



Entrepreneurship as an Instrument for Curbing Unemployment in Rural Communities of South Africa

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Abstract: *This study examined the role of entrepreneurship in curbing unemployment in rural communities of South Africa. The study employed qualitative methods in data collection as data were collected from eight randomly selected students by using semi-structured interview. The participants were final year students from four faculties in a selected university. The collected data were analyzed qualitatively as per the themes that emerged from research objectives. The study used qualitative methods; the researcher used an interview schedule as a tool. The findings of the study revealed that curriculum of the university, lack of work integrated learning system, shortage of infrastructure, government and university policies, orientation of the students towards entrepreneurship modules among other things that limit the role of entrepreneurship in curbing unemployment in rural communities. It was recommended that entrepreneurship should be introduced as a core module in the curriculum of universities so that it helps in curbing unemployment. Also, partnership between the university and businesses within the community should be encouraged to enhance work integrated learning. Furthermore, policies of the government and university that can enhance entrepreneurship should be made and implemented at institutions of high learning.*

Keywords: *Entrepreneurship, Unemployment, Curb, Rural places, South Africa*

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1. Introduction

Entrepreneurship is regarded as a tool for people pursuing careers in business World and other related grounds (Hisrich & Cabrera, 2012; Galvão, Ferreira & Marques, 2018). It is important to note that entrepreneurship is a discipline which must be generally accepted as it considers how, why, and when, opportunities are recognized, created and made available to people. According to Shane & Ventakaraman (2000), entrepreneurship is commonly considered as the ‘discovery and exploitation of opportunities. Nowadays, entrepreneurship programs seem to be the direction followed by different countries. For instance, the 2017 report of Global Entrepreneurship Index shows that the first ten well-performing nations in terms of

entrepreneurship are developed nations (The Entrepreneurship and Development Institute, 2018). This gives an indication of the influence of entrepreneurship among other factors on the economic growth across continents of the world. The above is based on the works of Seelos & Mair, (2005) and Light & Bhachu, (2017) who state that entrepreneurship makes both societies in which it is practiced and the entrepreneurs better. The researcher believes that if entrepreneurship is well taught to all students at the institutions of higher learning. Entrepreneurship will help people to start businesses and create jobs for other people.

When entrepreneurship makes entrepreneurs better and leaves the society in a worse state, it is described as unproductive and destructive entrepreneurship. It true to

say that entrepreneurship can be 'productive' or 'unproductive'. But the entrepreneurship normally practiced in developed nations is regarded as productive since it has contributed to enhancing the economic growth of the country, whereas entrepreneurship practiced in many developing nations is considered as unproductive or destructive, because, it has left some countries worse off, but enriching many entrepreneurs. On the same vein, rural environments are expected to be developed through various doings and policies made and employed by the government. Policies made and implemented by the government can help promote development in rural environments, thereby ensuring equity in the forms of development experienced in an entire nation (Sehoole & Nkomo 2007). They further opine that the government most times establish institutions of learning and local industries and it is expected that by so doing, many individuals within and around such rural areas are empowered.

On the Statistics South Africa (2017), the unemployment rate in South Africa is approximately 28%. Statistics state that unemployment rate in South Africa nowadays seems to rank one of the highest across the African continent, but on opposite, the Gross Domestic Product (GDP) of the nation is higher than many other countries within the continent. This means that the form of entrepreneurship practiced in a country may be described as unproductive to the people. However, the reason for this study which aims at exploring the causes of lack entrepreneurship knowledge among undergraduates in rural based universities, that leads to lack of creativity and job creation as more people are unemployed. The study also explores several methods by which entrepreneurship can be used to curb unemployment in the rural areas.

2. Literature Review

The study in this section looked at what other authors has written about the topic in question. According to Folster, 2000 and Kritikos (2014), in South Africa Government Policies are crucial in determining the existence and survival of entrepreneurship. This signifies that business may be unable to stand the test of time if the policies of the government are properly implemented. However, the government, is also expected to encourage entrepreneurs through various policies that can ensure the viability of their business, besides providing the facilities that can enhance productivity of entrepreneurs. There is growing degree of uncertainty in rural areas that is evidenced by rising unemployment levels, stalled rate of job creation, and muted economic recovery. Consequently, policymakers are paying considerable attention to the specific role of start-ups and high investment in research and development (R&D) as possible job creation strategies.

