...others they prefer to get the certificate before they can be able to establish businesses, so they don't see it happening after Grade 12, others they don't have money to go to school" (School A teacher,P1,1:18,9:9).

"Yeah with the barriers (purse) Money, capital is not easily available for blacks in South Africa to becoming an entrepreneur. Capital is with the bank as well and bankrolling the young entrepreneur business is a challenge" (Grade 12 teacher, School B,P7,7:40,7:7).

The Grade 12 teacher at school B mentioned that entrepreneurship is necessary in the current situation where unemployment is very high in South Africa (P7,7:18,9:9). However, he maintained that for young entrepreneurs who are in the process of

launching new businesses, they will encounter difficulties when they approach financial institutions for assistance as most institutions would require collateral which the majority of young entrepreneurs do not have (P7,7:36,7:7). The Grade 10 teacher at school B agreed with her colleagues about capital being a huge “stumbling block” to learners becoming entrepreneurs. She perceived a lack of income at home to be a major challenge because she believed that there is no parental support when there is no income on which an entrepreneurial foundation could be built (P5,5:6,7:7). Furthermore, the school C teacher explained that it could be difficult for parents to support their children’s ambitions or to assist in nurturing the ambitions to the growth stage without a stable income (P11,11:14,7:7).

The Grade 10 and 12 teachers at school B pointed out that capital could be a barrier in establishing entrepreneurial ventures, although, learners are enthusiastic about establishing entrepreneurial enterprises (P5,5:7,7:7). However, most learners who have the desire to pursue a career in entrepreneurship would require capital to establish a business. Considering that these learners would have just completed their final Grade 12 examination, they obviously may not have the necessary financial resources (P7,7:40, 7:7).

4.4.2 Entrepreneurial characteristics: creativity, confidence and risk-taking

The Grade 11 teacher at school B pointed out that, there are essential skills, abilities and creativity that an individual should possess in order to become a successful entrepreneur (P6,6:16,13:13). She emphasised that creativity is a very important aspect for potential entrepreneurs, as it would distinguish innovative entrepreneurs from the less creative individuals (P6,6:12,9:9). She indicated that to be a successful entrepreneur requires a continuous update of knowledge, as well as the ability to believe in oneself and create new and unique ideas in order to capture the target market (P6,6:8,7:7).

Creativity was perceived by the Grade 10 teacher at school B as one of the impediments to learners becoming entrepreneurs. She believed that if learners are encouraged from a young age on how to be creative and how to make money, this could be the beginning for them to develop unique skills and ideas that could encourage entrepreneurial intention and ability. Her view is presented below:

“I’m going to say lack of creativity, because some of them when I give them tasks like a business plan, they wanted to take business plan on businesses which already exist, ...they are not encouraged about starting a business at a young age and even to start saving because that is where entrepreneurial skill or the development of an idea might start from, immediately you learn how to save then you can think of how to get more money and increase your savings” (Grade 10 teacher, School A, P5,5:5,7:7).

Aside from creative abilities, a lack of confidence could be an impediment to entrepreneurship according to the teachers (P6,6:7,5:5). Despite the very positive attitudes displayed towards entrepreneurship by the teachers, teachers at school A and B drew attention to learners’ lack of confidence. The teachers believed that in order to establish an entrepreneurial venture, it is necessary to be confident regardless of the risk involved (P1,1:10,9:9). Some learners lack the confidence, which is a necessity to pursue entrepreneurial activities as noted by the Grade 10 teacher at school B. She argued that, if learners are confident, it could be the basis for them to develop unique skills and ideas that could encourage entrepreneurial intention and ability (P6,6:9,7:7).

The Grade 11 teacher at school B perceived a lack of confidence among black female learners specifically:

“We should concentrate more on the black female child immediately they get to FET phase, aside from outside school when they also need extra attention. Call other women that are in businesses to have a talk with them and we will see that these girls have got potential and we could break the fear of I’m too young I can’t go into business”(P6,6:20,14:14).

The school A teacher and the Grade 10 teacher at school B mentioned that one of the characteristics of an entrepreneur is 'risk taking', in this regard they agreed that it is essential to develop confidence that in the real world entrepreneurs would not shy away from taking calculated risks, which is a prerequisite for success in entrepreneurship (P1,1:11,9:9; P5,5:7,7:7).

4.4.3 Effective tools for entrepreneurial growth: networking and honesty

According to the Grade 12 teacher at school B, the role of networking in a business cannot be over-emphasised; having the zeal to connect with other businesses is a key factor (P7,7:37,7:7). He believed that it is one of the tools required by an entrepreneur for effective growth of the business and continuity to be achieved in business (P7,7:38,7:7). His view is as follows:

“Another barrier is networking; these learners have no clues, who to go and see, they don't have connections” (Grade 12 teacher, School B, P7,7:37,7:7).

Corruption is another barrier that was identified by the Grade 12 teacher at school B, which could hinder the learners' ambitions of becoming entrepreneurs. He maintained that although there may be many learners who do not want to be involved with the corruption that surrounds our nation, some learners may believe that honesty is not a necessity for success to be achieved based on the level of corruption present in our country (P7,7:39,7:7).

The School C teacher stated that many learners have already become involved with entrepreneurship in their communities, however, they tend to be exploited by members of the community. The teacher at school C explained that, most of the learners who have already started their small businesses complained about being taken advantage of, either by friends or family, consequently eroding their profits. As a result, she said that

prospective entrepreneurs are discouraged from considering entrepreneurship as a career of choice despite their passion and interest in entrepreneurship (P11,11:16,7: 7).

There is more than one barrier to entrepreneurship as described by the teachers in this study. Although, the teachers believed that entrepreneurship is the route to take in the present economic climate, these barriers mentioned above are not easily overcome due to a number of contributory problems experienced by prospective entrepreneurs.

4.5 SUMMARY OF THEMES GENERATED FROM TEACHER INTERVIEWS

The main themes and sub-themes that were generated from the analysed teachers' interviews have been captured in Table 4.1 below as aligned to the research questions addressed.

Table 4.1: Teacher interviews themes generated

Research sub-question addressed	Main themes	Sub themes
What do FET Business Studies teachers perceive the role of Entrepreneurship Education to be in the career choice decision-making process of their learners?	Teachers views on the importance of Business Studies to Entrepreneurship Education (4.3.1)	Business Studies as a stepping stone to entrepreneurship (4.3.1.1) Teachers' expectations of learners becoming entrepreneurs (4.3.1.2)
	Teachers views on Entrepreneurship Education as a factor that stimulates entrepreneurial intention in Business Studies learners(4.3.2)	Learners' motivation by successful entrepreneurs and teachers' support (4.3.2.1) Early introduction of Entrepreneurship Education and integration of Technology and Business Studies subjects(4.3.2.2) Practical experience and community engagement (4.3.2.3) Entrepreneurial activities at school (4.3.2.4)
What do FET phase Business Studies teachers perceive as barriers to their learners considering becoming entrepreneurs based on the entrepreneurship curriculum?	Lack of capital (4.4.1) Entrepreneurial characteristics: creativity, confidence and risk-taking (4.4.2) Effective tools for entrepreneurial growth: networking and honesty (4.4.3)	

The next section considers learners' views on the role of Entrepreneurship Education in their career choice decision-making.

4.6 LEARNERS' VIEWS ON THE ROLE OF ENTREPRENEURSHIP EDUCATION IN THEIR CAREER CHOICES

This section presents the information obtained from learners during the focus group interviews. The information obtained was relevant to answer research sub-question three, which is:

What do FET Business Studies learners perceive the role of Entrepreneurship Education to be in their career choice decision-making?

In this section the major themes that were derived from the data analysis are offered: reasons for the choice of Business Studies as a subject (4.6.1) and influence of Business Studies on career choice (4.6.2).

4.6.1 Reasons for the choice of Business Studies as a subject

A number of sub themes linked to learners' reasons for their career choice became apparent. In this section the following sub themes are considered: career path and subject choice (4.6.1.1); exposure to Business Studies changes learners' perceptions (4.6.1.2); role model and family inspiration (4.6.1.3); career guidance at school (4.6.1.4); learners' desire for independence (4.6.1.5); learners' awareness of the economic climate in the country: skills development and employment creation (4.6.1.6); learners' ambition (4.6.1.7); and a lack of business opportunities for women (4.6.1.8).

4.6.1.1 Career path and subject choice

Most of the learners in the focus groups indicated that Entrepreneurship Education has played a role in their career choices and the positive implication of studying Business Studies as a subject in secondary school. Most of the learners that chose Business Studies as a subject in secondary school saw the subject as a foundation on which they

could build a career to become entrepreneurs (P2,2:11,22:22; P3,3:14,20:20; P8,8:9,18:18; P8,8:12,21:21). The Grade 11 learners at school A saw Business Studies as providing the background to establishing their own businesses; this illuminates the fact that the topic entrepreneurship in the subject Business Studies prompted their choice of the subject (P3,3:49,53:53; P8,8:12,21:21).

In specific reference to subject choice at school C, learners explained that before entering Grade 10, they were given the opportunity to choose the subjects that they will study until their final examination in Grade 12. Prior to learners choosing their subjects, learners and parents were invited to an orientation at the school where they are given information regarding each of the subjects offered at the school. English and first additional language as well as Life Orientation are compulsory subjects as mentioned by a Grade 11 learner at school C (P13,13:12,21:21). Schools A, B and C learners mentioned that Business Studies is a subject that is presented under the commerce stream. Many learners who choose the commerce stream are required to choose Business Studies as one of their subjects (P4,4:9,21:21). However, Grade 12 learners at school A explained that because of their career choice after Grade 12 some learners had no option but to choose Business Studies as one of the groups of subjects required for a specific career choice (P4,4:10,22:22; P4, 4:11, 20:20).

Having decided upon a career path after Grade 12, involves the appropriate selection of subjects at secondary school, in order to gain the required knowledge for the choice of a future career. The following statement indicates a school A Grade 10 learner's choice of Business Studies:

"I want to be a PR agent, so, Business Studies also teaches us about public relations, so I also want to open my own PR company, so Business Studies is going to teach me the dos and don'ts, the pros and cons"(Grade 10 learner, School A, P2,2:8,19:19).

In certain cases and at certain schools, learners unfortunately are unable to choose the subjects that they would like to study up to Grade 12 level. To clarify this situation,

learners at schools A and B pointed out that some schools only offer a limited number of streams. Consequently, learners are left with no choice but to choose the available subject offered at that particular school (P8,8:10,19:19; P3,3:15,21:21; P4,4:13,25:25). “I didn’t choose Business Studies but I’m doing the subject because of my career choice and the stream that is available in the school” (P4,4:9,21:21). Additionally, Grade 12 learners at school B said that since learners have decided upon a career they intend to pursue at Grade 10 level, their choice of subjects at school will be dictated by their career choice at Higher Education level (P4,4:14,26:26).

4.6.1.2 Exposure to Business Studies changes learners’ perceptions

After engaging with Business Studies as a subject, learners develop an interest for it, learners from schools A, B and C claimed to love the subject because of the content (P3,3:16,21:21). They believed that the content of the subject could provide them with the opportunity to establish entrepreneurial ventures (P13,13:15,27:27). Learners also discovered the values of the subject as well as the benefits of the subject for their future engagements (P3,3:19,24:24).

A Grade 10 learner at school C stated that the desire to study the subject Business Studies could be motivated further on contact with the subject (P12,12:17,24:24). She also said that discovering how interesting the topics were when studying, learners became entrenched in the subject, bearing in mind the desire to be successful in life.

Learners who had chosen Business Studies as a subject up to Grade 12, were very positive and satisfied with their choice of subject; no learner indicated dissatisfaction with the subject (P4,4:8,19:19; P8,8:13,22:22). A Grade 12 learner at school B indicated that she did not like the subject Business Studies initially, but chose it because she saw potential and the knowledge that she would require to establish her own business and be independent (P10,10:18,22:22). Not having liked Business Studies which she thought was complicated, this learner conducted her own investigation into the subject prior to choosing her combination of subjects (P10,10:19,22:22; P10,10:20,22:22). She wanted

to make sure that her combination of subjects that she chose could stand her in good stead for the future (P10,10:21,22:22). This learner identified that there are risks involved in becoming an entrepreneur and that an individual should be willing to take risks and she saw an entrepreneur as being independent (P10,10:22,22:22). She anticipated the future and how she would incorporate the knowledge gained from Business Studies (P10,10:23,22:22).

In addition, in some schools the learners were not given a choice, but after learning the content of Business Studies, their attitudes changed, as is evident from the following statement:

"We didn't have a choice that's the first reason but we end up loving it, we are now loving it because we learn new things and its interesting and we want to do business somewhere along the line because it's interesting it's not boring like physical science" (Grade 11 learner, School C, P13,13:11,20:20).

4.6.1.3 Role model and family influence on learners' career choices

In some situations, learners' decisions could be influenced by role models, based on the achievement and success attained by these role models, which encourages learners to emulate them. Such examples may be seen from the following statements:

"I am inspired by my grandmother. She is a young local entrepreneur, so I chose Business Studies so that I can know the inside of the business and I'm also inspired by my uncle as well. I also see myself as an entrepreneur so Business Studies might give me the boost or the guide that I need" (Grade 12 learner, School B,P10,10:17,21:21).

"...for me, I went into Business Studies so that I can balance it with my talent, I can use it to fulfil my dreams...from a small child I wanted to be a businessman because it's in my blood to be an entrepreneur and develop new business ideas because my parents have businesses" (Grade 10 learner, School C,P12,12:13,19:19).

“I always wanted to do Business Studies; I was encouraged by my father to do Business Studies because there are lots of people who don’t have job in South Africa so that I can help in creating job. My father is an entrepreneur” (Grade 11 learner, School C,P13,13:19,25:25).

A role model could have an influence on one’s decision, as a result making a choice that could align with the role model. A Grade 11 learner from school C would like to emulate his role model who he has identified in business, and in this case this learner has a role model who succeeded in business (P13,13:18,24:24). The subject choice was attributed to the fact that there is a desire to be like somebody. If learners are ambitious and have the desire to be successful, it is understandable that learners will pursue the subjects that they have chosen diligently (P10,10:26,26:26). In order to gain the basic understanding of entrepreneurship, which learners believed is going to equip them for the future as noted by Grade 10 and 11 learners at school B (P8,8:14,24:24; P9,9:16,27:27). A Grade 12 learner at school B believed that once having attained the necessary qualification the ambition may propel them towards their goals (P10,10:28,28:28).

