



**USES, CHALLENGES AND TRAINING NEEDS REGARDING
BUSINESS SKILLS FOR FASHION ENTREPRENEURS IN THE
EMFULENI LOCAL MUNICIPALITY**

Keshni Nana
214136477

**A dissertation submitted to the Faculty of Human Sciences, Vaal University
of Technology, Vanderbijlpark, in fulfilment of the requirements for the
degree of Magister Technologiae in Fashion**

Supervisor: Dr H. van Staden
Co-supervisor: Mrs N. Coetzee

2019

The financial assistance of the National Research Foundation (NRF) towards this research is hereby acknowledged. Opinions expressed and conclusions arrived at, are those of the author and are not necessarily to be attributed to the NRF.

DECLARATION

I declare that this dissertation is my own, unaided work. It is being submitted for the degree of Magister Technologiae in Fashion at the Vaal University of Technology, Vanderbijlpark. It has not been submitted for any degree or examination in any other university.

K. Nana

214136477

Signed on this _____ day of _____ 20 _____

ABSTRACT

Keywords: business skills; entrepreneur; fashion entrepreneur; peri-urban; small, medium and micro enterprise (SMME); survivalist; training needs

Fashion entrepreneurs with no formal fashion-related education or training are hereafter referred to by the acronym FEWFFET (fashion entrepreneurs without formal fashion-related education or training).

Entrepreneurship provides a feasible means of employment in a country where national unemployment rates are alarmingly high. To succeed, entrepreneurs require business knowledge and skill to operate profitable and sustainable businesses. However, entrepreneurs who were previously disadvantaged often possess only low levels of education, limited qualifications and training. This applies to survivalist fashion entrepreneurs in the Sedibeng District Municipality (SDM) who produce various items of apparel and clothing. Over a third of these entrepreneurs are not formally educated in business management and may not possess the adequate knowledge to operate their fashion business successfully. The research aim was to investigate the uses and challenges pertaining to business skills amongst FEWFFET to determine their business skills training needs. The sample population included 105 black fashion entrepreneurs, operating micro, survivalist enterprises within peri-urban, resource-poor communities in the Emfuleni Local Municipality (ELM) of Sedibeng, Gauteng. A quantitative study using non-probability purposive sampling and snowball sampling was performed. Interviewer-administered questionnaires were conducted with respondents at fabric and haberdashery stores or within their home-business environments. The results indicated that respondents lacked business plan development skills and showed only moderate skills in finance and marketing. Respondents indicated business skills training needs for developing a business plan, conducting basic bookkeeping, determining correct product pricing, drafting quotations and invoices, developing a budget, conducting basic market research and advertising their products and services.

TABLE OF CONTENTS

DECLARATION.....	i
ABSTRACT	ii
LIST OF FIGURES	ix
LIST OF TABLES	x
LIST OF ANNEXURES	xi
CHAPTER 1: INTRODUCTION TO THE STUDY.....	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND	2
1.2.1 Business density	3
1.2.2 Business skills	4
1.2.2.1 Business plan development skills	4
1.2.2.2 Financial skills	5
1.2.2.3 Marketing skills.....	5
1.2.3 Fashion entrepreneur.....	6
1.3 MOTIVATION.....	7
1.4 PROBLEM STATEMENT	8
1.5 RESEARCH QUESTIONS	9
1.5.1 Primary research question	9
1.5.2 Secondary research questions	9
1.6 AIM AND OBJECTIVES	9
1.6.1 Aim.....	10
1.6.2 Objectives.....	10
1.6.2.1 Literature-related objective	10
1.6.2.2 Empirical-related objectives	10
1.6.2.3 Outcome-related objective	11
1.7 CONCLUSION.....	12
CHAPTER 2: LITERATURE REVIEW	13
2.1 INTRODUCTION.....	13
2.2 THE GLOBAL ECONOMIC SITUATION AND ITS EFFECTS ON GLOBAL UNEMPLOYMENT	15

2.3	THE NATIONAL ECONOMIC SITUATION	17
2.3.1	National unemployment	18
2.3.2	Further national challenges	18
2.4	ENTREPRENEURSHIP	20
2.4.1	The South African entrepreneur	20
2.4.2	Small, medium and micro enterprise in South Africa	21
2.4.2.1	Challenges faced by South African small, medium and micro enterprises	22
2.4.2.1.1	Lack of adequate finance	22
2.4.2.1.2	Limited market access	23
2.4.2.1.3	Crime	24
2.4.2.1.4	Repercussions of labour laws	24
2.4.2.1.5	Lack of adequate education and training	25
2.4.2.1.6	Repercussions of previously disadvantaged individuals	25
2.4.2.2	Government involvement to overcome challenges with small, medium and micro enterprise development	26
2.4.2.2.1	Established government institutions	27
2.4.2.2.2	Further requirements for small, medium and micro enterprises	27
2.5	THE FASHION ENTREPRENEUR	28
2.5.1	Advantages and disadvantages of fashion entrepreneurship	29
2.5.2	Factors influencing fashion entrepreneurship	29
2.5.2.1	Parental background	30
2.5.2.2	Human capital	31
2.5.2.3	Financial capital	31
2.5.2.4	Cyclical factors	32
2.6	THE MICRO FASHION BUSINESS	32
2.6.1	The sole proprietorship	33
2.6.1.1	The advantages of the sole proprietorship	34
2.6.1.2	The disadvantages of the sole proprietorship	34
2.6.2	The partnership	35
2.6.2.1	The advantages of a partnership	36
2.6.2.2	The disadvantages of a partnership	36
2.7	ENTREPRENEURIAL SKILLS	37
2.7.1	Entrepreneurial characteristics	37
2.7.2	Fashion entrepreneurial skills	38

2.7.2.1	Opportunity identification.....	38
2.7.2.2	Creativity and innovation.....	39
2.7.2.3	Risk taking	40
2.8	BUSINESS SKILLS.....	41
2.8.1	Business plan development skills	41
2.8.1.1	Executive summary.....	42
2.8.1.2	Organisation plan	43
2.8.1.3	Products and services plan	44
2.8.1.4	Marketing plan	44
2.8.1.5	Financial plan.....	45
2.8.1.6	Risk management plan	46
2.8.2	Financial skills	46
2.8.3	Raising capital.....	47
2.8.3.1	Managing cash flow	48
2.8.3.2	Basic bookkeeping	49
2.8.3.2.1	Financial statements.....	50
2.8.3.2.2	Cost-calculations.....	50
2.8.3.2.3	Budgets.....	51
2.8.4	Marketing skills.....	52
2.8.4.1	Market research skills	52
2.8.4.2	The marketing mix	54
2.8.4.2.1	Product	54
2.8.4.2.2	Place	55
2.8.4.2.3	Price	57
2.8.4.2.4	Promotion.....	59
2.8.5	Leadership skills	61
2.8.6	Human resource skills.....	61
2.9	ENTREPRENEURIAL EDUCATION IN SOUTH AFRICA	62
2.9.1	Fashion-entrepreneurial education.....	62
2.9.2	Business training initiatives	63
2.9.3	Community based education and training.....	64
2.10	CONCLUSION.....	66
	CHAPTER 3: RESEARCH METHODOLOGY	67

3.1	INTRODUCTION.....	67
3.2	RESEARCH DESIGN	67
3.3	SAMPLING	70
3.3.1	Research setting and study population.....	70
3.3.2	Sample selection and sample size	71
3.4	DATA COLLECTION	72
3.4.1	Development of measuring instrument	73
3.4.2	Pilot testing	75
3.4.3	Fieldworkers and fieldworker training.....	76
3.4.3.1	Selection of fieldworkers	77
3.4.3.2	Training of fieldworkers	77
3.5	DATA ANALYSIS	79
3.6	VALIDITY AND RELIABILITY	80
3.6.1	Validity measures.....	81
3.6.2	Reliability measures	82
3.7	ROLE OF THE RESEARCHER.....	82
3.8	OPERATIONALISATION OF DATA	83
3.9	ETHICAL CONSIDERATIONS.....	84
3.9.1	Risks.....	84
3.9.2	Benefits	85
3.10	CONCLUSION.....	85
CHAPTER 4: RESULTS AND DISCUSSION		86
4.1	INTRODUCTION.....	86
4.2	DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS	86
4.3	HISTORY OF THE FASHION BUSINESS.....	88
4.3.1	Motivational factors	88
4.3.2	Business acquisition and ownership	90
4.3.3	Fashion-related production	91
4.3.4	Business success	92
4.4	CURRENT USE OF BUSINESS SKILLS AMONGST RESPONDENTS ..	92
4.4.1	Current use of business plans.....	93
4.4.1.1	Start-up capital	93
4.4.1.2	Business plans	93

4.4.2	Current use of financial skills	94
4.4.2.1	Usage of financial skills	94
4.4.2.2	Selling price	96
4.4.3	Current use of marketing skills	97
4.5	CHALLENGES RELATED TO BUSINESS SKILLS AS EXPERIENCED BY RESPONDENTS.....	98
4.6	NEED FOR TRAINING OF BUSINESS SKILLS AMONGST RESPONDENTS	100
4.7	INFERENTIAL STATISTICS	100
4.7.1	Factor analysis.....	101
4.7.1.1	Motivation.....	101
4.7.1.2	Fashion-related products	102
4.7.1.3	Business skills challenges	104
4.7.2	ANOVAs, T-tests, correlations and cross-tabulations	105
4.7.2.1	Employees, business location and business ownership versus fashion-related products.....	106
4.7.2.2	Gender, business plan development, financial and marketing skills challenges and fashion-related production	107
4.7.2.3	People and previous employment experience	108
4.7.2.4	Gender, employees and business plan development skills	108
4.7.2.5	Age and considering equipment.....	109
4.7.2.6	Education and saving money	110
4.7.2.7	Years in business, business ownership and lowest pricing	110
4.7.2.8	Years in business and profit	110
4.7.2.9	Years in business and extra charges.....	111
4.7.2.10	Business acquisition and selling price	111
4.7.2.11	Business ownership, business location and selling price	112
4.7.2.12	Employees and salaries and wages	113
4.7.2.13	Employees and invoice booklets.....	113
4.7.2.14	Employees, business ownership and record keeping	113
4.7.2.15	Employees, business ownership and bookkeeping	114
4.7.2.16	Employees and marketing	115
4.7.2.17	Years in business, business acquisition and business skills.....	115
4.8	CONCLUSION.....	116