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2.1 Entrepreneurship as a tool to curb unemployment in Rural communities of South Africa

According to Knoll (2017), The focus of development in many developing nations of the world is urban centers. He further states that the focus on urbanization is one of the reasons why urban centers experience continuous overcrowding which leads to overpopulation in many counties. This increases the cost of living and rate of crime in rural communities. A report from the office of the Secretary-General's Envoy on Youth (2014), states that entrepreneurship in South Africa is the solution to youth unemployment. But unemployment insistently prevails in South Africa, if entrepreneurship is not explored and many people strive to survive and remain in such areas. Entrepreneurship is however hindered by several factors (Murioz, Pablo, Pena and Salinero, 2016).

2.2 Factors that hinder entrepreneurship education in South Africa

Many factors can hinder the role of entrepreneurship in curbing unemployment in the rural communities in South Africa.

Shortage of Infrastructures and other technological amenities. According to Murioz, Pablo, Pena & Salinero (2016), infrastructures and technological amenities are

needed in most entrepreneurial practices. Thus, in countries where state of the art infrastructures which can enhance some entrepreneurial activities are lagging may be unable to promote entrepreneurship. However, Kritikos (2014) states that entrepreneurship creates new technologies, hence the need arises for the entrepreneurs to be given the stages and due support to access various forms of some technologies as may be required. It is important to note that entrepreneurship may not easily thrive in each society without the support of the government providing some specific amenities to ensure adequate productivity by entrepreneurs. On the other side, Crumpton (2012) and Drucker (2015) state the need for innovation and improvisation for entrepreneurship development. These are anticipated to assist entrepreneurs in overcoming challenges that may originate based on the failure of the government to provide some necessary basic amenities that will promote the smooth running of their business.

According to Folster, 2000 and Kritikos (2014), Government Policies are crucial and important in determining the existence and survival of entrepreneurial business. This implies that an undertaking may be unable to stand the test of time if the policies of the government are unfavorable. Hence, the government, besides providing the necessary facilities that can enhance productivity of entrepreneurs, is also expected to encourage entrepreneurs through various policies that can ensure the viability of their business. Thus, knowing the importance and level of productivity that can be realized within a society based on the activities of entrepreneurs, it is of paramount important that government reviews its policies so that they are inviting and promote entrepreneurship (Mahadea & Pillay, 2008).

According to Ntuli & Allopi (2014), Shortage of skills and experienced manpower is considered a limiting factor to entrepreneurship in rural communities of South Africa. Skills are needed for economic growth and Economic Development to ensure that the productive capacity of the country is increasing. Moreover, in the context of South Africa, some skills seem to be lacking. This has hindered the level of productivity in the country which is supposed to have been experienced by people in rural communities. Moreover, rural communities are typically encompassed with many unskilled people due to migration of labour and skilled manpower to urban centers. Thus, Dani and Shah (2016) express the need for trainings to be given to individuals in rural communities. These trainings are planned to empower people and make them useful to both them and the society. This is expected to help in the reduction of crime rates within such environments (Mahadea & Pillay, 2008).

The form of orientation given to individuals regarding entrepreneurship influences their decisions and thoughts (Leibowitz & Bozalek, 2014).

Thus, people who are well oriented on the activities, importance and benefits of productive entrepreneurial activities to both individuals and society are likely to get involved in such activities and profit themselves and society. However, the reverse will be the case when the wrong orientation is given to individuals or when the orientation given is inadequate.