With reference to family influence on learners’ career choice, most learners at schools A, B and C mentioned that family could be instrumental and play a role in their children’s career choices towards entrepreneurship. Family influence was identified by a Grade 11 learners at school C as one of the reasons for considering entrepreneurship as a career (P10,10:4,12:12). Learners mentioned that observing family members’ great effort in entrepreneurial ventures had motivated them to decide on the entrepreneurial path (P3,3:7,14:13). Grade 11 learners at school B indicated great admiration for entrepreneurs and wished to follow the route of entrepreneurship (P9,9:6,15:15). Learners believed that exposure to real life experience in entrepreneurship through family and Entrepreneurship Education has encouraged them in the direction of an entrepreneurial career choice (P9,9:312:12; P10,10:6,14:14).

Being inspired by family members who are successful in business could go a long way towards a learner’s choice of career. Some learners at school A had an interest in

Business Studies as a subject even before they had to choose their subjects (P2,2:26,41:41; P3,3:17,22:22; P4,4:15,27:27). In addition, the learners were encouraged by the successful entrepreneurs in their families (P2,2:10,21:21). A learner's choice of Business Studies was based on the influence from a family member:

"Since my dad is an entrepreneur he has his own company. I want to have my own law firm. I actually thought about it from Grade 9, it wasn't an actual plan but now that I have gone by Business Studies I'm actually happy that I chose Business Studies it's like being an entrepreneur" (Grade 11 learner, School C, P13,13:22,25:25).

The Grade 11 learners at school B mentioned that most families influence their children's career choices, as education is deemed to be of significance in an individual's life. The learners stated that it is generally believed that education could present opportunities, especially as it relates to success and achievements (P3,3:8,15:15; P3,3:9,16:16; P3,3:4,12:12; P10,10:3,11:11). The Grade 10 learners at school A stated that most families are of the opinion that having a certificate (qualification) could be life changing in terms of fulfilling life desires and aspiration in achieving goals (P2,2:3,14:14; P2,2:4,15:15). These learners explained that most families perceive education as a means to opportunities because they realise that a Grade 12 certificate is inadequate for future opportunities. A Grade 12 learner at school B stated that most families insist on higher education and hard work especially when considering entrepreneurship as a career choice (P10,10:3,11:11). An additional recommendation from families to their children as stated by learners at school A is that they should not compete with others, but to focus on personal efforts to achieve success in order to rise above poverty (P2,2:6,16:16; P3,3:5,13:13). Although education does not determine achievement and success in life, being educated could be a step in the right direction, as expressed by learners below:

"My family believes that education is the key to success, that the youth of today will make the country to succeed" (Grade 11 learner, School B, P8,8:7,15:15).

“My family believes that you should pursue your talent as long as you can sustain yourself” (Grade 12 learner, School A, P4,4:6,16:16).

Learners believed that many families have a strong influence on their children’s career paths and ignore what their children really would like to do. In some cases families are instrumental in forcing their children onto the wrong career path resulting in high dropout rates from higher education institutions (P8,8:5,13:13; P9,9:5,14:14). “My family always believe in education and they see it as a good way to succeed in life, my mother wanted us to be a teacher, me, my sister and my twin brother, she said so that we can get employed” (P10,10:5,13:13). “My family has a strong belief in education, my mom wanted me to focus on education and be better than her because she never completed her matric and she doesn’t have high qualified job yet. So she’s telling me to follow my dreams and believe in myself so that I can make it out there. She also encourages me to continue studying no matter how long it takes for her to support my education” (P10,10:7,15:15). A Grade 10 learner at school C remarked that, family support provides stability in learners’ lives and if a learner is confident that he or she can rely on the family support, it removes a major stress from their lives (P12,12:10,9:9).

Some learners at school B mentioned that learners invariably have their minds made up regarding the career path that they intend pursuing post Grade 12. However, parents attempt to steer their children towards different career paths. Parents often have preconceived ideas regarding their children’s future study and believe in many cases, that they are correct. These school B learners believed that if learners are passionate about the career path they intend pursuing, it is important for parents to support their children (P2,2:7,17:17). If learners’ marks in specific subjects indicate their capacity to pursue their desired careers, learners stated that it is necessary for parents to support their children (P9,9:5,14:14). A Grade 11 learner at school B was encouraged by her parents to attain a Grade 12 certificate because neither of them had the opportunity to pursue education up to matric level. They wanted their daughter to have a Grade 12 certificate since it would enable her to achieve success as she is the first person in the family to progress up to Grade 12. These parents perceived this as an opportunity that

will help their business grow (P9,9:10,13:13). Learners at schools A, B and C discovered that many parents encourage their children to pursue education as they see education as a very important step towards improving their lives (P9,9:2,11:11), also offering moral support to their children as they realise the value of education (P8,8:3,11:11; P3,3:4,12:12; P13,10:9,14:14).

4.6.1.4 Career guidance at school

Some learners make the subject choice based on career guidance that has been received prior to choosing the subject combination for Grade 10. A Grade 11 learner at school C recognised that the advice may be ignored by the learners, who opt for subjects of their choice (P13,13:24,26:26). A Grade 11 learner at school C mentioned that career guidance provided at schools may not always be effective as learners' ability should be taken into consideration prior to advising them on the choice of subjects. In guiding the learners in their choice of subjects, the counsellor should allow learners to voice their opinions regarding the various subjects offered in Grade 10, as a learner claimed that mathematics is her weakness, hence she opted for Business Studies (P13,13:12,21:21). A Grade 10 learner at school C believed that it is important that learners are given in-depth information regarding the contents of each subjects as well as the career path that these subjects could lead them to (P12,10:16,23:23).

4.6.1.5 Learners' desire for independence

Due to the level of awareness on the economic situation in the country, learners have developed a high desire for independence. Grade 11 learners at school B claimed that they do not want to subject themselves to a set of laws (P9,9:14,25:25), hence they consider being in charge of their own lives. The desire for self-sufficiency was stated by a Grade 12 learner at school B as one of the reasons for creating entrepreneurial ventures (P9,9:20,32:32). According to learners at schools A, B and C individuals should act responsibly and be independent. "So instead of people depending on the government they can start something and be independent. People need to start taking

responsibility for their action and own it. People need to be committed, dedicated and be focus” (P3,3:30,34:34). Additionally, learners at school B mentioned their contentment with an entrepreneurial career, comparing it to self-determination and an excellent life in addition to economic freedom (P9,9:11,21:21).

Another perspective on the desire for independence is expressed in the statements below:

“[it] has given me a sense of independence. In terms of business, I want something of my own. I work well by myself. I feel that Business Studies will accommodate me in a way. Being on my own has made me... I’ve been able to grasp certain skill. Business Studies has a wide career field. It relates to my experience” (Grade 10 learner, School C, P12,12:20,29:29).

“I chose Business Studies because I want to be an entrepreneur and having my own business can help me to overcome unemployment and be independent, which makes Business Studies a right subject for me to choose” (Grade 12 learner, School B, P10,10:16,20:20).

4.6.1.6 Learners’ awareness of the economic climate in the country: skills development and employment creation

During the focus group interviews learners stated their awareness of unemployment in the community and the need to find alternate methods of creating employment. Learners believed that unemployment could be alleviated and many people could be helped through entrepreneurial activities (P3,3:19,24:24). A Grade 10 learner at school A stated that with the unemployment statistics as high as they are in South Africa, being gainfully employed means having a stable income which could alleviate poverty and reduce crime in society (P3,3:12,19:19). “Not everyone will get a job because of the economic state of the country, so establishing a business is the best...” (P3,3:25,32:32), Learners envisioned themselves as entrepreneurs who could be instrumental in the alleviation of poverty and the reduction of crime (P2,2:11,22:22). Additionally, Grade 10 learners at school B anticipated the transformation of small businesses into large enterprises in the

future and acknowledged that poverty levels are high and see Business Studies enabling them to comprehend the extent of poverty in the community (P8,8:9,18:18).

Similarly, the intention to be an entrepreneur could result in skills development and improvement in the standard of living, to elevate the status of entrepreneurs and also uplift the community as identified by a Grade 11 learner at school A (P3, 3:56, 62:62). It is notable that some of the learners mentioned their desires to become entrepreneurs and to provide employment and reduce poverty by improving people's skills in their respective communities (P3,3:11,19:19; P3,3:17,22:22; P3,3:18,23:23). The Grade 10 learners at school A also referred to the unemployment rate in South Africa and saw themselves assisting with alleviating this problem through skills development (P2,2:27,42:42; P3,3:22,28:28). Grade 10 learners at school A indicated that it requires much more than just creating jobs to alleviate the problem of unemployment in the community, individuals should also explore different opportunities in the community and develop their skills accordingly (P2,2:64,84:84).

Some learners at school B and C indicated their partiality towards the subject Business Studies, for various reasons such as, earning money and being able to make their own decisions. Additionally, they believe that Business Studies would help them to achieve their goals and afford them the ability to create opportunities for the unemployed in their communities (P9,9:18,30:30). Making a difference in the community regarding employment creation could be achieved through becoming an entrepreneur as stated by a Grade 11 learner at school B (P9,9:22,33:33). He mentioned that the desire to become an entrepreneur in the future was aroused by Business Studies. This school B learner from Grade 12 realises that it would not be possible in his capacity to "work wonders", but he saw the opportunity that through entrepreneurship he could in his words "change lives" and improve the lives of those who have fewer advantages (P10,10:10,17:17).

4.6.1.7 Learners' ambition

Ambition could be a factor to prompt the choice of Business Studies as well as Consumer Studies as pointed out by a learner from school A, "My main purpose of doing Business Studies is that I have a vision of owning my restaurant, to be an entrepreneur and I'm also doing Consumer Studies, I want to be a chef in my own restaurant, that's what I'm dreaming of...so I want to learn the basics" (P2,2:9,20:20). Some of the learners' ambitions were fuelled by the information that they gathered from Business Studies as a subject. Many learners had a vision of owning a business in the future, the vision of owning a business could stimulate interest in Business Studies as a subject that could provide basic knowledge when engaging in entrepreneurial activities (P8,8:8,17:17; P8,8:9,18:18; P8,8:10,19:19).

A Grade 10 learner at school C described himself as a people's person who enjoyed debating, law and politics which are topics covered in Business Studies and as a result his choice of Business Studies was based on what he liked (P12,12:15,20:20). Because this learner realised that Business Studies underpins many fields from which he could choose a career, he opted for the choice of Business Studies (P12,12:18,28:28). A Grade 10 learner at school B stated that Business Studies introduces learners to various career paths in commerce, therefore, most learners found the subject interesting and appropriate for the chosen career path (P8,8:11,20:20). Whereas another Grade 11 learner at school C explained that many learners have no idea what career path to follow, most learners who have chosen Business Studies as a subject decided on a career path after choosing the subject based on their interest and goals (P13,13:15,22:22).

Despite experiencing problems with essay writing, a Grade 11 learner at school B found the subject interesting because she believed that it had broadened her horizons. She stated that when a learner knows exactly what subject he or she would like to choose in Grade 10, it is easier for them to make their choices (P9,9:12,13:13). Yet another Grade 11 learner at school C confirmed that since learners have an idea of the subject that

they would like to study it makes their choice of career easier as they already have an indication of the field of study and subsequent career that they would like to pursue after Grade 12 (P13,13:16,22:22). Learning the tenets of entrepreneurship to attain success is a priority in this learner's life, because she has already established her own business and claimed that she was very good at managing the business whilst enjoying the benefits of being an entrepreneur (P9,9:11,21:21). Her view is presented below:

"The reason why I chose Business Studies is because I have a very good management skill, I am very business minded, I can communicate well with people, and business is just a very easy thing for me to do. I have my own small salon that I manage, I make hair and I am very good at it" (Grade 11 learner, School B,P9,9:11,21:21).

At Grade 12 level, learners who are studying Business Studies have more or less decided upon whether they will choose entrepreneurship as a career. At school A, two learners confirmed that they had chosen Business Studies as a subject and that they were going to pursue entrepreneurship as a career choice (P4,4:7,18:18; P4,4:15,27:27). Although there are diverse reasons for the choice of Business Studies among the Grade 12 learners at school B, all six participants in the group indicated their ambition and passion for business enterprises, thus their choice of Business Studies (P10,10:8,17:17; P10,10:11,18:18; P10,10:15,19:19; P10,10:16,20:20; P10,10:17,21:21; P10,10:21,22:22).

The Grade 11 learners at school B appeared to be a very ambitious group of learners who indicated that they are very focused with regard to their future endeavours:

"Because I want to have my own business and I don't want my children to depend on working for other people. I want the country poverty level to decrease" (Grade 11 learner, School B, P9,9:7,17:17).

"I want to do business management and I have passion for business. It is an easy subject and also gives general knowledge. Another reason for choosing Business Studies is to become an

entrepreneur in the future I am already looking into businesses that I can venture into, that I can open my own business in the future” (Grade 11 learner, School B, P9,9:8,18:18).

4.6.1.8 Lack of business opportunities for women

A Grade 11 learner at school B mentioned that women are still discriminated against in the work place, since men are chosen to fill positions that women would be just as competent to fill. This learner conceded that there have been considerable advances made regarding the employment of women, however, men still dominate the business world (P9,9:18,14:14). Another Grade 11 learner at school B explained her passion for business and claimed that her choice was related to her desire to empower black people specifically women (P9,9:9,19:19).

These learners recognised that employment of black women in the corporate world has increased considerably. They added that, there are numerous companies headed by black females and there has been an emergence of a number of black female entrepreneurs, since the advent of democracy in South Africa (P9,9:19,14:14). The Grade 11 learners at school B maintained that while there has been a considerable increase in the number of black female employees in the corporate world as well as black female entrepreneurs, there still remains room for many more (P9,9:10,20:20). Additionally, a Grade 12 female learner at school B seemed to be very optimistic about herself as a woman, making a difference in her local community by creating opportunities for unemployed members of the community. She gave the following reasons for her choice of Business Studies:

“From this young age I have this dream I saw myself in the corporate world creating opportunities, dominating as a female in the corporate world. As I grew older I got more knowledge from Business Studies on how I can start my own business in the local area, employ those who cannot find jobs and make a difference, what I believe is that you don’t need to do something big to make your mark start with small thing, small things help the most”(Grade 12 learner, School B,P10,10:15,19:19).