CHAPTER 5: CONCLUDING DISCUSSION	117
5.1 INTRODUCTION.....	117
5.2 RESEARCH QUESTION, AIM AND OBJECTIVES	117
5.2.1 Literature-related objective	117
5.2.2 Empirical-related objective	118
5.2.2.1 Demographic characteristics of respondents.....	118
5.2.2.2 History of the fashion business	118
5.2.2.3 Current use of business skills amongst respondents	119
5.2.2.4 Challenges related to business skills as experienced by respondents	120
5.2.2.4 Need for training of business skills amongst respondents	121
5.2.3 Outcome-related objective	122
5.3 RECOMMENDATIONS FOR FUTURE RESEARCH.....	122
5.4 LIMITATIONS OF THE STUDY.....	123
5.5 CONCLUSION.....	123
REFERENCE LIST.....	124

LIST OF FIGURES

Figure 1:	Conceptual framework: Empirical research pertaining to business plans, financial skills and marketing skills	12
Figure 2:	Theoretical framework	15

LIST OF TABLES

TABLE 1:	Questionnaire constructs, sub-sections and consulted literature	74
TABLE 2:	Changes effected to the interviewer-administered questionnaire following pilot testing	76
TABLE 3:	Operationalisation table for data collection and analysis	83
TABLE 4:	Demographic information of respondents (N=105)	86
TABLE 5:	Motivational factors	88
TABLE 6:	Business acquisition	90
TABLE 7:	Types of fashion-related production	91
TABLE 8:	Start-up capital	93
TABLE 9:	Current use of business plans	94
TABLE 10:	Current usage of financial skills	94
TABLE 11:	Calculation of the selling price	96
TABLE 12:	Challenges with business skills	99
TABLE 13:	Summary of exploratory factor analysis for the 14-item motivation scale (N=105).	101
TABLE 14:	Summary of exploratory factor analysis for the 10-item products ordinal scale (N=105)	103
TABLE 15:	Summary of exploratory factor analysis for the 9-item challenges with business skills ordinal scale (N=105)	104

LIST OF ANNEXURES

Annexure 1:	Permission letters from fabric and haberdashery stores	1
Annexure 2:	Informed consent form	1
Annexure 3:	Questionnaire	1
Annexure 4:	Confidentiality agreements of translators	1
Annexure 5:	Translated informed consent form	1
Annexure 6:	Translated questionnaire	1
Annexure 7:	Confidentiality agreement of back translator	1
Annexure 8:	Confidentiality agreements of fieldworkers	1
Annexure 9:	Fieldworker training manual	1
Annexure 10:	Ethical clearance certificate	1
Annexure 11:	Costing sheet template	1
Annexure 12:	Descriptive statistics	
Annexure 12.1:	Form of fashion business ownership	1
Annexure 12.2:	Number of employees in the fashion business	1
Annexure 12.3:	Fashion business location	1
Annexure 12.4:	Fashion business success	1
Annexure 12.5:	Alternate employment of fashion entrepreneurs without formal fashion-related education or training	1
Annexure 12.6:	Outsourcing of fashion-related products	1
Annexure 12.7:	Other designers	2
Annexure 12.8:	Forming the selling price	2
Annexure 12.9:	Influenced pricing	2
Annexure 12.10:	Extra charges	2
Annexure 12.11:	Financial knowledge	2
Annexure 12.12:	Current use of marketing skills	3
Annexure 12.13:	Marketing of the business	3
Annexure 12.14:	Importance of business skills training	3
Annexure 12.15:	Business skills training needs	3
Annexure 12.16:	Training for other fashion entrepreneurs	4
Annexure 12.17:	Preferred language for training	4
Annexure 13:	Differences and correlations	

Annexure 13.1:	Differences between number of employees and frequency of fashion-related products	4
Annexure 13.2:	Differences between business location and frequency of fashion-related products	4
Annexure 13.3:	Differences between business ownership and frequency of school wear production	5
Annexure 13.4:	Correlation between frequencies of school wear and fashion-related production	5
Annexure 13.5:	Differences between gender and other factors	5
Annexure 13.6:	Correlation between financial and marketing skills challenges and frequency of interior and school wear products	5
Annexure 13.7:	Correlation between business plan development skills challenges, school wear, and financial and marketing skills challenges	6
Annexure 13.8:	Differences between friends and the impact it had within people	6
Annexure 13.9:	Correlation between employment experience and motivation from people	6
Annexure 14:	Associations	
Annexure 14.1:	Association between gender and having a business plan	6
Annexure 14.2:	Association between gender and understanding the business plan	7
Annexure 14.3:	Association between number of employees and having a business plan	7
Annexure 14.4:	Association between age and including equipment to calculate the selling price	7
Annexure 14.5:	Association between highest level of education and saving money after paying expenses	8
Annexure 14.6:	Association between years in business and trying to have the lowest prices	9
Annexure 14.7:	Association between business ownership and trying to have the lowest prices	9
Annexure 14.8:	Association between years in business and including profit to calculate the selling price	9
Annexure 14.9:	Association between years in business and charging extra for pattern alteration	10

Annexure 14.10:	Association between years in business and charging extra when clients change their mind	10
Annexure 14.11:	Association between acquiring the business and including telephone/cell phone expenses to calculate the selling price	11
Annexure 14.12:	Association between acquiring the business and including insurance to calculate the selling price	11
Annexure 14.13:	Association between business ownership and including rent to calculate the selling price	11
Annexure 14.14:	Association between business ownership and including water and electricity to calculate the selling price	12
Annexure 14.15:	Association between business location and including rent to calculate the selling price	12
Annexure 14.16:	Association between business location and including water and electricity to calculate the selling price	13
Annexure 14.17:	Association between number of employees and including employees' salaries and wages to calculate the selling price	13
Annexure 14.18:	Association between number of employees and having an invoice booklet	14
Annexure 14.19:	Association between number of employees and keeping a record of money in the business	14
Annexure 14.20:	Association between business ownership and keeping a record of money in the business	15
Annexure 14.21:	Association between number of employees and using a computer to assist with bookkeeping	15
Annexure 14.22:	Association between number of employees and having a bookkeeper	15
Annexure 14.23:	Association between business ownership and having a bookkeeper	16
Annexure 14.24:	Association between number of employees and marketing via advertisements in the newspaper	16
Annexure 14.25:	Association between number of employees and marketing via pamphlets	17
Annexure 14.26:	Association between number of employees and marketing via fashion shows	17

Annexure 14.27:	Association between years in business and importance of business skills	18
Annexure 14.28:	Association between business acquisition and importance of business skills	18
Annexure 15:	Turn it in result	1
Annexure 16:	Proof of language editing	1

CHAPTER 1: INTRODUCTION TO THE STUDY

In this chapter, an introduction, background, motivation and problem statement to the study are provided. The research questions, aim and objectives are also presented.

1.1 INTRODUCTION

Globally, unemployment is a challenge that many countries face (International Labour Organisation (ILO) 2015:9), resulting in an increase in poverty, personal and social losses, discouraged work seekers, depreciation of skills and working conditions and fiscal and public health expenditures (ILO 2014:11, 15, 22-24). Unemployed people are defined as individuals who are not employed, who are actively looking for work or trying to start a business (Statistics South Africa (StatsSA) 2015:xiv). The current estimated global unemployment rate is 5.5% (ILO 2018:8). Indicating segments of the population who have been out of the labour force market (ILO 2018:12-24), the rates of unemployment in developed economies are relatively low (for example, the United Kingdom (UK) (4.2%) and the United States of America (USA) (4.3%)). Developing economies however, indicate varying rates of unemployment, namely South East Asia and the Pacific (3.4%), South Asia (4.1%), East Asia (4.5%), Latin America and the Caribbean (7.9%), followed by Arab states (8.3%) and North Africa (11.5%). Classified as an upper middle-income economy (Kumah & Omilola 2014:3, World Bank 2017:vii), South Africa (SA) has an official unemployment rate of 27.5% (during the third quarter of 2018 (StatsSA 2018c:1)). Of these 6.2 million unemployed South Africans, 56.1% has below matriculation (Grade 12) educational achievements (StatsSA 2018c:1, 7), which emphasises the role that poor qualifications play in unemployment. Statistics further indicate an increase in unemployment over the past decade (2008-2018), which has risen from 21.5% to 27.5% (StatsSA 2018c:1).

With increasing levels in unemployment, one should consider the rise in small, medium and micro enterprise (SMME) development as a positive impact on the creation of job opportunities and economic growth (Moolman 2000:29, Ladzani & Van Vuuren 2002:154). SMMEs can contribute as much as 70% of employment opportunities on average, whereas specifically, the figure in low-to-middle income countries (LMICs) is 45% (Organisation for Economic Co-operation and Development (OECD) 2017:6). Despite SA being ranked an upper middle-

income economy (Kumah & Omilola 2014:3, World Bank 2017:vii), the extremities in income levels of the people in the country cause SA to be regarded as a LMIC. Therefore, the above figures indicate the importance of SMMEs for economic development and job creation (Kushnir, Mirmulstein & Ramalho 2010:4).

One of the greatest challenges facing SA is the development and improvement of business knowledge and skills. This challenge is experienced especially amongst the previously disadvantaged and marginalised groups of the population (i.e. the older black South African population who may have low levels of education). These individuals operate informal businesses, which struggle to succeed (Rwigema & Venter 2007:522). The success of starting one's own business depends on individuals who are driven by opportunity, have a clear vision of goals and who seek to maximise those goals in a sustainable way and have necessary information to enter self-employment (Co 2003:35, Rwigema & Venter 2007:9). The ability of individuals to positively contribute to job creation further requires certain conditions, namely a basic education, business management skills, industry experience and finances for starting-up small businesses (Moloi & Nkhahle 2014:225). Starting a fashion business requires knowledge in business studies, business management, entrepreneurship, human resources (HR) and retail merchandising (Vaal University of Technology (VUT) 2013), as the acquisition of this knowledge generally forms part of academic curriculum of accredited fashion courses. The focus of this study was on black fashion entrepreneurs without formal fashion-related education or training (FEWFFET) and their use of or need for business skills within their micro, survivalist business.

1.2 BACKGROUND

In developing countries, the ability to spur innovation is highly limited (Higuchi & Sonobe 2015:1). Productivity in SA makes only a minor contribution to overall economic growth, with no significant improvement to the standard of living or the creation of job opportunities, nor does it expect to make advances to overcoming unemployment (Du Toit, Erasmus & Strydom 2007:593). According to an excerpt from a conversation with London fashion designer, Avis Charles, Breward (2010:357) quotes Charles as saying:

What African nations always do is produce and export textiles or components, but somebody else makes up the garment and reaps the profit margin so that there's no possibility of re-investment and job-

creation. If you can produce the final thing, sell it on the home market, through the continent and for export you can build up a sustainable development (Charles, cited in Breward 2010:357).