Lack of motivation hinders the creation and sustainability of entrepreneurship (Estay, Durrieu & Akhter, 2013). They further opine that entrepreneurs who are motivated to uphold their entrepreneurial activities profit more. In other words, productive entrepreneurship is a product of motivation amidst challenges. The motivation may be intrinsic or extrinsic (Waxler, 2006). Government policies, infrastructures, collaboration with other organizations, profit, among others can constitute extrinsic motivation for entrepreneurs, while personal satisfaction even without huge profit, personal accomplishment, achievement of set goals, may constitute intrinsic motivation. Thus, policies made for university students and several other factors can be used to motivate students towards becoming productive entrepreneurs (Caurkubule & Rubanovskis, 2014).

The poor mentorship programme can contribute to the failure of entrepreneurship (INSECTA, 2014). The report by Insurance Sector Education and Training Authority (INSECTA, 2014) suggests that while the government supports and encourages entrepreneurship, it is expedient that it promotes mentee-mentor activities in various entrepreneurial sectors. This will help boost entrepreneurial activities in various parts and sectors of the country, while ensuring sustainability of all resources. The researcher believes that employers need to be encouraged to make great funding available for internships in order to draw in graduates with potentials for entrepreneurial activities.

The school and university factors are considered one of the contributing factors which is liable of promoting or hindering entrepreneurship in a society (Connor, 2014). According to Leddy & Gazette (2013) as well as Sundheim (2013), the school has major roles to play towards ensuring that students are inspired and motivated to become productive entrepreneurs and undertake entrepreneurial activities. Thus, entrepreneurship may likely thrive in rural communities when schools and universities in such communities ensure that students get involved in entrepreneurial activities within such environments and are motivated to continuously perform such activities with the aim of proffering solutions to existing challenges and demands in such communities. Suffice to state that institutions of learning in rural based communities are expected to conduct activities which will promote productive entrepreneurial activities, thereby ensuring sustainable development in such areas and for the individual people involved.

2.3 The Rural Based Universities in South Africa

The rural based Universities in South Africa are different institutions of higher learning which are intentionally established in underdeveloped communities and are tasked with the responsibility of striving to develop such rural communities. This is expected to be done using the Universities research capabilities and their outputs; expanding the University intellectual, social and entrepreneurial resources; and establishing durable collaborative relationships with other institutions towards the enhancement of development (Sehoole & Nkomo, 2007 and Uleanya & Gamede, 2017). However, while many other activities seem to be undertaken by rural universities in South Africa, entrepreneurship seems to be overlooked (Knoll, 2017). For instance, research outputs are credited and well recognized through the annual turn-out of graduates, presentations in conferences, seminars among other activities. However, entrepreneurship activities are least publicized across rural based institutions. This suggests that entrepreneurship is not well recognized in such environments, and something must be done to ensure that all people in all environments get knowledge about entrepreneurship.

In addition, according to Dani & Shah (2016), rural universities are intentionally established in the selected developing places to ensure that they proffer solutions to existing challenges in such communities and enhance sustainable developments in such areas. It is important to notice that rural universities are institutions of higher learning that are strategically positioned at less advantageous communities with the aim of bringing sustainable development to such places through empowerment, support and collaboration with different education stakeholders. Thus, rural universities are established to provide for the peculiar needs of the people within the community while taking into cognizance the peculiar nature of the students (Bookin-Weiner, 2015). One way by which the needs of the local community members are expected to be provided is through the enhancement of productive entrepreneurship in such communities.

However, the opposite seems to be the case in rural places in South Africa, as the major focus remains on developing the urban communities while the rural communities are least considered. Hall & WoErMann (2014) describe this as the act of inequality and social injustice in society.

2.4 Problem Statement

Entrepreneurship programmes are desired to help promote development in various communities in given societies and countries. If this must be achieved all

stakeholders must be consulted when the curriculum for Institutions of higher learning is planned (Mpuangan & Opoku, 2021). Curriculum planners must make a follow up as to whether curriculum at Institution of high learning is implemented correctly. In this case the government is trying to ratify and promote development within rural communities by establishing institutions of high learning such as high schools and universities. Lots of money seems to be budgeted and directed on rural education which is expected to be productive to the selected community, citizens, the government among other education stakeholders, by first providing for the peculiar needs of the rural communities in which they are situated and possibly the country at large. However, some established rural institutions of learning which are anticipated to proffer solutions to the peculiar needs and demands of their selected communities tend to focus on different research which most times have findings which are not implemented in the society. This is the reason why most people do not want to take part or help researchers because they see researchers as people who extract information from them but who does not plough back to community people. Researchers need to respect all communities of practice and plough back by providing findings to all people who were involved in that research. On the opposite, entrepreneurship which is a basic tool that can promote development whilst reducing crime, unemployment and poverty in the community has been explored and practiced in many developed countries, but the same practice seems to be ignored in many developing countries.