4.6.2 Influence of Business Studies on career choice

Learners explained the positive influence of Business Studies on their career choice. In this section, different sub-themes emerged as related to the main theme, which are: acquisition of business knowledge and recognition of business opportunities (4.6.2.1); and creativity and innovation in business (4.6.2.2).

4.6.2.1 Acquisition of business knowledge and recognition of business opportunities

Because of the content of the topic entrepreneurship, learners are provided with the basics pertaining to entrepreneurship (P10,10:32,32:32; P10,10:35,33:33). Learners at school B claimed that they were able to identify business opportunities based on the knowledge acquired from Business Studies and therefore, encouraged to pursue a career in entrepreneurship (P9,9:20,32:32).

A Grade 11 learner at school B believed that Business Studies as a subject could enable her to obtain knowledge about the business world and provide her with the ability to recognise opportunities (P9,9:19,31:31). As a result of the Business Studies curriculum, a Grade 12 learner at school B saw the need for planning as well as what it means to be a leader or a manager, consequently, enabling the individual to establish an entrepreneurial venture based on the knowledge acquired from Business Studies (P10,10:9,17:17). This Grade 12 learner appeared to be very positive as a result of the information gained from Business Studies and had a positive outlook for the future and seeing himself identifying people's needs (P10,10:13,18:18). Another Grade 12 learner at school B recognised the value of her choice of Business Studies because she realised how it will equip her for the future. She maintained that leadership and management are two diverse skills, which Business Studies teaches and which are necessary when planning to operate in a corporate world or establish a business.

A learner in Grade 12 at school C appeared to be satisfied with her choice of Business Studies as a subject (P10,10:13,18:18). A Grade 10 learner from School A explained

that Business Studies had influenced her management skills (P2,2:22,36:36). She said that apart from learning how to establish a business, management skills are also a topic covered in Business Studies, valuable to provide direction in the choice of a career. The learner stated that this subject contributed to her decision to follow the path of Public Relations (P2,2:44,59:59). A Grade 10 learner from school A found that Business Studies equips her with the basics required to choose a specific career path (P2,2:26,41:41).

A learner in Grade 12 at school A was uncertain about a career path post Grade 12, and claimed that Business Studies had influenced his choice of career (P4,4:13,25:25). Once again, a learner indicated that the acquisition of business knowledge had influenced him and given him confidence (P9,9:18,30:30). Learners mentioned how they had learnt from Business Studies, that it is necessary for every individual to be able to acquire knowledge relating to business in order to identify an opportunity when it presents itself (P4,4:21,33;33; P4,4:22,34;34). A Grade 10 learner at the same school A mentioned that the understanding of values and honesty when establishing a business is paramount as he pointed out that problems may ensue if honesty does not underpin intention (P2,2:45,60:60).

In the learners' opinions, as a result of Business Studies, they understood the real concept of a business and realised that in order to become an entrepreneur, entrepreneurial knowledge is a prerequisite (P2,2:47,62:62; P2,2:26,41;41). A Grade 11 learner at school A mentioned that Business Studies exposed him to situations in the real world, which he may not have been aware of (P3,3:24,31:31). This argument was supported by a Grade 11 learner at school C who stated that the topics covered in Business Studies informed learners about social issues which originally they may not have thought about (P13,13:24,26:26). The learner stated that apart from them learning about the business world, their horizons are broadened as they learn about the various social issues that are prevalent in the community (P12,12:34,38:38). Additionally, a Grade 12 learner at school B pointed out that learners are more aware of various illegal

activities that could hinder the establishment of successful businesses (P10,10:32,32:32).

4.6.2.2 Creativity and innovation in business

As a result of the topic entrepreneurship under the subject Business Studies, many learners became aware of entrepreneurship as a career choice. One of the themes that emerged from the analysis of the focus group discussion was creativity and innovation in business. Learners claimed that Business Studies had taught them many points that they were not aware of in business (P9,9:26,37:37).

According to one of the Grade 10 learners at school B, Business Studies requires creativity and innovation on the part of the learners when applying the knowledge gained from Business Studies in the real world (P8,8:39,48:48). It was the goal of this Grade 10 learner to become a business woman and she claimed that Business Studies had taught her creativity, and not to be afraid of taking risks and compete in business (P8,8:27,37:37). A Grade 10 learner at school B pointed out that what she had learned regarding the location of a business contribute to the achievement of success in a business(P8,89:32,40:40). Valuable information obtained from the topics under Business Studies had made one Grade 11 learner at school B more aware of how business should be conducted:

“Business Studies has given me more insight into an entrepreneurship, it has given me more knowledge as well. Not only do I want to study Economics but also to open my own business, so Business Studies have shown me how to be creative” (P9,9:23,34:34).

Learners pointed out that individuals are made aware of the intricacies of entrepreneurship whilst providing additional knowledge. Business Studies also provides added information on starting-up and operating a business and importantly being innovative (P8,8:33,41:41). “Business Studies has made me to be more creative and more eager to open a business, it has made me to realise that nothing is that difficult to

achieve when you are innovative especially with guidance of Business Studies ” (Grade 11 learner, School B, P9,9:19,31:31).

Creativity was identified in a very positive light by Grade 12 learners at school B (P10,10:32,32:32; P10,10:36,34:34; P10,10:38,34:34). Having chosen Business Studies as a subject, learners realised that it is not difficult to become an entrepreneur, since Business Studies guided them to pursue their dreams of establishing a business through creativity (P10,10:25,25:25).

4.7 LEARNERS’ PERCEIVED BARRIERS TO ENTREPRENEURSHIP

In this section, barriers to entrepreneurship as perceived by the learners are considered. Themes discussed include: lack of finance (4.7.1); lack of support (4.7.2); competition in business (4.7.3); fear of operating an entrepreneurial venture (4.7.4); and learners’ challenges concerning Business Studies as a subject (4.7.5). The focus group discussions on learners’ perceived barriers to entrepreneurship were guided by research sub question four:

What do FET phase Business Studies learners perceive as barriers to their considering becoming an entrepreneur based on the entrepreneurship curriculum?

4.7.1 Lack of finance

Most of the learners at schools A, B and C acknowledged that there were barriers that they foresaw which could prevent them from becoming entrepreneurs. The Grade 10 learners at school B confirmed that the challenges that the business environment presents in a career may be viewed as barriers of entry (P8,8:23,33:33). A Grade 11 learner at the same school stated that the barriers that learners perceive in a career in entrepreneurship may discourage them from starting their own businesses if they

perceive the barriers to be insurmountable (P9,9:27,38:38). On the other hand, a Grade 11 learner at school B believed that the same barrier may act as a motivator for learners who see themselves as being able to overcome the barriers (P9,9:30,42:42).

Most learners mentioned the financial aspects of starting a business as their career choice. Learners at the three schools (A, B, C) were of the opinion that they could only start their own ventures after they had accumulated enough 'start-up' capital. Some of the learners agreed that taking a job in an established business could be observed as providing the basics needed to secure the finance required for entrepreneurship to be achievable (P9,9:13,24:24). Grade 10 learners at school B considered getting paid employment the commencement of their careers as an essential source of income to make entrepreneurship attainable (P8,8:24,34:34). A few learners at school C believed that the lack of capital or the fear of financial risks involved in the business enterprise had left them wondering whether entrepreneurship can be an achievable career choice for them (P11,11:15,17:17).

Securing loans as 'start-up' capital for business was recognised by Grade 10 learners at school A as unrealistic. Learners mentioned ways of combating the problem to avoid disappointment in achieving their dreams of becoming entrepreneurs. As expressed below:

"I want to reduce unemployment in South Africa, I'm also studying Accounting, I want to be an Accountant, then when I have lots of money I'm going to open my own company...while I work as an Accountant"(Grade 10 learner, School A, P2,2:70,21:21).

4.7.2 Lack of support

Another perceived barrier that could hinder learners' success as entrepreneurs is the attitude of family and people around them who are supposed to support their business effort. The Grade 11 learners at school C mentioned that the growth of their businesses

was sabotaged when people did not pay for services rendered (P13,13:5,12:12). There should be adequate support from people, to foster sustenance and expansion of the business rather than taking advantage, according to Grade 11 learners at school C:

“People are not paying and some people just take advantage, they borrow the materials forgetting that we are using them for business” (P13,13:16,7:7).

The Grade 10 and 11 learners at school A acknowledged that the high rate of unemployment in the country is making it difficult for parents and close relatives to lend a supporting hand to aspiring entrepreneurs (P13,13:15,28:28). The learners believed that this makes the children take on a parental role by finding means to provide for the needs of their families which in turn, makes them breadwinners at a very young age:

“...like there are two learners that are selling for someone because at home there is no one that is working, so they sell around and whatever they get is what they take back home for everybody to use” (P1,1:17,18:18).

4.7.3 Competition in business

Learners at schools A, B, and C believed that the challenges and competition in businesses require the present day younger generation to have a reservoir of knowledge. The Grade 11 learners at school A believed that the 21st century entrepreneur requires adequate skills, a creative personality and personal qualities that are appropriate and valuable in the business world (P3,3:28,35:35). The Grade 11 learners at school B stated that creativity could help in enhancing an entrepreneurial competitive spirit and strengthening the business environments as in other developed countries (P9,9:41,54:54). A Grade 10 learner at school B pointed out that there is a need for adequate personal development and the combination of knowledge along with information acquired in the classroom (P8,8:34,42:42).

A Grade 11 learner at school B said that handling other entrepreneurs who deal in similar goods and services is perceived as a challenge by the learners, considering their

lack of experience in the business world as new entrants (P9,9:37,7:7). A Grade 12 learner at school A also stated that it is imperative that prospective entrepreneurs are cognisant of the competition of established businesses. Although, many enthusiastic entrepreneurs establish new businesses, well established and reputable businesses are always a threat to new established businesses (P4,4:45,61:61). To prevent competition, learners admitted that it is necessary to find a niche in the market by conducting a needs analysis and establishing what the needs are (P2,2:28,43:43). Having done this, it is incumbent upon the entrepreneur to satisfy those needs through establishing a business that will not be in competition with another. As expressed below:

“Starting your own business, you have to look at the environment and what the environment need the most, like the business sectors, may be you are living in a community that has mostly primary sector, then you cannot sell what the environment don’t need, you have to sell what the environment need the most; maybe you start your business in the tertiary sector, that is where there are lots of businesses and lots of competitions and for the business to succeed you have to be sometimes patient because it takes time”(Grade 10 learner, School A,P2,2:28,43:43).

4.7.4 Fear of operating an entrepreneurial venture

Apart from the financial challenges that an entrepreneur may experience, a Grade 11 learner at school A added that there could be operational challenges, which include managerial, administrative and marketing challenges. Learners indicated that they were aware of challenges that may be encountered in establishing a business (P3,3:41,45:45).

The learners at schools A, B and C acknowledged that they were aware that they would encounter challenges in establishing and operating a business, attracting clientele whilst maintaining their support. A Grade 10 learner at school A realised the need to conduct a SWOT analysis, that would identify the Strengths, Weaknesses, Opportunities and Threats in a business to determine sustainability of the business and to identify the challenges that prevail in a business (P2,2:25,40:40). According to a Grade 11 learner at

school B, because of Business Studies she was aware that every business has its challenges. She said that she has learnt from the content that was covered in Business Studies, how to solve problems that emanate from running a business. She stated that flexibility is what was learnt from Business Studies as individuals face challenges daily in a business operation, which may prevent new entrants from establishing a business venture (P3,3:41,45:45). In addition, learners at school C had also been able to draw on their knowledge of problem solving which was learnt in the subject Business Studies. Acknowledging that entrepreneurs will experience a number of operational challenges which could hinder the establishment of a business, learners mentioned that they were ready to draw on their knowledge of entrepreneurship learnt in Business Studies (P9,9:18,30:30). For example they mentioned that Planning, Organising, Leading and Coordinating are strategies that should be applied in business operations (P13, 13:38, 36:36).

4.7.5 Learners' challenges concerning Business Studies as a subject

Every subject that is offered in secondary school has its challenges, frustrations and hurdles that need to be crossed by the learners to perform well in the subject, to excel and be successful in their chosen careers. Some of the challenges faced by the Business Studies learners from the three case studies that could serve as hindrances to entrepreneurship as a career choice as highlighted in the focus group discussions are: inadequate information in Business Studies textbooks (4.7.5.1); subject content (4.7.5.2); lack of practical activities (4.7.5.3); and perceptions of Business Studies (4.7.5.4).

4.7.5.1 Inadequate information in Business Studies textbooks

Learners at school A claimed that the information provided in the textbook, pertaining to some topics in Business Studies was inadequate. They perceived that for learners to perform well and benefit from the subject, information provided should be adequate and

informative (P2,2:30,46:46). A Grade 10 learner at school A, emphasised the inadequacy of information contained in the textbook and indicated that it was not sufficient for their needs (P2,2:39,55:55):

“In the textbook there is limited information, they don’t really go deep in each topic and explain everything about the topic that can make one understand clearly what they mean, and there is a question in the exam or test and because there is a lot of mark in that question, you have to go broader and explain but because of limited information in the text book you can’t quite answer the question the way it should be answered, my challenge there is the limited information in the textbook” (Grade 10 learner, School A, P2,2:38,53:53).

Learners at school A explained that in most schools there are teams of subject teachers according to the subjects offered in the school that determine the selection of particular textbook for each subject. They maintained that prior to the ordering of the textbook, the team responsible for selection of the textbook should ensure that the subject content is adequate for the needs of the learners (P2,2:63,82:82). They mentioned that each subject teacher needs to scrutinise the content thoroughly before making recommendation to the Department as well as justifying the choice of that particular textbook. They emphasised that a textbook that contains adequate subject content is necessary for learners to provide a foundation on which to build their knowledge of the subject (P8,8:40,49:49; P10,10:46,42:42). Content plays a very important role in the teaching and learning of Business Studies, however, it was only at school A that learners mentioned the inadequate information in the Business Studies textbook.