Charles initially developed educational and vocational programs for design students and young designers in SA, which involved creative and business strategies for Africa Fashion International (AFI) and was also the founder of the Women Entrepreneurs Network International (Breward 2010:355). The aforementioned statement portrays Charles' experience with working in SA. It may be inferred as a reflection of the country's lack in entrepreneurial skills and the inability to follow through and create sustainable, profitable, fashion-related businesses. The following is a discussion regarding business density, business skills and fashion entrepreneurs.

1.2.1 Business density

Business density can be described as the number of new business registrations per 1 000 people between the ages of 15 and 64 (World Bank 2015). In developing economies, formal SMMEs employ more than one-third of the population, whereas informal SMMEs are known to outnumber formal SMMEs (Kushnir *et al.* 2010:2). SMME data on the informal sector are limited and incomparable across countries due to differences in the definition of the informal sector and in estimation methods needed to make a comprehensive evaluation of the SMMEs contribution to economic development (Kushnir *et al.* 2010:2). When comparing SA's business density (10.2% in 2016) to some of the other middle income economies, for example Hong Kong (27.3%) and Botswana (18.4%) (World Bank Group 2017), it is noticeably low, especially since over a quarter of SA's population is unemployed.

Low business density raises a concern that SA experiences challenges related to entrepreneurial performance, which is based on starting a new business venture through utilising an opportunity and observing growth on that business idea (Ladzani & Van Vuuren 2002:156). Low entrepreneurial performance can be ascribed to the fact that the majority of small business owners in SA start their business ventures without prior entrepreneurial training (Ladzani & Van Vuuren 2002:156). The lack of business skills and training have been recognised as one of the most predominant causes for general business failure amongst SMMEs in SA (Rogerson 2008:71). Business skills, along with entrepreneurial and motivational skills, form part of

entrepreneurial performance. For the purpose of this study, only entrepreneurial skills and business skills have been discussed, as motivation is more related to psychological behaviour. Although it is an important factor, it is outside the scope of this study and therefore, was not addressed.

1.2.2 Business skills

Business skills relate to all businesses in general and involve strategic planning, management and leadership skills, business plan development skills, financial skills, marketing skills, project management skills, operational skills and HR skills (Ladzani & Van Vuuren 2002:157, Du Toit *et al.* 2007:52). The basic principles of business skills in a fashion business include knowledge of one's constructed garments and additional services, knowledge of one's clients and the ability to respond to their specific needs and expectations, remaining competitive within the fashion industry and being able to generate value for one's stakeholders (Sharkey 2015:1).

For the purpose of this study, business plan development skills, financial skills and marketing skills are explained within the specific context of the fashion business. These skills were selected based on the findings of a study conducted by Van Wyk and Van Aardt (2011:182), amongst fashion entrepreneurs in the Emfuleni Local Municipality (ELM).

1.2.2.1 Business plan development skills

Developing a business plan should be the first step to starting a fashion business, as it confirms whether the proposed fashion venture is feasible and uses resources wisely, it defines and forecasts potential risks and problems, predicts possible results of the opportunity and presents the strategy that will be followed (Kruger 2000:197, Burke 2010:65). In general, a business plan consists of an executive summary, a product and services plan, a marketing plan, an operational plan, a financial plan and a risk management plan (Groenewald 2001:290, Du Toit *et al.* 2007:82, Burke 2010:52). In order for a fashion entrepreneur to develop each of these components successfully in their business plan, sufficient literacy skills and knowledge of the specific content for the business plan is required. This is achieved by pursuing further education and training. Should the fashion entrepreneur not possess business plan development skills, this task may need to be outsourced to an external person, increasing the expenses of the fashion

business. Business plan development skills, therefore, are pertinent for the fashion entrepreneur to realise the business opportunity (Rwigema & Venter 2007:32). Together with business plan development skills, financial skills are imperative in order to operate a profitable fashion business.

1.2.2.2 Financial skills

Financial skills refer to assessing the returns of an opportunity, managing expenditure and cash flow, sourcing funds competitively and securing the business' future (Rwigema & Venter 2007:46). For the purpose of this study, important aspects suitable for the basic financial management of a micro fashion business include raising capital for the fashion venture, managing the cash flow of the business using a budget, bookkeeping to record transactions within the business, performing cost-calculations for garments constructed and using competitive pricing (Groenewald 2001:268, Timmons & Spinelli 2003:284 and Du Toit *et al.* 2007:409).

Financial skills are acquired by obtaining formal education and training. Lacking financial skills (for example, no accounting background, no knowledge of cash flow analysis, or keeping of financial records) often results in small business failure (Gaskill, Van Auken & Manning 1993:19, Coleman 2000:37, Rogoff, Lee & Suh 2004:373). In the instance of the fashion entrepreneurial business, insufficient financial skills may have severe consequences on the success of the business. For example, the fashion entrepreneur may be pricing garments too high or too low due to insufficient financial knowledge on cost-calculation. Survivalist fashion entrepreneurs lacking financial skills may need to employ a skilled person capable of managing the finances of the business, thereby increasing the fashion business' expenses. Along with possessing sound financial skills, marketing the fashion business to specific target groups is vitally important for the success of the fashion venture.

1.2.2.3 Marketing skills

Marketing concerns communicating the products or services offered by the fashion business to potential customers, through avenues such as promotions, advertising, social networks, or word-of-mouth (Burke 2010:85). Additionally, the fashion business needs to market itself to lenders, investors and stakeholders such as government and surrounding communities

(Rwigema & Venter 2007:46). Activities that are applicable within the marketing process for a micro fashion business include market research to locate the interests of new potential clients and the marketing mix (which includes considerations for the product, place, price and promotion) (Groenewald 2001:143, Timmons & Spinelli 2003:284, Du Toit *et al.* 2007:301). Marketing skills are relevant for all fashion entrepreneurs to succeed. Due to a lack of formal education and training, FEWFFET may not have acquired marketing skills. Unfamiliarity with market research and the components of the marketing mix could hinder the growth of the fashion business, as the fashion entrepreneur may be unable to relate to consumer's needs and trends. To counter for this shortcoming, an external person may be employed or contracted to market the fashion business at the expense of the business. In order to keep business expenses at a minimum for these survivalist fashion businesses, it is important for the fashion entrepreneur to have adequate business skills. It is for this reason that focus is on business plan development skills, financial skills and marketing skills.

1.2.3 Fashion entrepreneur

An entrepreneur is defined as an individual who believes in value creation, has the ability to identify an opportunity and develop it into a distinctive business venture, organise and manage it, while risking their capital and reputation (Steyn 2000:2, Rwigema & Venter 2007:5, Burke 2010:12). A fashion entrepreneur is defined as an individual who has a vision to start his or her own fashion business (Burke 2010:12). They are innovative individuals who are able to manage the entrepreneurial process of planning, organising, directing and controlling, along with accepting business risks within the field of fashion (Burke 2010:12).

Fashion entrepreneurs are often sole traders, who operate their entire business independently, or employ a few people whom they can supervise closely (Cloete & Marimuthu 2011:3). Emerging fashion design entrepreneurs have a greater chance of starting their business from home due to available, affordable and easily accessible resources, such as sewing machines, irons and fabrics (Burke 2010:12). The fluctuations in customer demands and expectations, along with the fashion business' ability to produce small quantities of high quality garments with a short product life cycle, strengthens the business into a sustainable and successful enterprise (Van Wyk & Van Aardt 2011:184). For the purpose of this study, black, survivalist fashion entrepreneurs without any formal, fashion-related, post-school qualifications or training were the target population. These entrepreneurs are likely to operate their fashion

business as a means for survival in order to escape unemployment and generate a household income (Rogerson 2006:69, Isaacs *et al.* 2007:616, Ligthelm 2008:371, Ramukumba 2014:21). Preceding the background, the motivation for conducting the research follows.

1.3 MOTIVATION

Along with high levels of unemployment (StatsSA 2018c:1), SA also experiences high business failure rates (Ladzani & Van Vuuren 2002:155). Failure rates could be ascribed to a lack of business plan development skills, financial skills and marketing skills (Ladzani & Van Vuuren 2002:155). It is important, therefore, that aspiring entrepreneurs, in the discipline of fashion, possess relevant business knowledge, financial skills, marketing skills, as well as fashion-related skills (such as designing, pattern drafting and garment construction), in order to operate profitable, sustainable fashion enterprises (Groenewald 2001:9).

Various studies have been conducted pertaining to entrepreneurial skills and training programmes. These include, “A critical analysis of entrepreneurial and business skills in SMEs in the textile and clothing industry in Johannesburg, South Africa” (Kunene 2008) and “Assessing small business training programme effectiveness in an incubator setting and beyond” (Booth-Jones 2012). A study conducted by Van Wyk (2007) indicates that over a third of fashion entrepreneurs within the Sedibeng District Municipality (SDM) (comprising of three local municipalities, namely Emfuleni, Midvaal and Lesedi) had not been educated in business management, which raised concerns as to how these enterprises managed to cope and remain operational. Similar studies that have been conducted within the SDM on fashion entrepreneurs include Naidoo (2009) and articles by Van Wyk and Van Aardt (2011) and Moloi and Nkhahle (2014). However, none of these studies specifically focused on the business skills training needs of black FEWWFET.

The development and improvement of knowledge and skills, especially amongst the previously disadvantaged and marginalised groups of the population (who are predominantly black African) are some of the greatest challenges that SA faces (Rwigema & Venter 2007:522). A need for research to be conducted amongst black fashion entrepreneurs who operate within ELM’s informal settlements (settlements that are not in the statutory laws of the country) has been identified (Moloi & Nkhahle 2014:226) and three factors motivate for further research. First, aspects such as poor education and cultural and family backgrounds have caused

entrepreneurships to fail (Rwigema and Venter 2007:14). Secondly, the poverty experienced amongst predominantly black communities residing outside of the more advanced suburbs (Moloi & Nkhahle 2014:226), with black households having grown by 2.8% between 2003 and 2013 and dominating the population within Emfuleni with 85% (SDM 2012:14, SDM 2015:48). Lastly, recommendations derived from previous research related to the attributes, skills and knowledge of fashion entrepreneurs by Van Wyk and Van Aardt (2011:182) indicated the necessity for further research inquiry in the SDM on education and training of formal business skills for fashion entrepreneurs. According to a Nexus literature search, there was no indication of such research having been conducted. A gap in the existing literature relating to the uses, challenges and training needs for business skills amongst black FEWWFET within Gauteng and, more specifically the ELM, prompted the need for this study to take place. The ELM was selected as it comprises the majority of the population in the SDM, covers a land area of 966 km² and includes the towns of Evaton, Sebokeng, Vaal Oewer, Vanderbijlpark and Vereeniging (ELM 2018).