However, in the developed countries where entrepreneurship is well practiced and people have a lot of employment, it is believed to be useful to both people and the country at large (Dick-Segoe, Lee, Boakye, Mpuangan, Asare-Nuamah & Dankwaah, 2023). Hence, this is the reason for conducting this study which aims at exploring reasons why entrepreneurship is hindered in a selected rural Universities in South Africa. Also, the possible ways of ensuring productive entrepreneurial activities are explored using selected rural based university in South Africa.

2.5 Research Questions

The research questions guiding this study are:

1. What role can entrepreneurship play in the promotion of entrepreneurship in the selected rural communities?
2. How far have planned entrepreneurship programmes helped in curbing unemployment in the selected rural communities?

3. Methodology

Qualitative approach was used for data collection in this study. This was done due to the nature of the study which requires to collect in-depth information on the role of entrepreneurship in the promotion of entrepreneurship in curbing of unemployment and poverty in a selected rural area of South Africa. According to scholars like Creswell (2014), and Kumar (2014), qualitative research method is appropriate for obtaining in-depth information. This method may not be suitable for generalization to a population if the sample is not representative. The population selected for this study included final year undergraduate students from selected Universities in South Africa. The students were selected based on their capabilities on campus work and their previous years academic performance, this was done to assist students to qualify them to go for industrial training prior to their final year. South Africa was also considered because the rate of unemployment is high compared to many other African countries, while its Gross Domestic Product (GDP) is higher than many other African countries. Purposive sampling technique was employed in the study for selecting eight participants from various four faculties in a selected rural based South African institution, the study only selected Institutions in rural communities and final year students who were doing entrepreneurship were selected for this study.

This study focused and aimed at investigating the role of entrepreneurship in promotion of entrepreneurship in rural communities in South Africa. To collect the needed data, semi-structured interviews were conducted from the eight (8) randomly selected students who participated in the study. The collected data were thereafter coded and thematically analyzed.

4. Results and Discussion

4.1 Factors Hampering Entrepreneurship in Rural communities in South Africa

The factors hampering the establishment, growth, and development in rural areas of South Africa with respect to the selected rural community. The responses of the participants on the hampering factors are presented as follows.

Theme 1: Shortage of infrastructures: Majority of participants state that shortage of infrastructures within the institution hamper the establishment and growth of entrepreneurship in the community. Some of the responses of participants are as stated below ('P' is used to mean Participants):

P5: Entrepreneurship is worthy, and I trust that it will help our community, but I feel that our institution must

first provide good infrastructures that will promote entrepreneurship programme. P3: There are very few infrastructures that can enhance entrepreneurship education in our institution. I don't believe that entrepreneurship education can work and be able to promote entrepreneurship within the community. P8: Entrepreneurship programs are very bad or poor in our community because of the shortage of infrastructures. For example, we can't compare the available infrastructures in urban areas with those that are found in rural areas. P6: There will be some need to consider the existing infrastructures before undertaking the entrepreneurship education that will be useful for promoting development in the local community. P2: If good infrastructures can be put in place and entrepreneurship programmes are introduced into this institution, our community will be a better place to stay and work.

It can be learnt from the forgoing paragraph that shortage of infrastructures is a contributing factor hampering entrepreneurship in the selected rural areas of the country. Also, while the participants were happy to have entrepreneurship in their community, they would like it to be included in the programme of study at the university. Moreover, shortage of infrastructures seems to be a major challenge hindering such.