4.7.5.2 Subject Content

Learners are generally able to relate to topics in the Business Studies curriculum, for example, the majority of the learners at schools A and B indicated that entrepreneurship was interesting, informative and valuable (P3,3:27,34:34; P8,8:24,33:33; P9,9:18,30:30). However, there are certain topics that present major challenges such as government regulation “ACTS” because the topic requires intense comprehension of the

obscure language as identified by a Grade 12 learner at school A (P4,4:23,38:38). The Grade 12 learners at school A mentioned that learners are supposed to familiarise themselves with the various acts that govern entrepreneurship, the challenge is that they do not understand the legal terminology (P4,4:24,39:39).

The majority of the learners at school A and B made reference to the content of the subject Business Studies as being too voluminous for them to study. The learners referred to the topic “ACTS” as they found it difficult to understand (P4,4:23,38:38). The learners at school B explained that the topic ACTS in Business Studies refers to the rules and regulations or laws that bind or guide the business conduct of both the consumer and the business (P10,10:43,39:39). Most Grade 12 learners at school B expressed their difficulties understanding the level of language in the acts, as they struggled to comprehend this topic (P4,4:24,39:39). Additionally, some Grade 12 learners at school A and B indicated that they are required to memorise the acts and, considering that the language is couched in legal terminology, they find it challenging and incomprehensible (P4,4:25,40:40). Learners also pointed out that the content of the acts are excessive and time consuming to study, the Grade 12 learners at school B explained that the purpose of the acts also presented some confusion among learners (P4,4:24,39:39). However, one of the Grade 12 learners at school B believed that these challenges were experienced because learners are generally lazy (P10,10:44,40:40).

Learners at schools A and B expressed their frustration with the topic as follows:

“Studying the Act is a big challenge because sometimes studying the Act is confusing and the information look similar” (Grade 12 learner, School A, P4,4:23,38:38)

“My challenge is memorising the Act and understanding them generally (Grade 12 learner, School A, P4,4:24,39:39)

“[Challenges] I’m going to start with coping with the Acts, I find them a bit too much, takes lots of time and how to apply them in a business”(Grade 12 learner, School B,P10,10:43,39:39).

“The same is the challenge with the regards to the Acts. What I confuse myself with all the time is the purpose of the Acts and nature, majority of the time. I can also say these are challenges because of our laziness. There are not too many challenges in Business Studies for me”(Grade 12 learner, School B,P10,10:44,40:40).

A number of learners at school B pointed out that there is a considerable volume of work in the subject, because of the content that learners are not only supposed to learn, but also to acquire the knowledge to apply the content to real life situations (P10,10:46,42:42). Grade 11 learners at school B pointed out that the content in the textbook makes the establishment of a business look very easy on paper but difficult in the actual situation (P9,9:27,37:37). Apart from the volume of work in the textbook, the Grade 11 and 12 learners at school B also found the content intimidating (P10,10:47,43:43; P9,9:27,38:38). One of the Grade 12 learners at school B mentioned that, at Grade 12 level, it is not just listening to the lesson but studying the content thoroughly because, learners found that the examination paper sometimes differs profoundly from the actual content of the textbook (P10,10:45,41:41). Learners are unhappy with the volume of content that they have to engage with in Business Studies as shown in the following statements:

“There are lots of things that you need to know but not just knowing them but also how to apply them”(Grade 10 learner, School B, P8,8:40,49:49)

“Business study is a lot, it involves a lot of things to study. It is confusing sometimes to concentrate on what exactly to study sometimes” (Grade 11 learner, School B, P9,9:29,40:40).

The content covered in Business Studies in each grade that is prescribed in the subject curriculum spans a number of topics all of which are compulsory and voluminous as explained by a Grade 10 learner at school B (P8,8:37,46:46). He said that learners are expected to study each of these topics and have a thorough knowledge of the topics before writing the examination (P3,3:34,39:39). The volume of work to be covered for the examination is an additional problem that Grade 11 learners at school A complained

about, specifically with regard to preparing for the examination (P3,3:34,39:39). Learners mentioned that in the lower grades the marks allocated to the examination paper are 100 marks, whereas when learners reach Grade 10 the Business Studies paper is marked out of 300. This sudden change of the mark allocation causes learners to be pressurised (P2,2:45,55:55). In addition, the Grade 11 learners at school A said that from Grade 10 upwards learners are expected to write two essays for the examinations, they complained that the content covered under the various topics was extensive and as a result caused stress among learners about the examination requirement (P3,3:35,40:40; P3,3:32,37:37). Because Business Studies learners are expected to conduct research, it impacts on their personal study time, as one of the learners pointed out. Since Business Studies is time consuming, learners claim that it is quite difficult to allocate time to other subjects (P3,3:33,38:38).

4.7.5.3 Lack of Practical activities

Learners from Schools A and B are disadvantaged because they do not have “hands on experience” in entrepreneurship, in order to implement what they have learnt in the classroom to entrepreneurial activities unlike learners at school C (P9,9:25,36:36). Learners at schools A and B believed that in some situations, the school environment may determine the extent of practical activities that could be embarked upon in the school (P8,8:38,47:47). As a result, learners at schools A and B stated their disappointment in the lack of practical activities in the Business Studies subject as mentioned below:

“...Not able to go outside and visit businesses to see how things are done practically; to visit JSE to know and learn how people invest in business; reality and the current things going on in businesses”(Grade 10 learner, School B, P8,8:41,50:50).

“We don't get motivated by entrepreneurs as a Business Studies learner to learn from them on how to start a business”(Grade 11 learner, School B, P9,9:24,36:36).

In School C, learners are given the opportunity to engage in practical activities relating to entrepreneurship. The learners in Grade 11 mentioned that the school has entrepreneurship day which involves Business Studies learners only (P11,11:7,5:5). The learners were allowed to decide on what to sell on that particular day on the school premises (P11,11:9,13:13). They claimed that the school also had a market day which involved all the learners, where every learner could display his or her entrepreneurial skills (P11,11:15,18:18). Business Studies also introduced learners to the idea of entrepreneurship, the entrepreneurship activities in the school provided learners with an incentive to begin their own small entrepreneurial activities stated a Grade 11 learner at school C (P13,13:57,59:59). One learner in the focus group discussion at school C stated her experience with the entrepreneurship day as follows:

“ [Business Studies] It has made me to be more open minded about business like the last time when we have entrepreneurship day, we are to sell things and all that, I learnt that I am really hands on, I do great marketing. I am a person that will go out there in the field and do something not just sitting behind the desk (P13, 13:57, 59:59). From that day our group of friends are thinking of new innovative way of making money like we need to make money, some of us started selling sweet and stuff now just to make money”(Grade 11 learner, School C,P13,13:59,59:59).

4.7.5.4 Perceptions of Business Studies

The opportunity given to learners to choose the stream that relates to their career choice from Grade 10 should be an indication that the school and the education system in general will support their choice (P12,12:45,46:46) of subject and allow them equal prospects regardless of their choice of subject as mentioned by Grade 10 learner at school C (P12,12:60,62:62). Most of the Business Studies learners at school C voiced their frustration with regard to the treatment that they receive from the DBE, the school and parents, compared with learners in other streams (P13,13:48,49:49).

The learners at school C presumed that society believes that science supersedes commercial subjects and are superior to Commerce (P13,13:50,52:52). They maintained that the perception that science creates a sophisticated world is not realistic because as science has a place in society so does Commerce. In their opinion, they believed that with the current economic situation in South Africa, business development and income generation for the unemployed in the society is imperative (P12,12:47,47:47). One of the Grade 10 learners mentioned that, although science plays an important role in the world, every individual does not necessarily need science to pursue a career. Thus, science should not be perceived as superior to any other subject as individual strength regarding the various subjects and future careers differ (P12,12:43,45:45).

These learners asserted that most parents perceived Business Studies as a subject that is not on the same level as science, as a result they prefer that their children choose science rather than Business Studies (P12,12:40,43:43). They believed that it is because these parents have specific aspirations and expectations for their children thus negating the choice of Business Studies (P12,12:41,42:42). A Grade 10 learner at school C mentioned that every child has diverse capabilities regarding academic performance and subject choice which should be the basis for individual learner's capacity as well as the career choice (P12,12:42,44:44). The school C learners also explained that instead of parents compelling their children to choose subjects that they are not interested in nor have the capacity to study, parents should support their children in their choice of subject (P12,12:43,44:44). These learners believed that it is unrealistic for parents to expect their children to pursue careers in the sciences while losing sight of the need for entrepreneurs in this country (P12,12:48,48:48). Entrepreneurship would contribute towards job creation which is sorely needed in South Africa (P13,13:50,51:51).

The learners considered negative perceptions of Business Studies a challenge because they are not treated equally to learners in the science stream. They expressed themselves as follows:

“Business Studies is seen as a subject for weak learners, seen as when you are not smart enough to do sciences you turn to Business Studies as a subject. Meanwhile it is challenging and it teaches you about job creation. People are judging and see it as subject for unserious learners”(Grade 10 learner, School C,P12,12:43,45:45).

“At home most of my family wanted me to be a medical doctor but when I chose Business Studies they were kind of disappointed in me, so that is my challenge as a learner. They think I can’t get a job with the subject that I’m doing”(Grade 10 learner, School C, P12,12:42,44:44).

“I feel like our Department doesn’t really pay attention to us the commerce learners. I feel like we don’t get enough programs like the science learners. We don’t go on excursion, they had an entire excursion last term and we were not included. It was for the physical science only”(Grade 11 learner, School C, P13,13:48,49:49).

“...like going for entrepreneurship excursion or something, we are not catered for as commerce learners” (Grade 11 learner, School C,P13,13:49,50:50).

“The science learners get weekend classes; they call it star school while we don’t get any. But the thing is they still fail, we beat them, we are better than them” (Grade 11 learner, School C, P13,13:50,51:51).

4.8 SUMMARY OF THEMES GENERATED FROM LEARNER FOCUS GROUPS

The table below indicates the main themes and sub-themes that emanated from the learner focus group discussions which answered the sub-research questions for this study.

Table 4.2: Learner focus group discussions, themes generated

Research sub- question addressed	Main themes	Sub themes
In what ways do Business Studies FET phase learners think that exposure to Entrepreneurship Education influences their career choice decision-making?	Reasons for the choice of Business Studies as a subject (4.6.1) Influence of Business Studies on career choice(4.6.2)	Career path and subject choice (4.6.1.1) Exposure to Business Studies changes learners perceptions (4.6.1.2) Role model and family influences on learners' career choices (4.6.1.3) Career guidance at school (4.6.1.4) Learners' desire for independence (4.6.1.5) Learners' awareness of the economic climate in the country: skills development and employment creation (4.6.1.6) Learners ambition (4.6.1.7) Lack of business opportunities for women (4.6.1.8) Acquisition of business knowledge and recognition of business opportunities (4.6.2.1) Creativity and innovation (4.6.2.2)
What do FET phase Business Studies learners perceive as barriers to their considering becoming an entrepreneur based on the entrepreneurship curriculum?	Lack of finance (4.7.1) Lack of support (4.7.2) Competition in business (4.7.3) Fear of operating entrepreneurial ventures (4.7.4) Learners challenges concerning Business Studies as a subject (4.7.5)	Inadequate information in Business studies textbook (4.7.5.1) Subject content (4.7.5.2) Lack of practical activities (4.7.5.3) Perceptions of Business Studies (4.7.5.4)

4.9 CONCLUSION

This chapter presented the findings and discussions which answered the research questions linked to the views of teachers and learners on the role that Entrepreneurship Education plays in career choice decision-making of Business Studies learners. The chapter discussed the various themes that emerged from the analysis of the raw data of both the interviews conducted with teachers and the focus group interviews carried out with learners. The next chapter, Chapter Five presents the summary, conclusions and recommendations for this study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study was to investigate the role that Entrepreneurship Education plays in the career choice decision-making of Business Studies learners. In this chapter, a synopsis of the research process undertaken to answer the research questions for the study is provided (5.2). In 5.3, the main findings for the study are considered to address the research questions posed. Thereafter, the research methods and theoretical framework for the study are reflected upon (5.4). Finally, in 5.5, recommendations for further research, policy, and practice are presented.

5.2 SUMMARY OF THE RESEARCH PROCESS UNDERTAKEN

This section presents an overview of the research design employed for the study (5.2.1) and a summary of the research methods (5.2.2) applied in this study to address the research questions posed.

5.2.1 Overview of research design employed

The research design selected for this study from a qualitative research approach was the case study (Creswell, 2014:74). The main research question that this study addressed was:

What are FET phase teachers' and Business Studies learners' views on the role that Entrepreneurship Education plays in career choice decision-making processes?

To assist in answering this question the following research sub-questions were posed:

- What do FET teachers teaching Business Studies perceive the role of Entrepreneurship Education to be in the career choice decision-making process of their learners?
- What do FET phase Business Studies teachers perceive as barriers to their learners considering becoming an entrepreneur based on the entrepreneurship curriculum?
- What do FET Business Studies learners perceive the role of Entrepreneurship Education to be in their career choice decision-making?
- What do FET phase Business Studies learners perceive as barriers to their considering becoming an entrepreneur based on the entrepreneurship curriculum?

5.2.2 Summary of the research process

Purposive and convenience sampling techniques were used to select case study (Holloway & Wheeler, 2013:146) schools offering Business Studies as a subject at the FET phase (Grades 10 -12). Three secondary schools with a high, medium and low performance in Business Studies for the NSC Examinations were considered for the study. In total five Business Studies teachers and 48 learners (8 focus groups; 6 learners per focus group) from Grades 10, 11 and 12 participated.

Information regarding Business Studies teachers' views was obtained through semi-structured-interviews. An interview schedule was used to guide the interviews and probing and prompting was undertaken where necessary with the intention of obtaining appropriate information pertaining to the participants' perceptions of the influence of

Entrepreneurship Education on learners' career choices, as well as the barriers that could inhibit the learners' choice of entrepreneurship as a career.

Focus group discussions were held with learners to gain an understanding of their views regarding the influence of Entrepreneurship Education in their choice of careers, as well as their perceived barriers to pursuing entrepreneurship as a career. The interviews and the focus group discussions were transcribed and analysed by means of qualitative content analysis using the CAQDAS programme Atlas.ti as mentioned in chapter 3.