Preceding the motivation for this study is the problem statement.

1.4 PROBLEM STATEMENT

SA's unemployment rate is alarmingly high. This may be due to the lack of remunerative employment opportunities due to continuous job losses in the formal sector, coupled with limited opportunities for the previously disadvantaged individuals (who constitute the majority of the country's population), with low levels of education and training. SA's economy consists of a poorly educated and trained workforce, which negatively impacts on the sustainability and maintenance of business ventures. Albeit SA tries to adapt to the trend of entrepreneurship, these shortfalls hinder success rates and cause business failures.

While the South African government does invest in SMME start-up, support and funding, a gap for business skills training development amongst informal, survivalist fashion businesses remains. From previous research (Van Wyk 2007, Naidoo 2009, Moloi & Nkhahle 2014), it is evident that many fashion entrepreneurs within the SDM do not possess the adequate business skills to successfully operate fashion entrepreneurial businesses. This may lead to incurred losses resulting in business failure and ultimate closure. Although the need for business skills was identified, the uses, challenges and training needs of business plan development skills,

financial skills and marketing skills remains questionable. Government's higher education institutions (HEIs) may want to develop business skills training programmes for FEWFFET, however, the content for these programmes is uncertain. To empower survivalist FEWFFET, there is a need for this study to investigate the current uses, challenges and training needs of business skills amongst fashion entrepreneurs in the ELM with no formal fashion-related education or training.

1.5 RESEARCH QUESTIONS

The specific research questions for this study are divided into primary and secondary research questions as follows:

1.5.1 Primary research question

The primary research question of the study is as follows:

What are the business skills training needs of FEWFFET in the ELM?

1.5.2 Secondary research questions

The secondary research questions for this study include:

- Is there a current use of business skills amongst FEWFFET in terms of business plan development, financial skills and marketing skills?
- What are the challenges experienced with business skills in terms of business plan development, financial skills and marketing skills?
- Is there a need for training in business skills in terms of business plan development, financial skills and marketing skills?

1.6 AIM AND OBJECTIVES

In this section, the study's aim and specific objectives are presented.

1.6.1 Aim

The aim of this study is to investigate the uses and challenges pertaining to business skills amongst FEWFFET in the ELM, in order to determine their business skills training needs.

1.6.2 Objectives

The three objectives of this study are literature-related, empirical-related and outcome-related objectives.

1.6.2.1 Literature-related objective

The literature-related objective of this study is to conduct a literature review regarding fashion entrepreneurial performance in small businesses, in terms of exploring the following factors:

- Entrepreneurial skills
- Business skills

To achieve this, theory will be sourced from academic journals, books and scientific databases (not only within the discipline of fashion, but also in the fields of entrepreneurship, business, finance and marketing). As business skills within the fashion business are at the core of this research undertaking, the following empirical-related objectives were set.

1.6.2.2 Empirical-related objectives

To achieve the aim of the study, the following empirical-related objectives are investigated and interpreted:

- Objective 1: Demographic characteristics of respondents
- Objective 2: History of the respondent's fashion business
- Objective 3: Current use of business skills amongst respondents, in terms of:
 - business plans;
 - financial skills; and
 - marketing skills.

- Objective 4: Challenges related to business skills experienced by respondents, in terms of:
 - business plan development;
 - financial skills; and
 - marketing skills.
- Objective 5: Need for training of business skills amongst respondents, in terms of:
 - business plan development;
 - financial skills; and
 - marketing skills.
- Objective 6: Correlations between nominal and ordinal variables for all sections of the research instrument (for example, the correlation between previous employment experience and people, which motivated respondents to start their own businesses).
- Objective 7: Associations between factors (for example, the association between gender and having a business plan for the business).
- Objective 8: Differences between factors (for example, the difference between males and females and their strength of financial skills).
- Objective 9: Results of the study surrounding the need for training that respondents may have, in terms of:
 - business plan development;
 - financial skills; and
 - marketing skills.

1.6.2.3 Outcome-related objective

The outcome-related objective for this study included:

Objective 10: Suggestions for the focus of fashion-business skills training programmes for FEWFFET in the ELM, according to the specific needs identified by the study.

In order to address the specific objectives, Figure 1 provides a conceptual framework indicating the empirical and outcome-related objectives that the study investigates.

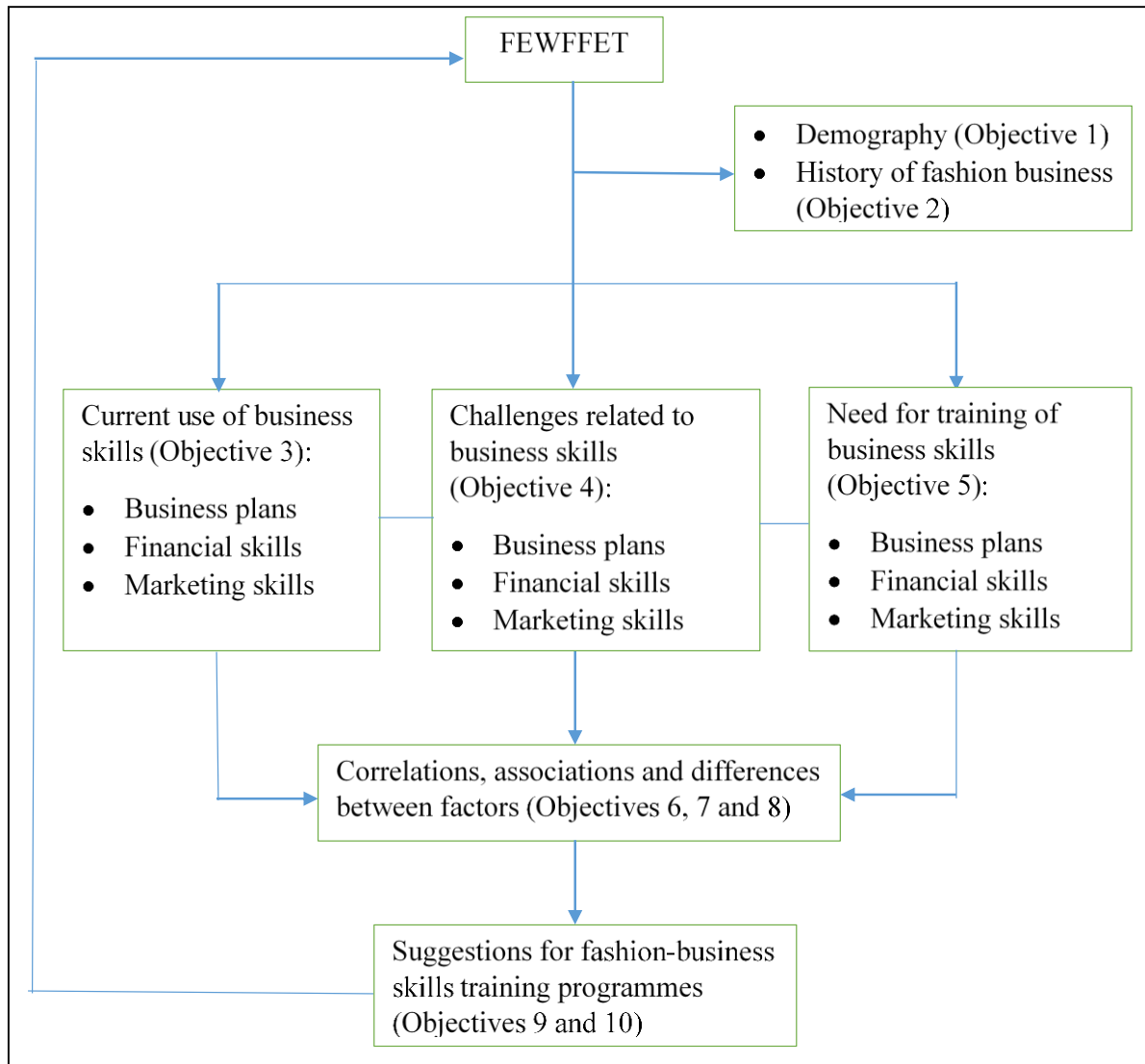


Figure 1: Conceptual framework: Empirical research pertaining to business plans, financial skills and marketing skills (adapted from Van Wyk 2007)

1.7 CONCLUSION

The above introductory chapter provided contextual background and motivation for the study. The research questions, aim and guiding objectives were also set. The following chapter presents a literature review, Chapter 3 describes the research methodology used for the study's empirical investigation, followed by Chapter 4, which presents and discusses the results. Chapter 5 provides a concluding discussion of the research investigation.

CHAPTER 2: LITERATURE REVIEW

In this chapter, a review of the available literature and previous research studies provides an understanding to this research by means of addressing specific constructs relevant to the study.

2.1 INTRODUCTION

In 2018, global unemployment is expected to affect over 192 million individuals (International Labour Organisation (ILO) 2018:1). Due to the global economic slowdown caused by recessions and slow economic growth (ILO 2016:9), declining employment growth resulted in a large employment gap. An employment gap is described as the period wherein one is without any form of employment, due to either personal reasons (for example, raising a family or suffering from health issues) or involuntary reasons (for example, downsizing and retrenchment) (Heathfield 2016).

South Africa's (SA's) greatest limitation to overcoming unemployment is a shortage of local entrepreneurs, which may be overcome through education and training (Gibb 2007:2, Isaacs, Visser, Friedrich & Brijlal 2007:613). In SA, unemployment increased with 0.8% from the final quarter of 2017 to 27.5% in the third quarter of 2018 (Statistics South Africa (StatsSA) 2018c:1), largely impacting on the high level of poverty in the country (Rwigema & Venter 2007:521). It is estimated that 36.9% of the total South African population are below the revised national poverty line (South African Rand (ZAR) 501 per month) (May, Sulla & Zikhali 2016:4). The unemployment and consequent poverty experienced in SA calls for solutions for these problems. One such solution is the growth and development of small, medium and micro enterprises (SMMEs). SMME development creates opportunities for entrepreneurs in the country (Rogerson 2006:66). Unfortunately, a lack of skills amongst SMME entrepreneurs negatively affects the performance of local businesses (Bureau for Economic Research (BER) 2016:9).

Entrepreneurial performance is measured against two prominent categories, namely entrepreneurial skills and business skills (Ladzani & Van Vuuren 2002:155), which, in the instance of this study, apply to fashion entrepreneurs. Specific aspects selected within fashion entrepreneurial skills include the fashion entrepreneur's ability to identify opportunities, their

level of creativity and innovation and their ability to take risks (Burke 2010:30). Business skills constitute business plan development skills, financial skills, marketing skills, leadership skills and human resource (HR) skills (Ladzani & Van Vuuren 2002:157) and will be the focus of this literature review. Business skills are essential for fashion entrepreneurs to operate successful and sustainable fashion ventures. It is for this reason that training directed towards fashion entrepreneurial performance is highly beneficial.