Theme 2: The Institutional and governmental policies: The responses of participants suggest that policies seem to contribute to the shortage of entrepreneurial growth in the selected rural area in the country. This includes both university and government policies. Some of the few responses of the participants on this theme are presented below:

P6: The Policies of the government are important and can affect the establishment and growth of entrepreneurship in any community more especially rural community like ours. P3: When the government as an organization choose to promote entrepreneurship, then they must make policies that will encourage all people from all walks of life to become entrepreneurs. P4: The University must study and consider the policies favouring universities of developed countries where entrepreneurship is successful. By doing this it will help us make and implement policies that will promote entrepreneurship in our local communities. P1: I really doubt if there is an entrepreneurship policy in this university. I think that the government must make schools or universities to have such policies so that entrepreneurship can be promoted, and this can help our community.

The responses stated above suggest that policies impact on entrepreneurship in the community. The university seems not to have good or existing policies on entrepreneurship; hence, which is why the government should intervene.

Theme 3: Poor orientation of students on entrepreneurship: The study demonstrates that most of the students are not oriented on the importance for entrepreneurship, but they are made to believe in the idea of striving to get a job after graduation from universities. The type of orientation given to individuals regarding entrepreneurship influences their decisions and thoughts (Leibowitz & Bozalek, 2014). Thus, it can be believed that people who are who are well oriented on the certain activities, importance, and benefits of productive entrepreneurial activities to both individuals and society are likely to get involved in such entrepreneurial activities and profit themselves and society. Some of the responses of the participants on orientations given to them are presented below:

P4: In my stay at the University, I have never heard any lecturers talking about issues of entrepreneurship. P1: As students we are made to believe that we are being prepared for a world of work in any established firm, but we are not well orientated or capacitated to study entrepreneurship. P3: I understand and know that many students lack entrepreneurship skills because we are not taught about any entrepreneurship programme. P6: This university is failing to introduce programmes that can prepare students for land of work. P8: I have a feeling that there is a high rate of unemployment in our community because the institutions do not give students entrepreneurship orientation, even those who may be interested in entrepreneurship. P2: Looking at things shows that from the first day that we registered into the institution, all sorts of orientations were meant at making us succeed academically. This is good, but I strongly believe that there is a need for us to be given orientation on entrepreneurship. P5: As a student trying to make money, I sell muffins sometimes, though nobody told or taught me about entrepreneurship, but I am doing this on my own. P7: In most cases none of our lecturers do even mention any entrepreneurship programme, let alone encourage us to think business wise.

This finding of the study demonstrates that the majority of the students lack orientation on entrepreneurship and know as to how they can become one. This suggests that there are many reasons why entrepreneurship may continue to suffer in our community.

Theme 4: The University curriculum controlled by Council for Higher Education (CHE): Findings from participants suggest that the curriculum of the institution contributes to the failure of entrepreneurship in the community. Some of the responses of participants are presented below:

P1: I really doubt if anything like entrepreneurship does exist in the curriculum of the university. P4: I strongly believe that If entrepreneurship was to be included in the curriculum, its effect would have been seen felt in one way or the other. P5: The curriculum of any institution is

regarded as the engine house, I also believe that entrepreneurship is not included in the curriculum of the university, otherwise, we would have known and been offering some entrepreneurial modules. P3: I believe that we would have been better if we were made to do some types of entrepreneurship modules and I strongly believe that some of us would have been good entrepreneurs.

The responses reveal that the curriculum of the institution lacks entrepreneurship modules and that has impacted on the students' academic progress.

Theme 5: Socio-economic status of students and family culture

The study suggests that one hampering factor of entrepreneurship in the selected rural community is the socio-economic status of students. Below are some of the responses:

P5: My parents who are paying for my school fees are expecting me to finish, get a job and start helping the family. P3: There is not even a single person in my family who is even thinking in that direction, because there is no money, and they believe that to get money a person must be employed and work for the company. P7: In my family they believe that once a person finish studying and graduates, that person needs to work to get money. They don't consider being an entrepreneur as an option. P4: Eish, even if I was thinking of being an entrepreneur, I really can't because of the need for money and the belief system in my family that after finishing school and graduating, the only way of making money is by working for a firm. P1: How, I so wish that my family can give me some time to study entrepreneurship. Unfortunately, I can see that it won't be possible. My only hope and prayer is to get a good job.