5.3 SUMMARY OF THE RESEARCH FINDINGS AND DISCUSSION OF MAIN CONCLUSIONS

In this section, findings for each of the research sub-questions are summarised to answer the main research question. Summaries of: teachers' perceptions of the role of Entrepreneurship Education in the career choice decision-making of Business Studies learners (5.3.1); teachers' perceived barriers towards entrepreneurship (5.3.2); learners' exposure to Entrepreneurship Education and their career choice decision-making (5.3.3); and learners' perceived barriers towards entrepreneurship (5.3.4) are considered. In 5.3.5, main conclusions for the study are highlighted and discussed.

5.3.1 Teachers' perceptions of the role of Entrepreneurship Education in the career choice decision-making of Business Studies learners

This sub-section presents a summary and discussion of the findings that answered the research sub-question which is:

What do FET Business Studies teachers perceive the role of Entrepreneurship Education to be in the career choice decision-making process of their learners?

Two main themes were generated for this research sub-question as discussed in chapter four, which are: teachers' views on the importance of Business Studies to Entrepreneurship Education (see section 4.3.1 of chapter 4) and teachers' views on Entrepreneurship Education as a factor that stimulates entrepreneurial intention in Business Studies learners (4.3.2). The first theme generated two sub-themes namely: Business Studies as a stepping stone to entrepreneurship (4.3.1.1) and teachers' expectations of learners becoming entrepreneurs (4.3.1.2). The second theme generated four sub-themes which are: learners' motivation by successful entrepreneurs and teachers' support (4.3.2.1); early introduction of Entrepreneurship Education and integration of Technology and Business Studies Subjects (4.3.2.2); practical experience and community engagement (4.3.2.3) and Entrepreneurial activities at school (4.3.2.4).

The two main themes are summarised and discussed in this section, namely: teachers' views on the importance of Business Studies to Entrepreneurship Education (5.3.1.1) and teachers' views on Entrepreneurship Education as a factor that stimulates entrepreneurial intention in Business Studies learners (5.3.1.2).

5.3.1.1 Teachers' views on the importance of Business Studies to Entrepreneurship Education

Business Studies was regarded by the teachers in this study as a subject that offers a supporting background for learners to pursue a career path in entrepreneurship, since Business Studies equips learners with the basic knowledge required for the establishment of entrepreneurial ventures. The teachers believed that the initiative by the Department of Basic Education (DBE) to incorporate Entrepreneurship Education into the Business Studies curriculum in secondary school creates an atmosphere that promotes a positive influence amongst secondary school learners towards entrepreneurship. Business Studies as a subject creates an enabling environment for the learners' participation in entrepreneurial activities and serves as the foundation for the learners regarding entrepreneurship. The particular aspect of entrepreneurship

covered in Business Studies could assist learners to set up some form of entrepreneurial activities.

The teachers in this study perceived that the topic entrepreneurship in Business Studies serves as an incentive to learners, especially when they achieve good results in Business Studies. This encourages them to think about entrepreneurship as a career of choice. With teachers indicating that Business Studies had influenced learners' choice of career, this highlights the importance of Business Studies in learners' career choice decision-making. This indicates that Entrepreneurship Education and training provided in secondary school seemingly played a major role in learners' career choices and actions towards entrepreneurial activities.

The teachers in this study believed that with the rate of unemployment as high as it is in the country, learners should not depend on the government to provide employment for the youth. Consequently, it should be apparent that the youth take advantage of the fundamental skills and knowledge obtained from Entrepreneurship Education at secondary school, to be creative rather than seeking paid employment. The teachers perceived support for their learners' efforts in entrepreneurship as essential for them to: accomplish the goal of becoming entrepreneurs; eradicate poverty; and improve the standard of living. The teachers saw the need to impart the value of Entrepreneurship Education to their learners, which could serve as a motivating factor especially for learners who have the interest to consider entrepreneurship as a prospective career choice. In addition, the teachers mentioned that learners should be introduced to Entrepreneurship Education in the lower grades because it is necessary to lay the foundation for future study in entrepreneurship, and, to foster learners' interest in entrepreneurship when they get to the higher grades, which could encourage them to be reliable entrepreneurs after exiting secondary school.

5.3.1.2 Teachers' views on Entrepreneurship Education as a factor that stimulates entrepreneurial intention in Business Studies learners

Teachers who participated in this study generally believed that Entrepreneurship Education is an essential aspect that would encourage learners' choice of entrepreneurship as a career. Additionally, the teachers in this study strongly believed that Entrepreneurship Education contributes to skills acquisition, self-assurance, creativity and confidence in learners, as well as employment creation. Entrepreneurship Education presents a positive impact on the career goals of learners. This study indicates that from the teachers' perspectives the subject Business Studies guides and improves the level of learners' understanding in entrepreneurial practices. Teachers have the notion that Entrepreneurship Education could transform learners into entrepreneurs who create employment opportunities rather than being job seekers.

The teachers in this study believed that the subject Business Studies provided the learners with the motivation towards a career in entrepreneurship. Entrepreneurship in Business Studies provided essential information for learners to become future entrepreneurs. The teachers maintained that entrepreneurship would be the obvious career choice as learners were exposed to entrepreneurial knowledge and skills when engaging with Business Studies. Teachers viewed the subject Business Studies which encompasses entrepreneurship as a topic as an introduction to entrepreneurship as a career choice. Thus, entrepreneurship as a topic in the Business Studies curriculum played an important role in learners' career choice decision-making.

The teachers' highlighted entrepreneurship as a prospective career choice since there was a strong belief among the participants that Entrepreneurship Education often presents learners with the opportunity to discover a possible innovative character of being an entrepreneur. Since some learners were involved with small scale entrepreneurial enterprises in their private capacities, learners continue to exhibit innovative behaviour towards entrepreneurship. Consequently, teachers perceived

entrepreneurship as a prospective career choice which would contribute towards decreasing the unemployment rate in South Africa.

Apart from what learners achieved from the entrepreneurship topic regarding knowledge and skills, the teachers also mentioned that learners had the innate ability and the inherent skills to sell commodities where they identified a need. As discovered by Pittaway and Edwards (2012:795), imparting entrepreneurial skills and competencies is a difficult task; however, if learners are provided with these skills and competencies at secondary school level, they would be better equipped to venture into entrepreneurial enterprises. The teachers noted that in many instances individuals have the benefits of an innate ability to pursue entrepreneurship as a career. Additionally, another essential skill is innovation which is considered necessary for entrepreneurship in real life. It is evident from this study that learners had this innate ability and inherent skills to be entrepreneurs. Teachers were able to identify these characteristics of entrepreneurship in their learners because of the level of enthusiasm displayed by the learners when presented with opportunities to engage in entrepreneurial ventures. The teachers were positive that these learners could pursue careers in entrepreneurship, based on the knowledge gained from entrepreneurship topics in Business Studies.

In this study the teachers mentioned that learners should be encouraged to practice their entrepreneurial skills at the school and also in the community, which could serve as a practical experience required for the establishment of entrepreneurial ventures. This practical experience could motivate learners to discover within themselves the aspiration to become entrepreneurs, which could lead them to ascertain the needs of consumers in both the school environment and the community. Linking the knowledge attained from Entrepreneurship Education to an actual situation could improve creativity and innovation in learners, which could guide them to discharge the role of an entrepreneur in society. As teachers perceived learners' involvement in the community as a feature of Entrepreneurship Education that could launch learners into entrepreneurial activities.

5.3.2 Teachers' perceived barriers towards entrepreneurship

This section presents a summary of the findings that answered the research sub-question which is:

What do FET phase Business Studies teachers perceive as barriers to their learners considering becoming an entrepreneur based on the entrepreneurship curriculum?

The analyses of data linked to this research question generated three main themes, which are: lack of capital (4.4.1); entrepreneurial characteristics: creativity, confidence and risk-taking (4.4.2); and effective tools for entrepreneurial growth: networking and honesty (4.4.3). This section summarises the barriers that were perceived by the teachers as hindrances towards learners becoming entrepreneurs.

According to the teachers, there were a number of contributory issues that could impede learners' ambition of becoming entrepreneurs. Despite the confidence displayed by teachers regarding entrepreneurship as a career, they highlighted a lack of finance as a major barrier to their learners becoming entrepreneurs. Because funding for "start-up" entrepreneurial ventures is not easily accessible, this could hinder the establishment of small businesses. Financial institutions are reluctant to fund newly established businesses, since in many cases they are unable to raise the requisite collateral. If finance is a barrier to establishing an entrepreneurial venture, the teachers identified a lack of finance as a possible inhibitor to learners entering Higher Education Institutions to pursue diplomas or degrees in entrepreneurship. However, the problem of a lack of finance to study further in South Africa is a complex issue which the government attempted to solve by promising free Higher Education to learners who are financially disadvantaged.

Teachers perceived another barrier to learners becoming entrepreneurs which is learners' lack of creativity. Some of the teachers made reference to creativity as one of the driving forces in entrepreneurship. To become a successful entrepreneur in the 21st century, it is important to have a creative mind that could produce something of high significance and standard, that would bring uniqueness to the world of business in order to attract the prospective clients (Boyles & College, 2012:50).

The teachers perceived a lack of self-confidence and failure to take risks as a barrier to learners engaging in entrepreneurial ventures. Fear of disappointment, inability to sustain an entrepreneurial enterprise and the inability to take calculated business risks prevents individuals with creative ideas to undertake business ventures (Paulsen, 2014:40). However, prospective entrepreneurs must acquire and develop essential entrepreneurial knowledge and skills in order to be successful and have the confidence to take risks. A lack of self-confidence and the fear of liquidation when engaging in an entrepreneurial career could hinder a prospective entrepreneur from pursuing a career in entrepreneurship.

Connecting with other business through networking as a mark of success in business could be a difficult task to achieve for new entrepreneurs could ultimately prevent them from considering entrepreneurship as a possible career choice. Corruption was also mentioned as a barrier to learners becoming entrepreneurs, bearing in mind the level of corruption experienced in this country presently, it could be difficult for new entrants to penetrate the market. Some of the learners might not be prepared to participate in activities that involve corruption for their business ventures to be successful.

5.3.3 Learners' perceptions of the role of Entrepreneurship Education in their career choice decision-making

This section presents a summary of the findings that answered the research sub-question which is:

What do FET Business Studies learners perceive the role of Entrepreneurship Education to be in their career choice decision-making?

Two main themes were generated for this research question, namely: reasons for the choice of Business Studies as a subject (4.6.1); and influence of Business Studies on career choice (4.6.2). Eight sub-themes were generated for the first theme which are: Career path and subject choice (4.6.1.1); exposure to Business Studies changes learners perceptions (4.6.1.2); role model and family influences on learners' career choices (4.6.1.3); career guidance at school (4.6.1.4); learners' desire for independence (4.6.1.5); learners' awareness of the economic climate in the country: skills development and employment creation (4.6.1.6); learners' ambition (4.6.1.7); and lack of business opportunities for women (4.6.1.8). The second theme generated two sub-themes which are: acquisition of business knowledge and recognition of business opportunities (4.6.2.1); and creativity and innovation (4.6.2.2).

This sub-section summarises findings on learners' perceptions of the role of Entrepreneurship Education in their career choice decision-making. Reasons for the choice of Business Studies as a subject (5.3.3.1) and influence of Business Studies on career choice (5.3.3.2).

5.3.3.1 Reasons for the choice of Business Studies as a subject

Entrepreneurship Education and young adults' involvement in entrepreneurship was extensively seen by the learners in this study as a mechanism of a country's economic development, socio-cultural advancement, employment creation and poverty alleviation. The learners were of the opinion that exposure to Entrepreneurship Education through Business Studies could present adolescents with greater autonomy, advanced returns, possibly with increased career fulfilment. Entrepreneurship as a career choice presents learners with the favourable opportunity to achieve something of value in their lives, especially those from a previously disadvantaged group as well as from a lower socio-

economic background. Since the subject Business Studies presents learners with the required knowledge on venture creation, this provides learners with skills and experiences that may be beneficial when facing future life challenges. Entrepreneurial learning at the secondary school level in South Africa enables learners to put into practice the theoretical ideas that they have acquired in entrepreneurship, which entails solving business challenges and developing business skills and knowledge.

Individuals have entrepreneurial conduct, traits and skills that could develop into action through suitable learning and training, which could be achieved with Entrepreneurship Education learning in secondary school. Hence, entrepreneurship could really be taught like every other discipline, which necessitates the inclusion of Entrepreneurship Education into the secondary education curriculum as a solution to the shortage of entrepreneurial enterprises, unemployment and slow economic growth in South Africa. The learners in this study mentioned that, Entrepreneurship Education could influence an intention in entrepreneurship. Learners maintained that an individual's background does not determine success in entrepreneurship, but rather a form of behaviour that could be learnt and knowledge obtained. It was revealed in this study by the learners that Entrepreneurship Education is an efficient tool through which they could acquire the skills and knowledge required to establish and nurture an entrepreneurial enterprise. Learners in this study mentioned that Entrepreneurship Education comprises a broad variety of learning techniques, which guide individuals to be reliable, innovative with ability to take risks and discover outcomes.

Most of the learners expressed their contentment with their choice of Business studies as a subject, the importance of the subject to their prospective career choice and entrepreneurial intention. The learners viewed entrepreneurship knowledge acquired from Business Studies as essential to establish an entrepreneurial venture, relevant in the business world and the world of work. Knowledge attained from entrepreneurship topics under Business Studies made most learners in this study aware of entrepreneurship as a potential career choice whilst providing added knowledge for innovation and creativity.

5.3.3.2 Influence of Business Studies on career choice

Other parts that could be recognised as important in Entrepreneurship Education are the knowledge of entrepreneurial career choices and self-determination as an entrepreneurial characteristic. These could help build up a protective system when confronted with challenges in the development of entrepreneurial ventures and the quest for independence. According to some of the learners in this study, entrepreneurship as a career choice could assist in the improvement of self-confidence, leadership and an enhanced desire for success. Additionally, they believed that it could result in the development of entrepreneurial perception and alleviate the fear of failure in entrepreneurial ventures. The learners believed that prospective entrepreneurs require effective self-determination to support their strategies and ambition to fulfilment and assist them to navigate the business world and achieve success. Participation in entrepreneurial activities and decisive preparations for careers in entrepreneurship could result in high determination and efficient performance in prospective entrepreneurs, which is achieved through Entrepreneurship Education.