This chapter presents an in-depth literature review of fashion entrepreneurial performance in SMMEs, exploring both entrepreneurial and business skills as aligned with the literature-related objectives (1.6.2.1) of this research study. As important contextual background, a brief discussion of global and national economies is initially discussed, followed by SMME development in SA, entrepreneurship and entrepreneurial skills and business skills within a fashion context. In line with this discussion, a theoretical framework (Figure 2) is presented. To achieve the following insight, the literature will be sourced from academic books, journals and scientific databases within the fields of fashion, entrepreneurship, business, finance and marketing.

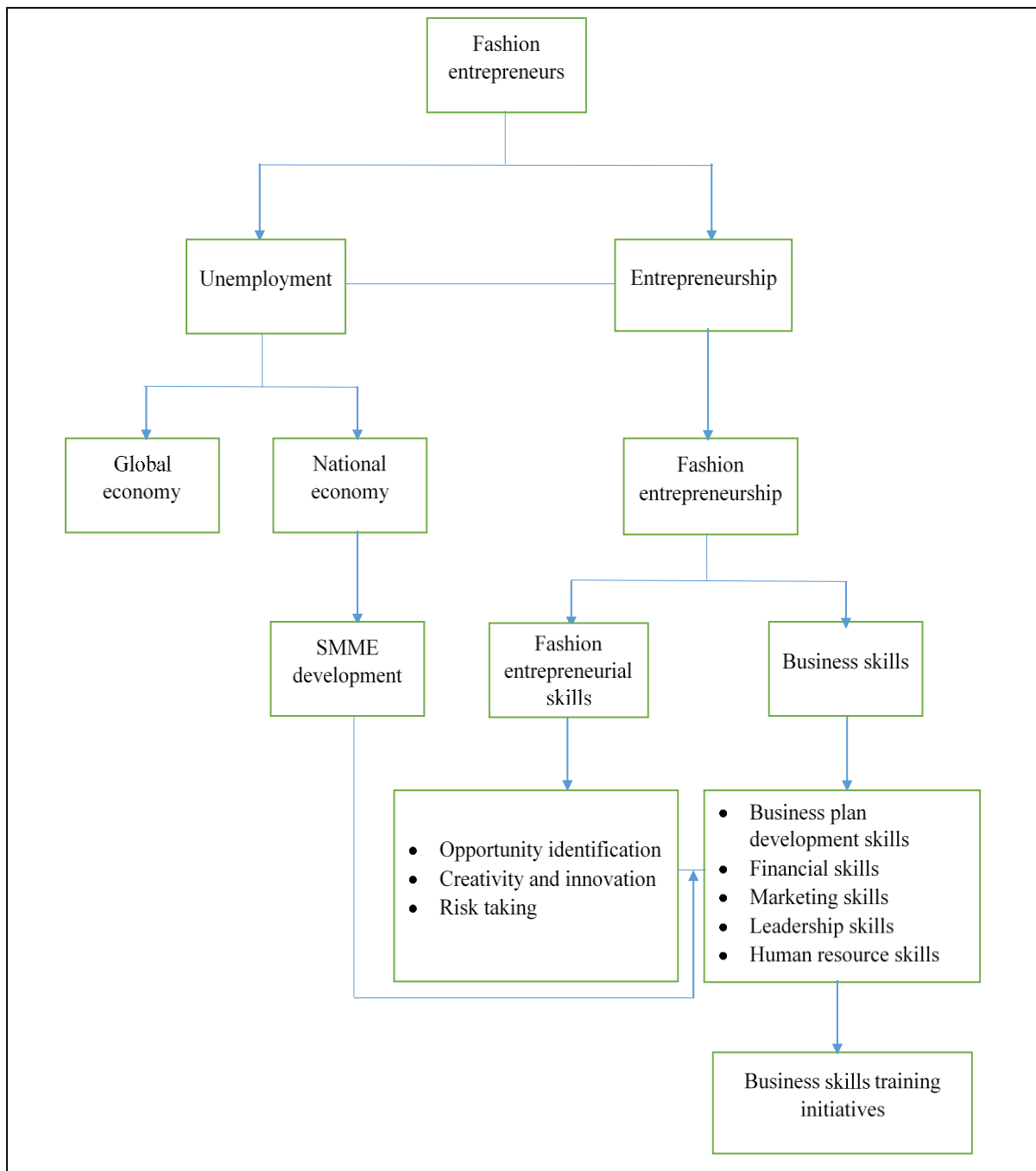


Figure 2: Theoretical framework (adapted from Ladzani & van Vuuren 2002:157)

2.2 THE GLOBAL ECONOMIC SITUATION AND ITS EFFECTS ON GLOBAL UNEMPLOYMENT

The deterioration of global economic growth was due to a lack of long-term drivers of an economy, namely the decline in long-term capital investments, effects of demographic factors such as population ageing and a change in economic structures resulting in rising inequality

and low productivity (ILO 2016:9, United Nations (UN) 2016:8). As a result, global trade had fallen to 2.8% in the second half of 2015 (International Monetary Fund (IMF) 2016:1) and was projected to rise to 4% in 2017 (IMF 2017:19), compared to the 6% which was recorded prior to the year 2012 (ILO 2016:9).

In the past decade, the annual real wage growth declined from 1.8% in 2007 to 0.5% in 2014 (UN 2016:8) and is currently averaged at less than 1.0% (UN 2018:50). The average rate of job creation declined to 1.4% per annum in 2011 compared to the 1.7% prior to the global slowdown, causing the total global number of unemployed individuals to be approximately 200 million for 2018 (UN 2016:6, ILO 2018:1). Increasing automation and capital intensity within economies are also contributors to the hindrance of employment growth (UN 2016:8). This is observed as developing economies' employment growth which declined from 1.4% per annum to 1.0% between 2009 and 2014 (UN 2016:8).

Developed countries are often referred to as first-world countries, advanced countries or high-income countries, whereas developing countries are referred to as third-world countries, emerging economies or low-to-middle-income countries (LMICs) (Nielsen 2011:19, IMF 2015, Surbhi 2015). For the purpose of this study, the terms developed and developing will be used. Income differences between countries play a large role in the differentiation between a developed and developing economic status, along with inter-country social indicators, namely cultural diversities, health, longevity, educational attainments and economic conditions (Nielsen 2011:5, World Economic Situation and Prospects (WESP) 2014). Examples of countries that are regarded as developed economies include Australia, Japan, Canada, the United States of America (USA) and the European Union (EU) (ILO 2015:19, ILO 2016:9). Such countries are characterised by a highly progressed economy and efficient technological infrastructure (Surbhi 2015). Developing economies include the majority of the countries from the Arab states, South and East Asia and the Pacific, Latin America and the Caribbean, Eastern Europe and Sub-Saharan Africa (ILO 2016:9). These countries are known to have low industrialisation and human development in comparison to developed countries (Surbhi 2015).

Developed economies have shifted their work pattern to undergo more part-time employment. For example, a total of 21.6% of Europe's employment is part-time positions (ILO 2018:26), whereas developing economies have shifted from a salary-earning form of employment to self-employment, which has become critical to their economic development (Yusuf 1995:68).

Although different work patterns in both developed and developing economies, job insecurity, working poverty and low long-term earnings are experienced (UN 2016:8), indicating that both developed and developing economies have their downfalls. The focus for this study is on SA and although SA is listed as an upper middle-income country (Kumah & Omilola 2014:3, World Bank Group 2015), it experiences a high unemployment rate, rising labour costs, a declining manufacturing sub-sector and an insignificant economy in comparison to other developing economies (Gauteng Province 2013:16). Therefore, SA can be regarded as a LMIC due to its unequal society and subsequent diminished standard of living (Kaeane & Ross 2012:17, Surbhi 2015). Most prominently, SA maintains to be the country with the largest unemployment rate of 27.5% (StatsSA 2018c:1).

2.3 THE NATIONAL ECONOMIC SITUATION

When comparing the level of SA's business density, which is the number of new business registrations per 1 000 people between the ages of 15 and 64 (World Bank Group 2015), it is below the average of other developing economies (Ligthelm 2008:367, Kumah & Omilola 2014:3, Ramukumba 2014:21). Within this section, the country's unemployment is reviewed followed by its further challenges.

There are several factors impacting on the deterioration of the South African economy. For example, the mining sector's five-month long wage strike, which was experienced by South African platinum mines resulted in a loss of over ZAR24 billion, 20 000 jobs and almost half of miners' annual income (South African History Online 2014). The agricultural sector negatively impacted on the South African economy whereby land reforms have failed to assist in poverty reduction or benefit small, local businesses due to insecure tenure and action from the government (Bisseker 2017). Most prominently, SA's rating downgrade entered SA into a technical recession due to its low economic growth, business confidence and political infighting (White 2017). It is due to the resultant weakening of the ZAR against world-leading currencies such as the Australian Dollar, USA dollar, British Pound and the European Euro (Corporate information 2017), that low commodity prices and high local costs in SA have caused a decline in consumer and business confidence (National Treasury 2016:17).

2.3.1 National unemployment

The South African population is recorded at 57.7 million people in 2018 (StatsSA 2018b:2), of which 6.2 million (27.5%) are unemployed individuals (StatsSA 2018c:1). SA's rate of unemployment has been termed as chronic, as it has the highest recorded amount of all of the developing economies (Ramukumba 2014:23, IMF 2016:41). The amount of long-term unemployed individuals for the third quarter of 2018 was 4.2 million, compared to the 1.9 million individuals who were short-term unemployed (StatsSA 2018c:72). When an individual is long-term unemployed, they have been without work and trying to find a job or start a business for one year or more, whereas a short-term unemployed individual has been without work for one year or less (StatsSA 2018c:17).

From SA's total population, 65% represent the urban population (World Bank 2017:13). Although residents migrate from rural to peri-urban (areas proximate to the city) and urban areas in search of job opportunities, unemployment was only minimised by a meagre amount (Iaquinta & Drescher 2000:3, Banerjee, Galiani, Levinsohn & Woolard 2006:10). A possible reason may be due to the majority of rural work-seekers who do not possess the skills necessary to compete within the urban job sector (Fourie 2011:23), resulting in the country's low productivity.