This finding shows that the socio-economic status of students affects their opportunities of being entrepreneurs, though they may choose such.

Theme 6: Lack of quality collaboration with good companies

Collaboration with good companies is expected to be one of the major factors that can promote entrepreneurship development in rural communities. Whereas the study suggests that there is very little collaboration between the university and companies that can help young entrepreneurs. Some of the responses of participants are as presented below:

P3: I have not yet seen any live collaboration that exists between the university and any company that can help to promote entrepreneurship. P7: I trust and believe that collaborations between our university and companies can help us and our communities, but I don't see

anything like that happening. The only thing I have heard is research collaborations, not entrepreneurship. **P1:** Maybe because we don't have any entrepreneurship programmes that is why we don't hear or know of collaboration on entrepreneurship.

This finding proposes that there is no collaboration between the university and established companies within the community. Suffice to state that the nonexistence of such collaboration affects the development and establishment of entrepreneurship in such community.

Theme 7: Entrepreneurship curb or combats unemployment and poverty:

The responses of respondents to the second research question which is explained under theme 7: 'Entrepreneurship curb Unemployment and Poverty' shows that majority of the students agree that entrepreneurship can help curb the rate of poverty in their local community. Some of the responses from participants are presented below:

P2: If Entrepreneurship is developed and managed it will make people to be busy and useful to the community. This will also lead to personal wealth creation. **P6:** Entrepreneurship can help people to get money to provide for their daily needs. This will make them responsive to the needs of their families, community, and country at large. **P4:** As the country, we need to consider entrepreneurship development and ensure that unemployment becomes a thing of the past. The country must think towards entrepreneurship development. **P5:** There are very few jobs available in the country for us as graduates. The major problem is that many of us don't know what will become of us when we finish studying, but I believe that if we are taught, encouraged, and empowered to become entrepreneurs, we can be productive. **P3:** I strongly believe that we really need entrepreneurs. The time people become entrepreneurs, they will be able to add on the available resources and that will help them take care of some of their needs. **P8:** Once crime and unemployment rates are reduced, poverty will be automatically reduced. Then I believe that entrepreneurship can contribute to the reduction of crime, unemployment, and poverty in our society. **P7:** Entrepreneurship will reduce crime rate and that will help to promote peace in the community. There is nothing better than peace in the society whereby people will live in harmony. **P1:** The developed countries practicing different types of economy have been able to identify the importance of entrepreneurship and I believe it is helping them. For instance, there are only few well-known entrepreneurs who are South Africans living in the country. This gives an insight to the way entrepreneurship is embraced in the country.

This finding suggests that entrepreneurship can contribute to the reduction of poverty in the community

in various ways. Thus, one way of reducing poverty and promoting peace in rural communities is through entrepreneurship.

Discussion of Findings

The findings of the study reveal that shortage of infrastructures, Government and institutional policies, orientation given to students, curriculum of the university, socio-economic status of students and family beliefs, shortage of collaboration between the university and organizations, among others are the factors contributing to the lack of entrepreneurial growth in the selected rural areas in South Africa.

The findings of the study on infrastructures which refers to physical facilities and connectivity software contributing to poor entrepreneurship in rural communities concurs with the work of Murioz, Pablo, Pena & Salinero (2016) who are for the opinion that infrastructure is highly needed for entrepreneurship to thrive in any community. Suffice to state that poor infrastructures in the institution of learning and community contribute to lack of entrepreneurship growth in the selected rural community. Finding of the study also proposes that the institutional and government policies contribute to poor entrepreneurial activities in the selected community. This corroborates the works of Folster (2000) and Kritikos (2014) who are the opinion that policies are important factors that can ensure the survival and growth of entrepreneurship in any society. The finding of the study also concurs with the work of Leibowitz & Bozalek (2014) who state that the orientation given to students go a long way to determine their level of awareness and decisions made in life.