The learners viewed self-determination as the primary foundational element on which an entrepreneurial career could be developed. Entrepreneurial activity is a structure of self-determined performance which is innately motivated because it is aimed at accomplishing a number of desirable results for individual achievement. The learners perceived that acting in a self-determined manner for some reasons and purposes by an individual could be recognised through personal commitment and confidence in entrepreneurship. Learners who perform entrepreneurial duties need to exhibit reliable effort both physically and psychologically in recognising and classifying creative and profitable opportunities. Learners were of the opinion that self-determined persons should utilise a complete and realistically precise understanding of their skills and limitations acquired in Business Studies to operate in a way that exploits their capabilities. The learners were appreciative of their personal development in entrepreneurship related to the knowledge and skills acquired from Entrepreneurship

Education and the personal understanding of the business environment in which entrepreneurs operate.

Learners in this study observed that for an entrepreneurial career to be achievable, it is imperative that they receive career guidance and counselling at school. They believed that they should be provided with detailed information concerning the subject content that could guide them to entrepreneurship as a career choice, while choosing their subject combinations. Nonetheless, some learners had decided on a career path that they intended to pursue after school, prior to choosing their subject combination in Grade 10, due to the influence of family and role models around them. The learners' knowledge of the country's economic condition is another factor that prompted their choice of entrepreneurship as a career, as some of the learners mentioned that they do not want to work for another person, consequently they desire to be independent. Learners at schools A, B and C believed that individuals in the 21st century should be responsible for themselves rather than depending on the Government or a third party for employment. The learners compared an entrepreneurial career to self-determination that results in self-sufficiency and financial freedom. A career prospect in entrepreneurship could lead to skills development and boost the standard of living, learners see themselves as prospective entrepreneurs who could provide employment for people in their different communities to reduce poverty and crime.

5.3.4 Learners' perceived barriers towards entrepreneurship

This section presents a summary of the findings that answered the research sub-question which is:

What do FET phase Business Studies learners perceive as barriers to their considering becoming an entrepreneur based on the entrepreneurship curriculum?

Five main themes were generated for this research question, which are: lack of finance (4.7.1); lack of support (4.7.2); competition in business (4.7.3); fear of operating an entrepreneurial venture (4.7.4) and learner's challenges concerning Business Studies as a subject (4.7.5). The fifth theme generated four sub-themes, namely: inadequate information in Business studies textbook (4.7.5.1); subject content (4.7.5.2); lack of practical activities (4.7.5.3) and perceptions of Business Studies (4.7.5.4).

Several aspects emerged as possible barriers to learners pursuing careers in entrepreneurship. Most of the learners perceived a lack of funds, and they saw access to funding as an inhibitor to the establishment of entrepreneurial ventures. Although this study revealed that most of the learners in public secondary schools in the Ekurhuleni, Gauteng East District had a positive perception of entrepreneurship as a career, finance is a major stumbling block. Learners from the case study schools agreed that for an entrepreneurial career to be possible there is need for them to build-up sufficient capital for their dream to be achievable, since securing a loan as young entrepreneurs is difficult. Another barrier that learners perceived that could hinder the successful establishment of entrepreneurial ventures was competition in business. Learners believed that before venturing into entrepreneurship, there should be adequate knowledge and skills development that could lead to creativity, which could enable a prospective entrepreneur to compete in the business arena to ensure the survival of entrepreneurial enterprise.

Learners in this study were of the opinion that most parents have high expectations for their children's future careers and want them to pursue other professions rather than entrepreneurship. Most learners complained that parents do not support their career choice when they mention entrepreneurship as a career. Additionally, learners mentioned that parents are unable to support their children to pursue careers in entrepreneurship because of a lack of finance. Although, the learners were enthusiastic about pursuing a career in entrepreneurship, they believed that their limited knowledge of how to run a business could impede the successful establishment of entrepreneurial

ventures. The challenges experienced in business operations could discourage new entrants from creating a successful entrepreneurial venture.

Practical activities in Business Studies are viewed as a method through which learners could obtain practical knowledge in entrepreneurship to complement what they had learned in the classroom. Learners at school A and B expressed their dissatisfaction for lack of practical activities in Business Studies and perceived it as a factor that could impede their advancement into entrepreneurship as a career choice. Learners also perceived the subject Business Studies as a barrier that could hinder their progress in entrepreneurship, specifically; learners at school C who mentioned that society perceives science subjects as superior to commerce subjects, hence they are not treated the same as science learners by the school, the Department and parents as well. These learners stated that entrepreneurship would empower individuals towards employment creation and poverty alleviation which is urgently required in South Africa, they criticise society's negative perception of commerce subjects, as this could prohibit learners from considering entrepreneurship as a career choice.

Learners also discussed the content of the subject Business Studies as a factor that could serve as a constraint to learners pursuing entrepreneurship as a career. The volume of work to be covered for the examination presents learners with challenges in coping with the examination question paper, the duration of which is three hours. Learners mentioned that at the lower grades (8 and 9) learners examination papers are marked out of 100 marks, when they get to Grade 10 the examination papers are marked out of 300 marks, this prevents some learners from choosing Business Studies as a subject, which could lead them to a career in entrepreneurship in the future.

5.3.5 Main conclusions for the study

This section presents the main conclusions for the research sub-questions which are incorporated to answer the main research question which is:

What are FET Phase Business Studies teachers' and learners' views on the role that Entrepreneurship Education plays in career choice decision-making processes?

This research question creates a premise for this study, in exploring the perceptions of the influence of Entrepreneurship Education in learners' career choices. In addition, this study considers barriers that learners could encounter when choosing entrepreneurship as a career. The most prominent findings for this study are summarised below.

Main conclusion 1: The topic Entrepreneurship in Business Studies may enhance learners' interest in entrepreneurship

Research has indicated that Entrepreneurship Education is an important resource to increase individual talent and skills, as well as presenting individuals with learning opportunities to develop their entrepreneurial knowledge, attitudes and abilities (Hartung, 2013:89; Arogundade, 2011:29). Business Studies as a subject symbolises all categories of knowledge that tend to empower learners to create wealth in the business sector, thus contributing towards the economic development of the country. Smith and Beasley (2011:727) claim that the objective of Entrepreneurship Education is to encourage individuals regardless of their specialty with skills and knowledge. They maintained that individuals should engage in activities that yield income, where they are incapable of securing paying jobs in the formal sector. Arogundade (2011:27) suggested that the structure and dimension of Entrepreneurship Education teaching and learning influences learners' career choice decision-making, since entrepreneurship subjects have a positive effect on stimulating entrepreneurial career choices and behaviour.

Entrepreneurship Education is a function of individual perceptions of opportunity, to achieve and develop entrepreneurial values, culture and knowledge necessary for the development of entrepreneurial ventures (Mayhew, Simonoff, Baumol, Selznick & Vassallo, 2016:435). The inclusion of entrepreneurship in the Business Studies curriculum for secondary school may encourage some learners to consider entrepreneurship after exiting school rather than searching for employment that does not exist (4.6.1.5; 4.6.1.6). Therefore, entrepreneurial studies as a component of a secondary school subject could inspire self-employment, individual accountability and self-sufficiency (O'Connor, 102013:550). South Africa has the culture of learners expecting the Government to create employment (Karlsson & Moberg, 2013:8; Mwasalwiba, 2010:38), hence Entrepreneurship Education at the secondary school level would develop learners' interest in self-employment (4.3.1.2).

In this respect, the role that Entrepreneurship Education plays in the career choice decision-making of Business Studies learners in Ekurhuleni, Gauteng East district cannot be over emphasised. It is essential that secondary school learners be involved in entrepreneurship as a career choice, accept entrepreneurship wholeheartedly, and that entrepreneurship subjects be included as the foundation to develop learners self-employment mind-sets (Fayolle, 2013:697). This study found that Entrepreneurship Education played a considerably positive role in learners' career choice decision-making (4.6.2.2), indicating the essential role played by Entrepreneurship Education on the entrepreneurial intention of learners. Additionally, it was indicated that learners with self-employed role-models displayed high entrepreneurial intention to entrepreneurial ventures (4.6.1.3). This study supports Timmons and Spinelli's (2009:46) findings that entrepreneurs are instinctive, made and enhanced, which indicate that specific skills and knowledge could be achieved and improved through practical experience and learning.

¹⁰The sub-section numbers in bracket indicate the headings and sub-headings where the findings are located in Chapter Four

Teachers in this study perceived that the advantages of Entrepreneurship Education are considerably high (4.3.1.1). This study indicates that Entrepreneurship Education stimulates learners' interest in business prospects, provides exposure to entrepreneurial practice, improves self-determination, and prepares learners with skills and knowledge, which prompt self-employment as career choice (Boyles & College, 2012: 45). The subject Business Studies plays an important role in learners' career choices towards becoming entrepreneurs (4.3.1.1). As stated by some of the learners, the topics that they are exposed to in Business Studies serve as a foundation on which they could build a career in entrepreneurship (4.6.2.1).

The teachers from the three schools (A, B and C) were of the view that Entrepreneurship Education plays a significant role in career choice decision-making of FET, Business Studies learners (4.3.1.1). In addition, the learners viewed Entrepreneurship Education as a means to improve the quality of life after school (4.6.1.2; 4.6.1.7). Business Studies is perceived as a subject which could assist learners to make informed decisions about career choices in the future.

Main conclusion 2: Learners engage in entrepreneurial activities based on the information obtained from Entrepreneurship Education

The findings showed that two of the case study school teachers did not engage their learners in practical activities that could launch them into a career in entrepreneurship (4.7.5.3). However, learners conducted entrepreneurial activities of their own on the school premises and at home. This was in spite of having no permission granted from school authorities in as much as they conducted their activities and defied authorities at the school (4.3.2.4). It is apparent that learners are engaging in entrepreneurship based on their assertion of knowledge gained from Entrepreneurship Education (4.6.1.1).

One of the case study schools has entrepreneurship day and market day, which enabled their learners to experience practical activities within the school with suitable monitoring from the Business Studies teachers (4.7.5.3). The school gave permission to learners to

carry out entrepreneurial activities and provided the opportunity for learners to experience this aspect of entrepreneurship “firsthand”.

Learners established their own little entrepreneurial activities because of the information that they acquire from Business Studies, additionally, they engaged in entrepreneurial activities after school and from their homes over weekends (4.3.2.3). Once again Business Studies provided the foundation for learners to establish small entrepreneurial activities. The teachers believed that Entrepreneurship Education provided the foundation on which learners could build a career in entrepreneurship (Bbenkele & Ndedi, 2010:15). Four of the five teachers claimed that their learners were potential entrepreneurs because they demonstrated their eagerness during the introduction of the entrepreneurship topics in the classroom and when presented with the opportunity to sell items at school (4.3.1.2). Herrington and Kew (2014:64) stated that the highest proportion of young entrepreneurs in South Africa acquire a certain form of secondary education in entrepreneurship, which demonstrates the value of Entrepreneurship Education and the role it played in new venture creation.

Main conclusion 3: Teachers and learners suggested motivation as an instrument to further stimulate learners’ interest in entrepreneurship

The prospect to create new and unique ideas, being independent, the ability to make personal decision to grow income and encouragement by successful entrepreneurs in the community were offered as motivators towards a career in entrepreneurship (Mlatsheni & Leibbrandt, 2011:119). The word motivation was mentioned a number of times by the teachers in this study because they were examining ways in which learners could be motivated to pursue entrepreneurship (4.3.2.1). The teachers agreed that learners require motivation to consider a career in entrepreneurship. During the focus group discussions, learners pointed out that they would appreciate successful business people being invited to motivate and encourage them (4.6.1.3). The exposure to entrepreneurship in Business Studies served as a foundation for their career choice in entrepreneurship, hence, the motivation for them to pursue entrepreneurship as a career

after Grade 12. Teachers and learners agreed that Business Studies promotes the interest of learners in entrepreneurship, consequently, motivating learners to engage in entrepreneurial activities while still at school and thereafter to pursue a career in entrepreneurship (4.3.2.1; 4.6.1.3).

Main conclusion 4: Teachers and learners perceived that learners' have the ability to become entrepreneurs

Most of the learners were confident that they could become entrepreneurs as a result of having learned about entrepreneurship through the Business Studies Curriculum, which had enabled their career choice (4.6.1.5). There is an innate ability which could propel the learners into a career in entrepreneurship (Davey, Plewa & Struwig, 2011:335), as the learners believed that they could be entrepreneurs even though they did not realise that they had the innate ability. The learners were ambitious about entrepreneurship and creating job opportunities for themselves as well as members of the community as prospective entrepreneurs (4.6.1.6).

There was consensus among the five teachers who were interviewed, that based on the knowledge of Business Studies; learners have the requisite knowledge to become entrepreneurs (4.3.1.2). The findings show that, both teachers and learners were confident that Business Studies had played a role in learners' career choice decision-making as underpinned by the experience and information gained from the topic entrepreneurship in Business Studies (4.3.2.4; 4.6.2.1).

The teachers in this study agreed that because of the high unemployment rate in South Africa, learners would benefit from careers in entrepreneurship (4.3.2.4). In addition because of the high unemployment rate learners saw themselves becoming entrepreneurs and creating employment opportunities. Teachers were of the opinion that the topics covered in Business Studies are motivating and learners concurred that the topics actually prompted them to attempt small entrepreneurial activities (4.3.1.1.; 4.6.1.2). Since Entrepreneurship Education covered in Business Studies provides

information on establishing entrepreneurial enterprises, learners view it as the foundation on which a business venture may be established (Stokes et al., 2010:30). Learners pointed out that the content under the topic entrepreneurship in Business Studies provides the basic knowledge for potential entrepreneurs to establish an enterprise (4.6.2.2).

Most of the youth have a tendency to pursue careers that could hopefully lead to employment in a recognised organisation, rather than venturing into entrepreneurship which may not provide the security that they would have in an established organisation (Paulsen, 2014:42). This study revealed that young people who establish a business may do so out of necessity in most situations, and the possibility of venture creation may not always prove to be successful because of their lack of experience in entrepreneurship. Therefore, it is essential to understand what drives young people into choosing entrepreneurship as a career; awareness of these issues could assist Governments and policy makers in their efforts to support entrepreneurship as a career choice among the youth, especially learners in secondary schools.