Gross domestic product (GDP) growth is an indicator of a country's performance (Jordaan 2013) and is defined as the total value of goods and services produced over a period of time within the domestic country (Jordaan 2013, Bureau of Economic Analysis (BEA) 2016:1). The current GDP growth for SA is -0.7% (StatsSA 2018a:2). This figure is an indication of the extreme low level of productivity within the country as the value of locally produced goods and services has drastically declined, causing the drop in SA's GDP growth. When the GDP growth in a country is too low, it results in the retrenchment of workers, less wages, less spending by consumers on goods and services and firms that are reluctant to make investments (Jordaan 2013).

2.3.2 Further national challenges

Low-to-middle income countries had recorded that 55 million primary school children remained out of school, 80% of them residing within Sub-Saharan and South Asia, which had

the greatest drop-out rates (World Bank 2014:3). Financial constraints, distance, safety concerns and the failure to progress, cause many students from developing economies to leave school without completion (World Bank 2014:3). Despite the growing demand to measure and monitor the quality of education and learning, students who have completed primary school, often do so at a basic level without having gained adequate literacy and numeracy skills (World Bank 2014:3). In SA, one is deemed functionally literate after the completion of a Grade 6 or Grade 7 (Posel 2011:41).

The lack of skills and low levels of formal education may be reason why the majority of the youth in SA remain unemployed (Kumah & Omilola 2014:3, Odora & Naong 2014:459, Ramukumba 2014:23). A suggestion was provided for the quality of public education in the country to be raised (National Treasury 2016:19) and the 2018 academic year has seen free higher education for the poor and working-class students, thereby trying to overcome the challenge of encouraging and assisting the youth to further their education (Menon 2018).

Due to SA's economic growth rate being too slow to eradicate unemployment, economic and social inequalities are intensified (Kumah & Omilola 2014:3). Black South Africans constitute 80.9% of SA's population and represent the large majority of the country's labour force (Co & Mitchell 2006:349, StatsSA 2018b:2). It is also the case that many black South African's are unemployed and poorly educated. It has been recorded that more than 58% of SA's unemployed blacks have not obtained Grade 12, 33.1% obtained Grade 12, whereas 6.2% attended a form of tertiary education and 1.5% are graduates (StatsSA 2016:xiv). Unemployment rates are indicated to be larger amongst women than men (StatsSA 2018c:11), especially amongst black women with below Grade 12 qualifications (Ramukumba 2014:22). In comparison, blacks who are employed without obtaining Grade 12 constitute 53.3% of the population, 29.6% obtained Grade 12, 10.5% attended a form of tertiary education and 5.4% are graduates (StatsSA 2016:xi).

From the above statistics, it is evident that individuals who did not attend or complete school represent the majority of unemployed individuals. The opportunities for employment, therefore, are limited for individuals without Grade 12. It is suggested that due to the large number of unemployed individuals and an increasing set of skills required in production, existing national policies be revised in order for the support sector to create jobs for low-skilled workers (National Treasury 2016:19). Through the obtainment of necessary skills and

knowledge to contribute positively within the market place, individuals may be enabled to create entrepreneurial opportunity through small enterprises.

2.4 ENTREPRENEURSHIP

Viewed as a highly creative economic process, entrepreneurship is defined as the process of starting a new business, whereby an opportunity is identified, a business plan is drawn up and implemented and growth of the business takes place (Garavan & O’Cinneide 1994:6, Groenewald 2001:14, Du Toit *et al.* 2007:38, Burke 2010:12). Providing a source of economic growth, social development and stability and motivation for initiative and innovation building, entrepreneurship also promotes healthy competition (Moolman 2000:29, Groenewald 2001:41, Ladzani & Van Vuuren 2002:154). As one of the four main factors of production, namely natural (land), human (labour) and financial resources (capital), entrepreneurship assembles all of these resources in order to produce products and services (Du Toit *et al.* 2007:38). Despite the opportunities that entrepreneurship offers, not all individuals possess the necessary skills, initiative and willingness to take risks in order to enter self-employment (Du Toit *et al.* 2007:38). A discussion on the South African entrepreneur and South African SMMEs is provided, together with the challenges that local SMMEs face and the government’s involvement thereof.

2.4.1 The South African entrepreneur

The entrepreneur is described as an individual who evaluates, discovers and exploits opportunities to match buyers’ needs through stamina, knowledge and skills (Markman & Baron 2003:284). It is suggested that the closer the match between an entrepreneur’s personal characteristics and the requirements of being an entrepreneur, the higher the rate of success of the entrepreneur (Markman & Baron 2003:281). There are several reasons why entrepreneurs enter self-employment, namely a clear vision of their goals, a search for independence, an identified opportunity, appropriate skills and knowledge, job termination or dissatisfaction, or out of necessity due to unemployment (also referred to as enforced entrepreneurship), which is very common within SA (Co 2003:35, Rogerson 2006:75, Burns 2007:33, Du Toit *et al.* 2007:43). A large majority of individuals rely on the formal sector for employment; however, there is no availability of work (Ligthelm 2008:367).

Being an entrepreneur means being the boss and apart from having the final say and making all the decisions, the entrepreneur has the freedom to set their own rules and goals, as well as the opportunity to develop the business as they envision it (Meadows 2012:23). It is clear that entrepreneurs start their businesses without knowing how the market will react or whether their products and services will succeed (Markman & Baron 2003:285). Uncertainty of success and limited resources and capital are some of the risks experienced by emerging entrepreneurs, in order for them to create their place within the market, gain name recognition and challenge competitors (Markman & Baron 2003:284, Henley 2005:190). As a result, many entrepreneurs revert to paid forms of employment within the following year of starting their business (Henley 2005:190). As an individual's development is dependent on what was encouraged or discouraged within the early years of their life (Burke 2010:30), many influences could have motivated the fashion entrepreneur (for example, family and friends, teachers and subjects studied at school) to start a small, medium, or micro fashion business.

2.4.2 Small, medium and micro enterprise in South Africa

SMME development may be a significant contributor to SA's economic development through job creation (Juul 2002:6, Burns 2007:41, Rwigema & Venter 2007:521). SMME refers to a broad spectrum of businesses that are formally registered (for example, a family business employing 50 people) or non-registered (for example, an informal business such as a survivalist, self-employed individual) (Department of Trade and Industry (DTI) 2008:xxv, BER 2016:5). Smaller businesses contribute to economic activity and are known to be more innovative than larger businesses, creating new products and services (Coleman 2000:37, Co & Mitchell 2006:349). There are various categories of businesses related to their size of operation and number of employees. These include medium enterprises (between 50 and 200 employees), small enterprises (between ten and 49 employees), very small/micro enterprises (between one and nine employees) and micro/survivalist businesses (employing between one and five employees) (Rogerson 2000:698, Nieuwenhuizen & Kroon 2003:130, Rwigema & Venter 2007:6, Kushnir *et al.* 2010:2). Two out of three entrepreneurs do not employ staff to assist in the operation of the business, thereby operating as a survivalist business (Ramukumba 2014:22).

Successful SMMEs positively contribute to the country's GDP by promoting entrepreneurship, allowing entrepreneurs to operate competitively, grow exportation, reduce poverty and create

employment (Coleman 2000:37, Rogerson 2006:66, DTI 2008:xxvii, Ramukumba 2014:20). It is for this reason that opportunities for entrepreneurs and the development of SMMEs in SA exist, as SMME development is a key driver toward employment creation (Rogerson 2006:66, Ligthelm 2008:367, Kumah & Omilola 2014:4). The growth of SA's SMME economy is mostly due to unemployment and the search for alternative or new forms of income amongst individuals (Rogerson 2006:69). Rather than pursuing sighted business opportunities, labour market entrants who are unable to find work within the formal sector, resort to establishing informal, survivalist businesses as a source of household income and an escape from unemployment (Isaacs *et al.* 2007:616, Ligthelm 2008:371, Ramukumba 2014:21). The unfortunate reality is that SA's SMME economy has been described as stagnant and far from generating the wealth and employment that SA needs (Ramukumba 2014:32). It is reported that micro and small businesses are not expanding for two reasons: (i) they employ low-skilled staff; or (ii) they are unable to assist in employment creation due to their numerous challenges, resulting in business problems and ultimate failure (Ligthelm 2008:367, Ramukumba 2014:20). It is clear that the development of SMMEs in SA is not without its challenges.

2.4.2.1 Challenges faced by South African small, medium and micro enterprises

The South African SMME economy has been described as less dynamic due to businesses dissolving at very early stages (i.e. less than three and a half years in existence) (DTI 2008:xxvii). There is also a high rate of liquidation, large numbers of registered but inactive businesses and the shifting of business focus within the early stages of existence, concluding that successful business operation in SA is less than average (DTI 2008:xxvii). The majority of the SMMEs operating in SA comprise of unregistered, informal, survivalist, micro businesses, which means that there is minimal potential for growth or the employment of staff (Rogerson 2006:69, DTI 2008:xxvii). This may be ascribed to several challenges faced by emerging South African SMMEs, namely lack of adequate finance; limited market access; crime; repercussions of labour laws; lack of adequate education and training; and the repercussions of being previously disadvantaged.

2.4.2.1.1 Lack of adequate finance

Finance has a key role in enabling the business to grow, innovate and create employment opportunities (Coleman 2000:38). The high failure rate of SMMEs within the business

environment of SA is attributed to the majority of South African's having a shortage of and inadequate access to finance, posing a critical challenge (Coleman 2000:37, Rogerson 2006:71, Kumah & Omilola 2014:5, Ramukumba 2014:25). SMMEs may experience difficulty when accessing finance for numerous reasons, namely (i) the business owner has inadequate collateral in order to obtain funding; (ii) the business owner does not have a good credit rating (or none at all); (iii) the business owner does not have an acceptable business plan; and (iv) the business idea is not considered viable due to insufficient market research (Ramukumba 2014:25, BER 2016:7). Due to financial challenges, the business may have a lack of equipment causing a blockage in their operation (Rogerson 2006:71). Emerging SMMEs also experience difficulty with becoming formally registered (Rogerson 2006:71), which may hinder the process of acquiring finances.

It is known that South African banks and lenders are only willing to invest within the later stages of a small business' development (Rogerson 2000:705, BER 2016:7). In a study conducted with 147 emerging entrepreneurs from the surrounding areas in the province of the Free State, only one business had received support from a bank (Rogerson 2006:71), indicating the difficulty associated with obtaining funding from financial institutions. A study conducted by Van Wyk (2007) amongst fashion entrepreneurs in the Emfuleni Local Municipality (ELM) in Gauteng, found that there was a lack of financial skills, which may further contribute to financial challenges amongst fashion businesses.