In Addition, the study reveals that the curriculum of the university contributes to the problems of entrepreneurship in the selected rural community. The researcher believes that curriculum designers should ensure that curriculum is well developed, implemented and managed at Institutional level. This agrees with the work of Grisham-Brown & Hemmeter (2017) who opine that the curriculum of an institution mars the abilities of students and affects their decisions over different issues in life. Meanwhile, the findings on students' socio-economic status and family beliefs corroborates the work of Okioga (2013) who avers that the socio-economic status of students influence the abilities to learn, belief system and decisions in life.

The findings of the study on the lack of collaboration between the university and organizations being a contributing factor hampering entrepreneurship in the selected rural community coincides with the work of Connor (2014) which emphasizes the need for mentorship in building and boosting entrepreneurs. The mentorship mentioned here can be viewed as being adequately relevant when institutions of learning are able

to partner with people who are experts and who can help students through mentee-mentor relationship. Finally, the finding of the study shows that many the students agree that entrepreneurship can help to reduce unemployment and poverty. This finding supports the work which was submission by the Office of the Secretary-General's Envoy on Youth (2014) which states that entrepreneurship is a lasting solution to unemployment issues in societies as well as rural communities.

5. Conclusion and Recommendations

5.1 Conclusion

The study investigates the need for entrepreneurship to be adopted as a tool for solving the problems of unemployment in the selected rural community in South Africa. Some factors hampering entrepreneurship in the selected rural community in South Africa were investigated. However, this can be adopted for other countries with similar contexts as South Africa. The study shows that rural universities are established with the aim of promoting development within the surrounding community, while entrepreneurship is an important tool that can drive sustainable development in any country. The selected rural university seems to oversee the role of entrepreneurship as a tool for solution to unemployment which is one of the main challenges confronting South African rural societies.

5.2 Recommendation

The study suggests the following recommendations:

1. There must be partnership between the rural based university and private or government organizations also including the non-Governmental organizations (NGOs) within the community that can promote productive entrepreneurship in those local environments should be encouraged, and the creation of awareness and importance of entrepreneurship to members in the country. This will allow members of such societies to be motivated to take part in entrepreneurial activities.
2. The curriculum for Institution of higher learning should include and promote entrepreneurial activities. Students should be taught to be creative, innovative and have analytic problem-solving skills. This will help enlighten the students and make them get involved without much effort from external forces. It will also help make them know how to get involved in productive entrepreneurship that will benefit them and society at large.
3. The loan amounts up to a certain percentage should be given to students upon completion of

their programmes that are entrepreneurial oriented. This will help stimulate the students towards becoming productive entrepreneurs.

4. Short term programmes on entrepreneurship education should be organised by universities in rural communities to assist local communities. This will help enlighten and empower local community members who are interested in becoming entrepreneurs.
5. The curriculum of all universities should include at least a core module which revolves around entrepreneurship. This will help to introduce all university students to basic knowledge on entrepreneurship: Its importance and how it can be introduced by an individual or group of people to students.
6. The students who are studying commerce related courses should be assisted in establishing an entrepreneurial firm in the rural community or its urban places where the institution is. This will assist in making such students become entrepreneurs before they graduate from the university. Such students after graduation can become employers of labour. This will help to contribute to the problems of unemployment in such communities.
7. Some specific days should be set aside to celebrate entrepreneurs and entrepreneurship within the community. This will help to create awareness among local community members, sensitize them on how they can be involved and support entrepreneurship.

Suggestion of Further Study

The present study on entrepreneurship focused on factors which hampers entrepreneurship development in selected rural community in South Africa. In this study only one rural based university was selected for the study, it is suggested that for future purposes similar study be conducted in different rural communities in other countries or within South Africa as using two or more rural institutions of learning or comparing rural and urban based universities. In this study qualitative method was employed, However, quantitative or mixed methods can be used when conducting similar studies.

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