Main conclusion 5: Teachers and learners perceived barriers that could prevent learners from becoming entrepreneurs

Teachers and learners identified a number of issues that could hinder learners from becoming entrepreneurs. Some of these can be categorized as, lack of capital and lack of creativity as pointed out by Turton and Herrington, (2013:44). All the teachers and learners in this study were of the opinion that finance would be a stumbling block to learners' establishing a business, because financial institutions are not willing to finance new enterprises (Kelley et al., 2016:80). The findings showed that to obtain 'start-up' capital for new entrants in entrepreneurship is a challenge, which could obviate learner's dreams of becoming entrepreneurs (4.4.1; 4.7.1). The findings highlighted a lack of creativity among potential entrepreneurs. A point that one of the teachers made concerned learners' lack of creativity as one of the barriers that could stifle the growth of

an entrepreneurial venture (4.4.2), since entrepreneurship involves innovation and creativity (Fatoki & Garwe, 2010:733).

Additionally, corruption was mentioned by a teacher as a hindrance to establishing entrepreneurial ventures. In the current situation where integrity appears to be lacking in the business world, there are many corrupt individuals that prospective entrepreneurs may encounter in the process of attempting to establish honest ventures (4.4.3). These individuals might not be prepared to engage in illicit activities as a consequence their ventures could fail. Corruption within the business environment may cause the new entrants to be disadvantaged due to a lack of experience and the means to compete in a corrupt environment could hinder their advancement into entrepreneurship. An important aspect of business is networking, because it allows the entrepreneur to connect with other businesses for development (Smith & Beasley, 2011: 738), the knowledge of networking is necessary for successful entrepreneurial ventures, in this regard learners might not have the knowledge or capacity to network with relevant businesses (4.4.3).

A lack of support was another barrier that learners identified because they mentioned that neither parents nor family provided requisite support for entrepreneurship (4.7.2), because there is a perception that Business Studies as a subject has little value, as opposed to the Sciences (4.7.5.4). This stereotype makes it difficult to seek assistance from friends and family in order to forge ahead as entrepreneurs. The findings also brought to light, the issue of unemployment among parents, which prevents them from supporting their children financially (4.7.2).

The findings demonstrated that, learners' ability to compete in the world of business could be limited. Considering their lack of experience and expertise, learners were concerned about the competition that entrepreneurs encounter in the business world (Dawson, & Henley, 2013:450). In their opinion, surviving in the world of business requires entrepreneurs to know how to deal with competition (4.7.3), which is perceived by the learners as a challenge which could prevent them from venturing into business.

5.4 RESEARCH REFLECTIONS

This section presents reflections on the research methodology employed in the study (5.4.1). The theoretical framework applied in the study was also reflected upon based on the findings (5.4.2).

5.4.1 Methodological reflections

Limitations experienced in conducting this study included: timeframe limitations; teachers' fears of being judged professionally in the research undertaking; and learners' abilities to express their views in the language of the focus group discussions.

The GDE stated quite categorically that teachers can only be interviewed after school. Most teachers were reluctant to be interviewed after school, one teacher in particular continuously postponed the interview until eventually the interview was not conducted. Additionally, teachers appeared to be intimidated because they did not realise that the interview did not relate to their competence and ability as teachers. Once they realised that this was not "an inspection for the Department" they relaxed. Eventually it was possible to interview five teachers in total out of the anticipated nine teachers. Furthermore, teachers were not comfortable for their planning and preparation files to be examined, which would have contributed to the findings of this study concerning the role of Entrepreneurship Education in the career choice decision-making of Business Studies learners in Ekurhuleni, Gauteng district.

Most of the learners who participated in the focus group discussions were English second language speakers, this made it difficult for them to participate in the discussions as they should because it was challenging for them to communicate freely in the English language. They might also have had diverse opinions that were not relevant, or they might have misunderstood the questions asked during the focus group discussions. Additionally, they could have responded to impress their peers or to appear to be knowledgeable.

The aim of this study is not to generalise the findings of the current study. The purposive and convenience sample of Business Studies teachers and learners in public secondary schools in Ekurhuleni, Gauteng East District reduces the generalisability of the findings; because qualitative studies are not generalisable. Therefore, the outcome of this study is a context-bound snapshot of the views of teachers and learners in all public secondary schools in South Africa (Creswell, 2014:75) and others may use the findings to decide on the transferability of the findings to other contexts.

5.4.2 Theoretical framework reflection in relation to findings

The theoretical framework applied in this study guided in examining the exploration stage of the FET phase Business Studies learners as well as their career choice decision-making process. Career choice and career decision-making should be seen as a fundamental component of the career exploration process (see chapter 2) which should be viewed by both teachers and learners as major in a futuristic step of career achievement (Maree, 2010:95). Career decision-making is a crucial aspect of life that sometimes requires the assistance of a counsellor in this particular learning process. Making a career decision could be seen as one of the difficulties that some learners in secondary school face (Stead & Watson, 2016:144). If the correct career decision is not made, it could obstruct them from reaching their career goal (Gati, 2013: 205).

Career choice decision-making is closely related to an individual's psychological make-up that could have an influence on the life-span of an individual (Stead & Perry, 2012:312). Considering that FET Phase learners have identified a career path to pursue post Grade 12, it is obvious that Super's theory of life-span and life-space of the developmental model is relevant to how personal experiences relate to occupational preferences, thus creating an individual's self-concept. Brown and Lent (2013:20) are of the opinion that the development of self-concept is influential in career development; self-concept is founded on the belief that individual uniqueness and advancement in

career choices is a result of individual self-perception. Therefore, it could be inferred that FET Phase learners who are exposed to Entrepreneurship Education could be influenced to pursue a career in entrepreneurship.

FET Phase learners are in what Super (1980:280) referred to as the exploration stage, which is from the ages of 14-24. In most cases exploration stage is the stage where learners are expected to make their career choices, although, in reality it does not always work this way. However, from the findings it is evident that most of the learners who participated in the focus group discussions see themselves as entrepreneurs after exiting secondary school.

Teachers' views and perceptions towards Entrepreneurship Education as a topic in Business Studies, as well as learners' views and perceptions indicated the positive role that Entrepreneurship Education has played in the decision-making process of Business Studies learners. These findings indicate the relationship to the theoretical framework because the theory states that an individual's career choice is a reflection of the personality. Learners mentioned that Entrepreneurship Education had influenced their interest in pursuing careers in entrepreneurship, as well as participating in entrepreneurial activities. The discovery of a career in entrepreneurship by the learners in this study indicated that the learners' personal experience in Business Studies played a role in their professional preference.

5.5 POLICY, PRACTICE AND RESEARCH RECOMMENDATIONS

In view of the conclusions attained in this study, recommendations for educational policy and practice (5.5.1) as well as further research (5.5.2) are presented in this section.

5.5.1 Education policy and practice recommendations

The following recommendations, based on the findings of this study, have the purpose of comprehending and attending to the role that Entrepreneurship Education plays in the career choice decision-making of Business Studies learners.

In order to foster learners' interest in entrepreneurship, Business Studies should be introduced early in the GET phase (Grade 8 and 9), for easy transition of learners from EMS to Business Studies. The DBE should pay equal interest and provide support to Business Studies learners as it is done for other subjects. Since Business Studies is not perceived on a par with science subjects, schools and the Department of Education should eradicate this perception by promoting and elevating the subject and giving it a higher status in the curriculum. This would require the policy makers to identify entrepreneurship as an important factor for those prospective entrepreneurs, as well as to promote the economic development in South Africa where unemployment is very high.

Consequently, it is recommended that the DBE policy makers and curriculum designers should be mindful of the secondary school learners' capacity and level of understanding when designing the Business Studies curriculum. Learners complained about the volume of work that had to be covered in Business Studies, both policy makers and curriculum designers should take cognisance of this complaint and act accordingly. It is imperative to attract learners to Business Studies by including practical activities in the curriculum; therefore, the DBE policy makers' and curriculum developers should include practical that involves entrepreneurial activities in the Business Studies curriculum. Entrepreneurship Education should include theory as well as practice so as to maintain learners' interest in the subject. Entrepreneurship skills training should be conducted in schools, since learners who are not performing academically have skills which should be identified and developed, alternatively these learners should be recommended for vocational training from the GET phase.

The DBE should review the Business Studies subject in public schools by providing adequate resources that support good quality teaching and learning of the subject. Consideration should be given to the content of the Business Studies examination paper, since a three hour paper presents a number of challenges to the learners. For example, the paper could be divided into two (paper 1 & 2) instead of a three hour long examination.

Schools could introduce programmes that would identify learners' skills, by allowing Business Studies learners to actively participate in entrepreneurship day and market day at their schools. Government should establish opportunities that would encourage learners to explore the entrepreneurial ventures, such as, practical activities in the community. Government should create an accessible avenue to assist young people to establish their own businesses that would contribute to reducing poverty and unemployment. Additionally, it is important that parents be informed about the benefits of allowing their children to choose subjects that would provide a foundation for their career paths with minimal interference and influence.

Career counselling should be reintroduced in secondary schools so that learners could be assisted in making the correct subject choices for the FET phase. Learners left to make their own choices in Grade 10, may make choices for the wrong reasons. For example, because their friends chose a specific stream, they opt for the same stream because they do not want to be separated from their friends. In addition, parents insist on their children choosing specific subjects as they have already decided upon a career path for their children. However, the presence of a career counsellor will obviate this problem, as a career counsellor would consider the learners performance in the GET phase and make suggestions for subject choices based on the learners' performance.

5.5.2 Further research recommendations

Having conducted this study on teachers' and learners' views on the role that Entrepreneurship Education plays in career choice decision-making of Business Studies learners in Ekurhuleni, Gauteng East District, it became evident that there was still a need for additional studies to be conducted in this area. It is recommended that further study should involve a few more cases to ascertain whether the topic entrepreneurship does promote an interest in learners' pursuit of entrepreneurship as a career.

This study explored the views of Business Studies teachers and learners, however, future studies could include the perceptions and views of DBE officials and parents regarding entrepreneurship as a future career among Business Studies learners in secondary schools.

An additional recommendation is that a study of this nature be extended to private schools, with the focus on teachers' and learners' perceptions and views on the role that Entrepreneurship Education plays in the career choice decision-making of Business Studies learners.

5.6 CLOSING REMARKS

This study attempted to explore the role that Entrepreneurship Education plays in the career choice decision-making of Business Studies learners. Consequently, the findings from the interviews with teachers and focus group discussions with learners shed light on the role of Entrepreneurship Education in learners' career choice decision-making. The importance of Entrepreneurship Education covered in Business Studies in secondary schools was highlighted. Entrepreneurship Education should not be underestimated because it creates an entrepreneurial attitude, entrepreneurial ability and behaviour among secondary school learners. The findings of this study suggested that Entrepreneurship Education has a positive role to play in the career choice

decision-making of Business Studies learners in the schools where this study was conducted. The following quotation, underscores motivation as a prerequisite to entrepreneurship, prospective entrepreneurs should take cognisance of the following statement because it has a profound value for them:

“To become an entrepreneur you must be determined and ambitious. Motivation is a social or psychological call to action or an innate drive for success – success requires motivation” (Rob Frohwein, 2017).

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**APPENDIX A: ETHICS PERMISSION LETTER FROM COLLEGE OF EDUCATION,
UNIVERSITY OF SOUTH AFRICA**

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/07/12

Ref#: **2017/07/12/48083356/22/MC**

Dear Ms Ajayi,

Name: Ms OB Ajayi

Student#: 48083356

Decision: Ethics Approval from
2017/07/12 to 2020/07/12

Researcher:

Name: Ms OB Ajayi

Email: 48083356@mylife.unisa.ac.za

Telephone#: 0780588958

Supervisor:

Name: Dr L Zimmerman

Email: zimmel@unisa.ac.za

Telephone#: 0124296553

Title of research:

Teachers' and learners' views on the role that entrepreneurship education plays in career choice decision making of business studies learners in Ekurhuleni district

Qualification: M Ed in Psychology of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/07/12 to 2020/07/12.

The medium risk application was reviewed by the Ethics Review Committee on 2017/07/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:



1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2020/07/12. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2017/07/12/48083356/22/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

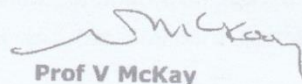
Kind regards,



Dr M Claassens

CHAIRPERSON: CEDU RERC

mcdtc@netactive.co.za



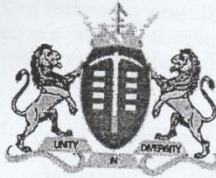
Prof V McKay

EXECUTIVE DEAN

Approved - decision template – updated 16 Feb 2017

University of South Africa
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**APPENDIX B: LETTER OF PERMISSION FROM GAUTENG DEPARTMENT
OF EDUCATION**



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	10 August 2017
Validity of Research Approval:	06 February 2017 – 29 September 2017 2017/210
Name of Researcher:	Ajayi O.B
Address of Researcher:	103 Yvonne court 1st avenue Springs, 1559
Telephone Number:	078 058 8958
Email address:	48083356@mylife.unisa.ac.za
Research Topic:	Teachers' and learners' views on the role that entrepreneurship education plays in the career choice decision making of Business Studies learners in Ekurhuleni District
Number and type of schools:	Three Secondary Schools
District/s/HO	Gauteng East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

F. Tshabalala 14/08/2017

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

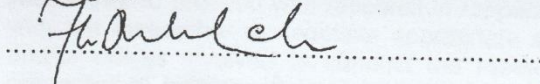
Website: www.education.gpg.gov.za

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Ms Faith Tshabalala
CES: Education Research and Knowledge Management

DATE: 14/08/2017

Making education a societal priority

2

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpp.gov.za

APPENDIX C: LETTER OF PERMISSION FROM GAUTENG EAST DEPARTMENT OF EDUCATION



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

TO : THE PRINCIPAL
SGB

CC : MS O.B. AJAYI

FROM : MS E.S. CHABALALA
ACTING DISTRICT DIRECTOR

DATE : 22 AUGUST 2017

SUBJECT : APPROVAL IN RESPECT OF REQUEST TO CONDUCT RESEARCH

RESEARCH TOPIC: TEACHERS' AND LEARNERS' VIEWS ON THE ROLE THAT ENTRAPRENEURSHIP
EDUCATION PLAYS IN THE CAREER CHOICE DECISION MAKING OF BUSINESS
STUDIES

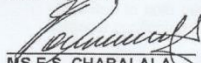
This letter serves to indicate that approval has been granted to Ms O.B. Ajayi to proceed with research in respect of the study indicated above.