2.4.2.1.2 Limited market access

An additional factor threatening the survival of SMMEs in SA is limited market access and insufficient research and development (Rogerson 2006:71, Kumah & Omilola 2014:5, Ramukumba 2014:25). Having access to one's market is an essential requirement for receiving any form of funding and mentorship within the early stage of the business (BER 2016:10). Emerging SMMEs have been known to experience difficulty when entering highly competitive markets (Rogerson 2006:71). It is suggested that improved market conditions will positively influence the growth of a new business (Rogerson 2006:73).

SMMEs within their start-up phases indicated a lack of knowledge within the particular business being operated (Rogerson 2006:71). Although related to working conditions rather than business aspects, a study conducted by Naidoo (2009:130) indicated over a quarter of

fashion entrepreneurs in the Sedibeng District Municipality (SDM) felt that they did not have adequate amounts of business knowledge. Poor business knowledge and a lack of networks affect the performance of SA's SMMEs (Rogerson 2000:696, Rogerson 2006:73, Ramukumba 2014:25). This proves to be detrimental to the success of a business and is, therefore, important for the business to invest in research and development in order to decide if the micro business idea will be viable and feasible to start (BER 2016:8). A shortfall of marketing skills amongst fashion entrepreneurs without formal fashion-related education or training (FEWFFET) in the ELM was found by Van Wyk (2007), indicating the challenge that market access has on fashion businesses.

2.4.2.1.3 Crime

With the challenge of obtaining business finance and accessing the market, both formal and informal SMMEs experience high levels of crime (Ramukumba 2014:25). As a result of equipment and stock being stolen from the business, the business experiences a loss in income (Rogerson 2006:71). Increased security expenses are additionally incurred for the safeguarding of the business and its assets (BER 2016:10). As survivalist fashion entrepreneurs operate within peri-urban areas, they may likely be exposed to the challenge of crime and the negative repercussions thereof.

2.4.2.1.4 Repercussions of labour laws

Registered fashion businesses who employ staff may experience the country's labour laws as challenging. The country's labour laws, put in place to benefit employees, have proven to be costly for the micro business within their start-up phase (BER 2016:8), especially in instances where SMMEs employ unskilled employees with high minimum wages (Ramukumba 2014:25, BER 2016:8). Due to trade unions and strike action, the country's labour laws also make it difficult for the micro business owner to lay off employees when the business cannot afford them or if they prove to be unproductive (Ramukumba 2014:25, BER 2016:8). Furthermore, small business regulations increase the operating costs of the business, causing a barrier for the micro business to survive and remain competitive (National Treasury 2016:27).

2.4.2.1.5 Lack of adequate education and training

A lack of education and training further affects the performance of SMMEs in SA, whereby an evident link between education and training and possible success exists (Rogerson 2000:692, Rogerson 2006:73). While this is the case, many entrepreneurs who enter into SMMEs, do so without prior business experience, resulting in an indecisiveness of which products and services to offer and not knowing how to build long-lasting customer relations (Rogerson 2006:69, Ramukumba 2014:25).

Statistics have also indicated that more than half of SA's population who are employed have not completed Grade 12 (StatsSA 2016:xiv). The effects of poor education and training have resulted in low productivity, which has led to minor specialisation within the entrepreneurial field (Du Toit *et al.* 2007:596). The skills shortage experienced amongst SA's inadequately educated workforce proves to be a constraint in small business development (BER 2016:9). It is noted that a problem with productivity exists within SA as there is a shortage of skilled labour (i.e. properly trained business owners) (Du Toit *et al.* 2007:596, BER 2016:5). The lack of skills and entrepreneurship capacity are hindrances to employment growth within the country (BER 2016:9). This shortfall of entrepreneurial skills and abilities can be observed amongst South Africans who struggle to initiate and successfully operate their own businesses (Breward 2010:357, Ramukumba 2014:20). The pre- and post-1994 era has also had repercussions on the education and training available to black South Africans within the country.

2.4.2.1.6 Repercussions of previously disadvantaged individuals

The apartheid period, prior 1994, did not assist in equipping previously disadvantaged groups with technical or entrepreneurial skills and opportunities (Kumah & Omilola 2014:5). Black individuals had limited formal educational and training opportunities and subsequent prospects for starting their own businesses (Rogerson 2000:704, Rwigema & Venter 2007:15). For this reason, many present day black South Africans of older age groups, have limited experience and skills to successfully start and operate their own business. It is said that without business management skills and backgrounds, many entrepreneurial start-ups fail (Rwigema & Venter 2007:15, Kumah & Omilola 2014:5), which leaves previously disadvantaged individuals, such as black fashion entrepreneurs, at a disadvantage.

It may be assumed that the majority of black fashion entrepreneurs are female, residing within resource-poor areas and operating informal, survivalist fashion businesses from their home environment. These fashion entrepreneurs are likely to produce traditional wear (due to their indigenous knowledge passed on from previous generations) and provide alterations to clients. The fashion business may be their only source of income, supporting a large family dependency with many care-giving responsibilities. Previous research found that the majority of female-owned fashion businesses in the SDM was their sole career, operated from the home environment (Naidoo 2009:136). These female fashion entrepreneurs may be considered unconfident and vulnerable due to working alone, thereby facing business risks and challenges alone. Government's involvement may assist in SMMEs overcoming their challenges.

2.4.2.2 Government involvement to overcome challenges with small, medium and micro enterprise development

A focus from the government and the private sector of SA on economic transformation to broaden the access of employment opportunities in attempts to reduce the level of poverty in the country was noticed (Kumah & Omilola 2014:4). The government has the responsibility to develop supportive strategies (including research, learning and training systems and long-term national competitiveness strategies, policies and regulations to enable businesses to be productive and create employment) (Lalkaka 2002:168). Government policies play a large role in enhancing entrepreneurial activity within the country as it sets the platform for which new businesses are started and sustained (BER 2016:9). It is noted that the government is aiming to put policies, strategies and programs in place to assist in creating an enabling environment for small businesses to thrive (BER 2016:5). In 1995, the new South African government released a report on SMME development within the country which focused on increasing the support of financial and non-financial aspects, creating a demand for local SMMEs and reducing the small business regulatory constraints (Ligthelm 2008:368, DTI 2008:5, Ramukumba 2014:22). Institutions were established to assist in the implementation of SMME development, including the Small Enterprise Development Agency (SEDA); the Small Enterprise Finance Agency (SEFA); the National Youth Development Agency (NYDA); the Technology and Innovation Agency (TIA); and the National Empowerment Fund (NEF) (BER 2016:6).

2.4.2.2.1 Established government institutions

The SEDA was established in 2004 with the goal of promoting future opportunities in entrepreneurship, creating a competitive environment and upgrading SA's SMME economy (Rogerson 2006:66, BER 2016:5). The purpose of the SEDA was to implement the government's strategy for small businesses by designing and implementing a standard national delivery network and integrating government-funded small business support agencies across all levels of the government (BER 2016:5). Specific focus was put on promoting black entrepreneurship and improving the conditions of black-owned SMMEs (Rogerson 2006:66). The SEFA was created to assist small businesses with funding of up to ZAR3 million, whereas the NYDA was formed to start and finance existing businesses specifically for the youth of SA (between the ages of 14 and 35) (BER 2016:6). The Department of Science and Technology established the TIA to enable and support technological innovation of small businesses, along with supporting their global competitiveness (BER 2016:6). Finally, the NEF was founded to assist black empowered businesses with financial and non-financial support (BER 2016:6).

Despite these institutions, there is limited awareness amongst SMMEs of supporting SMME programmes by the national and provincial government (Rogerson 2006:75). Emerging SMMEs seem unaware of how to access financial support in addition to existing programmes offered by the national and provincial government, as information is not widely available (Lalkaka 2002:168, Rogerson 2006:75). It has been reported that entrepreneurs are not being offered enough support by the government, whereby the informal sector is mostly neglected (Du Toit *et al.* 2007:597, Ligthelm 2008:369). It seems as if existing SMME programmes tend to focus on selected businesses with real growth potential, rather than informal, survivalist businesses with limited potential (Ligthelm 2008:369).

2.4.2.2.2 Further requirements for small, medium and micro enterprises

SMME owners require access to affordable business development support (BDS) services by qualified service providers, finance agencies to improve finance accessibility and expert information hubs in the form of a national small business council (Ramukumba 2014:33). There has been a suggestion to provide finance to entrepreneurs who possess successful qualities (which include compiling a business plan; market orientation; and financial insight and management) but lack the funds necessary to start and grow the business (Nieuwenhuizen

& Kroon 2003:141). As the survivalist fashion entrepreneur may lack skills to meet this criteria, a suggestion for skills training programmes (along with available training subsidies) to assist entrepreneurs with their challenges (Ramukumba 2014:33), has been made. Should such programmes be available, it would encourage and educate entrepreneurs on the importance of productivity within the bigger picture of the entire economy, leading to a better-trained labour force (Du Toit *et al.* 2007:597). Currently, the responsibility to train employees falls onto the entrepreneur to update their own knowledge and skills to pass on, along with providing motivation to their employees (Du Toit *et al.* 2007:596). It has additionally been suggested to simplify the process of starting a business (National Treasury 2016:27).

The government has planned for the Department of Small Business Development to work alongside municipalities in order to improve the infrastructure of township and rural businesses, along with assisting individuals to open bank accounts, register their companies and draft business plans (National Treasury 2016:27). It has been suggested that there may be a lack of co-ordination within the government when planning and implementing programmes (BER 2016:9). The implementation of government initiatives (such as the SEDA) have also been known to be timetaking, therefore, the time for SMME development strategies to reach entrepreneurs is unknown. For the purpose of this fashion study, focus is on the fashion entrepreneur and is discussed in-depth.

2.5 THE FASHION ENTREPRENEUR

A fashion entrepreneur is defined as someone who starts a new fashion business or label, is able to identify commercial fashion opportunities and determine customer needs by utilising resources in order to design, create and provide fashion products and services (Burke 2010:2). The fashion entrepreneur may produce fashion products for ladies, men and/or children, including casual wear; formal wear; evening wear; wedding attire; traditional wear; school wear; sleep wear; swim wear; and under garments or lingerie. They may also produce interior products, namely curtaining, linen and upholstery and provide services for alterations and pattern drafting. A study conducted by Naidoo (2009:109, 129, 137) found that the majority of fashion entrepreneurs in the SDM were married females, who predominantly produced casual wear, evening wear and wedding attire, whereas school wear was minimally produced. Fashion entrepreneurs are motivated to start their own business in order to realise their potential and create work opportunities, which were not available to them, thereby investing in their own

business venture (Kamara 2014:118). Pursuing a market opportunity, having acquired fashion skills (passed on from parents and previous generations, or through education and training) and the desire to generate an income for themselves, also motivates fashion entrepreneurs to enter self-employment (Kamara 2014:119). Forming part of a creative industry, the fashion industry is described as demanding, dynamic and competitive (De Klerk 2015:834). Despite these demands, the start of a new fashion business allows individuals the freedom to explore innovative ideas, test business opportunities and create employment (Henley 2005:175, Burke 2010:61). Within this section, the advantages and disadvantages of fashion entrepreneurship are discussed, followed by the factors influencing fashion entrepreneurship and the micro fashion business.