The onus rests with the researcher to negotiate appropriate and relevant time schedules with school/s involved conducting the research. Copies of this letter together with the Head Office granting him permission must be presented to both the school (Principal and SGB) confirming that permission has been granted for the research to be conducted.

Attached is a letter from Head Office which stipulates conditions that apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted.

We wish Ms O.B. Ajayi well in this important undertaking and look forward to examining the findings of her research study.

Kind regards


MS E.S. CHABALALA
ACTING DISTRICT DIRECTOR

DATE: 22/08/2017

Making education a societal priority

Office of the Acting District Director: Gauteng East
Corner 7th Street & 5th Avenue, Telkom Office Towers Springs, 1560
Private Bag x 9, Springs, 1560.
Email: Somikazi.Chabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

APPENDIX D: SEMI-STRUCTURED INTERVIEW SCHEDULE

INTERVIEW QUESTIONS	RESEARCH QUESTION TARGETED	LINK TO THEORY
1. Tell me your role in the implementation of Business Studies curriculum?	What do FET teachers teaching Business Studies perceive the role of Entrepreneurship Education to be in the career decision-making process of their learners?	Life role and life space
2. What is the significance of Business Studies to Entrepreneurship Education?	What do FET teachers teaching Business Studies perceive the role of Entrepreneurship Education to be in the career decision-making process of their learners?	Life role and life space Exploration stage
3. What do you perceive as barriers to learners becoming an entrepreneur?	What do FET phase Business studies teachers perceive as barriers to their learners considering becoming an entrepreneur based on the entrepreneurship curriculum?	Life role and life space Exploration stage
4. How do you think FET phase learners interest can be stimulated towards entrepreneurship?	What are FET phase teachers' and Business Studies learners' views on the role that Entrepreneurship Education plays in career choice decision-making processes?	Life role and life space Exploration stage

5. What are your expectations for your learners based on their performance in Business studies towards their career choice decision-making?	What are FET phase teachers' and Business Studies learners' views on the role that Entrepreneurship Education plays in career choice decision-making processes?	Life role and life space Exploration stage
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APPENDIX E: FOCUS GROUP INTERVIEW QUESTIONS

DISCUSSION QUESTIONS	RESEARCH QUESTION TARGETED	LINK TO THEORY
1. Tell me the highest level of education you plan to attain?	What do FET phase Business studies learners perceive as barriers to their considering becoming an entrepreneur based on the entrepreneurship curriculum?	Exploration stage
2. What are your family beliefs about education?	What do FET phase Business studies learners perceive as barriers to their considering becoming an entrepreneur based on the entrepreneurship curriculum?	Exploration stage
3. Tell me your reason(s) for choosing Business Studies as a subject?	In what ways do Business Studies FET phase learners' think that exposure to Entrepreneurship Education impacts their career choice decision-making?	Exploration stage

<p>4. What are your interests or goal for choosing Business Studies as a subject?</p>	<p>In what ways do Business Studies FET phase learners' think that exposure to Entrepreneurship Education impacts their career choice decision-making?</p>	<p>Exploration stage</p>
<p>5. What influence does Business Studies have on your career choice decision-making based on your exposure to Business studies curriculum?</p>	<p>What are FET phase Business Studies learners' views on the role that Entrepreneurship Education plays in career choice decision-making processes?</p>	<p>Exploration stage</p>
<p>6. What are your challenges as a learner concerning Business Studies?</p>	<p>What do FET phase Business studies learners perceive as barriers to their considering becoming an entrepreneur based on the entrepreneurship curriculum?</p>	<p>Exploration stage</p>
<p>7. Has Business Studies enhance your career choice decision-making? How?</p>	<p>What are FET phase Business Studies learners' views on the role that Entrepreneurship Education plays in career</p>	<p>Exploration stage</p>

choice decision-making
processes?

- | | | |
|--|--|-------------------|
| 8. What are your potential career choice(s) as a learner? If I may ask? | In what ways do Business Studies FET phase learners' think that exposure to Entrepreneurship Education impacts their career choice decision-making? | Exploration stage |
| 9. What do you perceive as barriers to your becoming entrepreneur | What do FET phase Business Studies learners perceive as barriers to their considering becoming an entrepreneur based on the entrepreneurship curriculum? | Exploration stage |
-

APPENDIX F: GRADE 10- 12 BUSINESS STUDIES TOPICS AND CONTENT

Grade 10 Business Studies topics and content

Topic	Content
1. Micro Environment	<p>The various components and features of the micro (internal) business environment.</p> <p>Vision, mission statement, goals and objectives.</p> <p>Organisational culture, Organisational resources.</p> <p>Management and leadership, Business organisational structure</p> <p>Eight functions and activities of the business.</p> <p>Administration - handling of information/data, management of information, office practice and information technology e.g. computers, faxes, phones.</p> <p>Purchasing: procedures, activities of purchasing functions, cash and credit stock control.</p> <p>Organisational resources e.g. human, physical/material, financial and information resources.</p> <p>The concept of quality.</p> <p>Quality in relation to the various business functions.</p> <p>Quality in the Human Resources function, Quality product,</p> <p>Quality administration processes, Quality and a healthy financial function.</p> <p>Quality management, i.e. planning, organising, leading and controlling.</p> <p>Quality promotion of business image and its impact on different business structures.</p>
2. Market Environment	<p>The components of the market environment.</p> <p>The Market (consumers/customers).</p> <p>Suppliers, intermediaries and competitors.</p> <p>Other organisations/civil society (e.g. community based organisations CBOs, non-governmental organisations - NGOs, regulators, strategic allies and unions).</p> <p>Opportunities and threats faced by the business - business has no control over these factors.</p>
3. Business Sector	<p>Primary, secondary and tertiary sectors.</p> <p>What is meant by primary, secondary and tertiary sectors?</p> <p>Classification of the various industries (nature of industries and production).</p> <p>The difference between formal and informal sectors.</p> <p>The difference between public and private sectors.</p>
4. Entrepreneurial	Entrepreneurial qualities.

qualities	Entrepreneurial qualities: desire for responsibility, risk taker, perseverance, good management and leadership skills, confidence in one's ability to succeed, high levels of energy, passion, big dreams with a clear vision, exceptional organisational skills, high degree of commitment, flexibility (ability to adapt quickly), willpower to overcome obstacles.
5. Forms of ownership	Definition, characteristics, advantages, disadvantages and differences (comparison) between the following forms of ownership: Sole Proprietor, Partnership, Close Corporation. Non-Profit Company, Profit Companies. Private Company and Personal Liability Company. Public Company, State-owned Company and Co-operatives.
6. Business opportunity and related factors	Identification of possible business opportunities (based on researched factors needs and desires) and the application of a SWOT analysis (strengths, weaknesses, opportunities and threats) to determine a viable business venture. Generating new ideas, needs analysis/ research, identifying good ideas, market research, SWOT analysis. Analysis to determine a viable business venture. Identification of business opportunities.
7. Business Location Decision	Investigation of and debate on the factors that impact on business location decisions. Decision factors impacting location of a business (e.g. labour regulations, environmental factors, transport, infrastructure, availability of cheaper electricity and water supplies, potential market, raw materials, labour market, climate, government and local regulations, taxes, crime, etc.)
8. Contracts	The relevance of contracts and their legal implications in different business contexts. Types of contracts: Employment contract, Employer/employee agreement. Insurance - insurer/insured, Lease agreement - lessor/lessee agreement and hire purchase agreement. The legal implications of these contracts in different business contexts (parties, rights and responsibilities of the parties to a contract as prescribed by specific Acts in some contracts).
9. Business Plan	A business plan (including a financial analysis) that can be implemented. Plan (financial viability business plan). Business plans (including financial analysis) based on identified business opportunities.

	<p>Analysis of environmental factors.</p> <p>Components of the Business Plan.</p> <p>The structure of the business ownership.</p> <p>The product/service, Legal requirements of business, e.g. license</p> <p>SWOT analysis, Marketing plan and Market research.</p>
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Source: Curriculum and Assessment Policy Statement (CAPS) for Business Studies Grade 10, 2015:2-18.

Grade 11 Business Studies topics and content

Topic	Content
1. Challenges of the business environment	<p>The challenges of the micro (internal), market and macro business environments.</p> <p>Challenges of the micro environment(e.g. difficult employees, lack of vision and mission, lack of adequate management skills, unions, strikes and go-slows.</p> <p>Challenges of the market environment(competition, shortages of supply, changes in consumer behaviour, demographics and psychographics, socio-cultural factors.</p> <p>Challenges of the macro environment(changes in income levels, political changes, contemporary legal legislation, labour restrictions, micro-lending, globalisation/ international challenges, social values and demographics, socioeconomic issues, etc.</p>
2. Adapting to challenges of the Business	<p>How a business constantly needs to adapt to the challenges of micro (internal), market and macro business environments.</p> <p>Ways in which a business can adapt to challenges of the macro environment, and whether this is to the benefit of the business Information management, strategic responses, mergers, takeovers, acquisitions and alliances, organisation design and flexibility, direct influence of the environment and social responsibility. Lobbying, networking and power relations. Lobbying e.g. hedging against inflation, bargaining sessions between management and unions, influencing supervisory body/regulators, etc.</p> <p>Networking, e.g. finding new customers etc.</p> <p>Power relationships e.g. strategic alliance agreements, persuasion of large investors, company representatives' influence, etc.</p>
3. Creative thinking	Application of creative thinking to address business problems and to improve

<p>and problem solving business practice</p>	<p>business practice (recap). Creative thinking to address business problems and to improve Problem-solving skills in a business context. Routine vs. creative thinking, mental blocks to creativity and idea generation. More complex problem-solving techniques (e.g. Delphi technique and force-field analysis revision) Working with others to solve problems and generate ideas. Creative thinking skills and conventional vs. non-conventional solutions (include indigenous approach and solutions). Creative solutions to business problems; assess these against the reality of the business environment.</p>
<p>4. Setting up/ starting a business</p>	<p>Collaboratively or independently starting a business venture based on an action plan Initiating and setting up business ventures to generate income, basing this on an action plan. Acquiring funding (Equity capital/loans/debt, considering other sources of funding/capital), if needed.</p>
<p>5. Presentation of business information</p>	<p>Accurate and concise verbal and non-verbal presentation of a variety of business-related information (including graphs). Presentation and validation (support) of business-related information in verbal and non-verbal format (including tables, graphs, diagrams and illustrations); posters and handouts (recap). Design and layout of the presentation using different visual aids (e.g. show how to prepare/set out transparencies/slides, posters and handouts) (recap). Written information - reports, business plans, business information and analysis, e.g. steps in report-writing, composing a flyer, etc. Responding in a non-aggressive and professional manner to questions about work and presentations, e.g. answer all questions, make notes, do not argue, apologise for errors, etc..</p>
<p>6. Citizenship role and responsibilities</p>	<p>The citizenship roles and responsibilities that business practitioners need to perform within a business environment. The role of citizens and how they can, through business, contribute to the social and economic development of their communities. Case scenarios of how individuals have given back to their communities. The concept of business community and how the individual can play a role within this community (e.g. HIV/Aids counsellor, contribute time and effort towards</p>

	<p>identified cause).</p> <p>The role that business, civil society, non-governmental organisations and community based organisations (NGOs and CBOs) and individual business practitioners can play in the social and economic development of communities.</p>
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Source: (Curriculum and Assessment Policy Statement (CAPS) for Business Studies

Grade 11, 2015:2-20).Grade 12 Business Studies topics and content

Topic	Content
1. Macro environment impact of recent legislation on business.	<p>The impact of recent legislation, developed in response to demands for redress and equity, on small and large business operations.</p> <p>Skills Development Act No.97 of 1998 (e.g. skills levies and their Legislation on implications for small and large businesses).</p> <p>National Skills Development Strategy and Human Resources Development Strategy (i.e. Sector Education and Training Authorities).</p> <p>Labour Relations Act No.66 of 1995.</p> <p>Employment Equity Act No.55 of 1998.</p> <p>Basic Conditions of Employment Act No.75 of 1997.</p> <p>Compensation for Occupational Injuries and Diseases ActNo.61 of 1997.</p> <p>Black Economic Empowerment.</p> <p>Broad Based Black Economic Empowerment.</p>
2. Ethics and Professionalism	<p>How professional, responsible, ethical and effective business practise should be conducted in changing and challenging business environments.</p> <p>The meaning of ethical behaviour and business practice.</p> <p>Ethical and unethical business practice with practical examples, e.g. fair and unfair advertisements.</p> <p>Professional and unprofessional business practices with practical examples, e.g. good use of work time and abusing work time.</p> <p>The relationship between ethical and professional behaviour.</p> <p>Ways in which professional, responsible, ethical and effective business practice should be conducted (e.g. not starting a venture at the expense of someone else, payment of fair wages, regular payment of tax, etc.</p> <p>Reflection of the business environment and issues that could challenge ethical and professional behaviour (e.g. taxation, sexual harassment, pricing of goods in rural</p>

	areas, unfair advertising, unauthorised use of funds, abusing work time, etc.) and ways/strategies that could be used to address these issues.
3.Investment: Securities	A range of available business investment opportunities; distinguish between assurance and insurance (both compulsory and non-compulsory), and discuss the viability and relevance of these to both individuals and businesses. Types-- Business investments, the Johannesburg Stock/Security Exchange, types of shares, unit trusts.

Source: (Curriculum and Assessment Policy Statement (CAPS) for Business Studies Grade 12, 2015:2-14).

APPENDIX G: PROOF OF EDITING



Postgraduate friend

95 Elston Avenue

Benoni

1501

13 August 2018

TO WHOM IT MAY CONCERN

This serves to confirm that the editing of the dissertation “Teachers’ and Learners’ views on the role that Entrepreneurship Education plays in Career Choice Decision-making of Business Studies Learners in Ekurhuleni East District” by Ms O B Ajayi, was completed by Postgraduate Friend.

The editing was completed by a member of staff who is affiliated to the Professional Editors’ Guild of South Africa (PEG).

A handwritten signature in black ink on a light blue background, appearing to read 'E U Pather'.

Dr E U Pather