2.5.1 Advantages and disadvantages of fashion entrepreneurship

Entering self-employment has numerous advantages for the fashion entrepreneur. The fashion entrepreneur is able to exercise their own creativity and vision, ambition, control and choice of personnel (Meadows 2012:23). Additionally, the financial rewards involved in operating one's own business, the comfort of working from home should one prefer to, long holidays and flexibility, are added benefits (Meadows 2012:23).

The disadvantages of self-employment include a lack of support (should issues beyond the fashion entrepreneur's experience arise and the business does not have funds to employ necessary personnel), working 24/7, stress, loneliness and a lack of motivation (Meadows 2012:24). Financial insecurity exists whereby the fashion entrepreneur may be the last to be paid and in the event of business failure, the capital invested into the business will be lost (Meadows 2012:24). There are additional internal and external factors influencing self-employment.

2.5.2 Factors influencing fashion entrepreneurship

Internal factors such as personal characteristics that aid individuals upon entering self-employment include self-confidence, self-reliance and self-motivation to start one's own fashion venture (Markman & Baron 2003:288, Henley 2005:190, Burns 2007:37). Simply stated, when the fashion entrepreneur believes that their decisions and actions can lead to successful outcomes, they perform at their best (Markman & Baron 2003:288, Burke 2010:34).

There is, however, no current evidence confirming whether a relationship between an entrepreneur's personal characteristics and new business performance exists (Groenewald 2001:16). In addition to internal factors, there are four main external factors as suggested by Henley (2005:175), which are known to influence self-employment largely. These factors include parental background, human capital, financial capital and cyclical factors, which will be briefly discussed below.

2.5.2.1 Parental background

Parental background involves a parent who was previously self-employed or responsible for managing others, which would naturally lead to exposure of an entrepreneurial culture and attitudes towards risk (Henley 2005:176, Burns 2007:41). Exposure to entrepreneurship provides individuals with role models as an attainable societal status within the fashion industry, familiarity with the concept of entrepreneurship and market opportunity is enabled and in addition to experiencing independence, knowledge and understanding into the business process is provided (Rogerson 2000:701, Gibb 1987:14).

A previous study indicated that individuals with self-employed parents were more likely to start their own business and be creators of employment (Gibb 1987:14, Henley 2005:190). As individuals, we are born with defining characteristics that may contribute to our personality and entrepreneurial development thereof (Co 2003:35, Shi, Chen, Gifford & Jin 2012:294). It can be argued that experiences, cultures and environments greatly influence entrepreneurial mind-sets (Shi *et al.* 2012:294). Entrepreneurial behaviours and skills can be encouraged (Gibb 2007:2), therefore, children growing up within an entrepreneurial environment are more likely to follow their parents' example and become entrepreneurs themselves, with innovative and creative intelligence (Burke 2010:30). In SA, the majority of individuals have not experienced entrepreneurship within the home environment, therefore, may not aspire to become entrepreneurs themselves (Co & Mitchell 2006:349). External social influences shape our norms and values, whereas our attitudes and behaviours derive from family backgrounds, ethnic groups and education, all of which influence self-employment decisions (Co 2003:35, Burns 2007:40). Apart from successful entrepreneurial parents, work experience and an adequate education influence self-employment (Garavan & O'Cinneide 1994:3).

2.5.2.2 Human capital

Human capital refers to the relationship between educational achievement and previous labour market experience, resulting in self-employment status (Henley 2005:176). Within these factors, a higher education is known to have a positive association amongst business start-ups and faster growth, resulting in increased income expectations as opposed to being an employee (Rogerson 2000:711, Henley 2005:176, Burns 2007:40, Naidoo 2009:158). Educational achievement also enables better learning through life, as one has a broader mind-set and confidence to be able to deal with business-related problems, customers and competitors (Burns 2007:41). This is in line with previous studies indicating that individuals who obtained a formal education, gained personal skills such as self-confidence and self-reliance and were more likely to create jobs for others (Henley 2005:190).

On the contrary, uneducated individuals with no previous labour market experience do not possess the skills necessary to enter self-employment and have lower aspirations than individuals who have abandoned employment in order to start their own business (Burns 2007:41). Research studies have shown that individuals without formal education rated the high importance of education and training and prior business experience to the success of the business (Yusuf 1995:72). It, therefore, is important for an entrepreneur to obtain an education, with relevant training experience within the field of fashion, if one has the capacity to design, offer specialised services, innovate new clothing ranges and have an access to resources, such as finance (Rogerson 2000:712, Du Toit *et al.* 2007:45).

2.5.2.3 Financial capital

Access to financial capital for the start-up of the fashion business often includes relying on the fashion entrepreneur's personal financial wealth, inherited wealth, or assets, which could serve as a direct source or collateral for obtaining finance (Henley 2005:176, Du Toit *et al.* 2007:78). External sources for gaining funds include small business bank loans, for which a business plan is needed. The fashion entrepreneur would also need to adhere to the interest and instalment payment conditions should the loan be successful (Groenewald 2001:26). Financial capital is explained further in this chapter (in sections 2.8.1.5 and 2.8.2). The last external factor influencing self-employment is cyclical factors.

2.5.2.4 Cyclical factors

Cyclical factors (also referred to as secular factors) involve the state of the economy and industry, which could have a positive or negative impact on self-employment (Henley 2005:176, Ligthelm 2008:369). The majority of new businesses begin their operation based on supply-push or demand-pull factors, which are made apparent within the market (Rogerson 2000:688, Ligthelm 2008:369). This refers to the law of supply and demand, whereby the availability of a product versus the demand for it affects the price of it (i.e. it is known that when the price of a product is reduced, an increase in demand for the product occurs) (Jackson & Shaw 2009:124). In SA, most business start-ups result from enforced entrepreneurship, rather than the pull of market opportunities (Rogerson 2000:688, Burke 2010:71). Along with the above external factors, the focus amongst fashion businesses is specifically on the micro fashion business, which has been in operation for two years or more, as suggested by Rogerson (2000:698).

2.6 THE MICRO FASHION BUSINESS

A micro business is considered to be a one-man business, but can employ up to a maximum of five people (Juul 2002:4, Du Toit *et al.* 2007:49), which may include designers, pattern-makers, cutters and seamstresses. The smaller the fashion business, the more diverse skills are needed by the fashion entrepreneur in order to independently and successfully operate all elements within the business (Burns 2007:105). A previous study indicated that it was most common for fashion entrepreneurs to establish their own business (followed by buying an existing business, or joining a family operated business), therefore, the majority of fashion businesses are micro establishments (Rogerson 2000:702).

Amongst low-income communities, it is common for creative individuals to combine their talents by forming a group (i.e. a micro fashion business with key partners) to target unemployment and supplement an income (De Klerk 2015:837). These groups often result in the unification of a community by forming networks, contributing to social integration and participation and emotional support (Van Niekerk & Van Niekerk 2009:128). Suggestions have been made for the government to acknowledge such micro business collaborations by availing funding and grant schemes and compulsory entrepreneurial skills training to creative communities (De Klerk 2015:837).

The advantage to operating a micro fashion business is that lower costs may be incurred by the business (as opposed to larger companies who employ more people and operate expensive equipment) and lower taxes will be paid due to earning a minimum profit or falling below the tax-payer threshold (Juul 2002:6). The disadvantages, however, include limited management and financial skills amongst the fashion entrepreneurs; limited availability of capital as banks view micro businesses to be high-risk markets, making it difficult to secure loans; and competing within a highly competitive market with low profits and growth rates, resulting in probable failure of the business (Juul 2002:5). Past research found that businesses that were smaller in size, operating under a sole-proprietorship within resource-poor areas and with low-priced products, were more likely to fail (Gaskill *et al.* 1993:19).

As growth of a micro business is difficult to achieve, it has minimal impact on job creation (Henley 2005:189, Rogerson 2006:71). Should growth of the business be achieved, specialists can be outsourced for the various functions in the fashion business (for example, in areas of production, finance or marketing) (Burns 2007:105). When outsourcing, it is important for both parties to agree to specific terms and conditions (Meadows 2012:125). The micro fashion business was selected as part of this study's inclusion criteria due to the many disadvantages it faces. These fashion entrepreneurs were, therefore, likely to identify their training needs as per the challenges they encounter within their business. The micro fashion business may take ownership in the form of a sole proprietorship or a partnership, the differences of which are detailed below.

2.6.1 The sole proprietorship

Many new businesses tend to be established by one person (Rogerson 2000:688, Cloete & Marimuthu 2011:3). In line with this study's context, a sole proprietorship is owned, controlled and managed by the fashion entrepreneur him-/herself, who makes all the decisions, assumes all the risks and benefits from all the profits within the business (Groenewald 2001:88). Previous research found that the majority of fashion entrepreneurs in the SDM established their own business, in the form of a sole-proprietorship (Naidoo 2009:132). The majority of sole-proprietors will invest their own savings into the initial start-up of the business, alternatively requesting loans from the bank and other lenders (Cloete & Marimuthu 2011:3, Meadows 2012:33), such as family and friends.

To start a sole proprietorship, the fashion entrepreneur needs to register themselves as self-employed whereby there are no registration fees involved (Meadows 2012:33) and since the fashion business is not a legal entity, the business does not have to be registered (International Finance Corporation (IFC) 2016). Maintaining financial records and accounts for the sole proprietorship is compulsory, as an annual tax return has to be submitted (Burke 2010:65, Meadows 2012:34). The fashion business is taxed on its profits in an individual capacity by the South African Revenue Services (SARS) (Cloete & Marimuthu 2011:3, SARS 2017). The fashion business is, therefore, required to show its income and expenses to prove that its annual accounts are correct and that the correct amount of income tax is being paid (Meadows 2012:33). This form of business ownership has various advantages and disadvantages.

2.6.1.1 The advantages of the sole proprietorship

The advantages of this type of ownership are that it is the simplest and most cost-effective form of business to start, maintain and discontinue, with a minimum set of legal requirements (Groenewald 2001:88, Juul 2002:12, Burns 2007:156, Du Toit *et al.* 2007:66, Burke 2010:65). As the fashion entrepreneur is independent and in complete control of the business, they themselves get to make all of the business decisions, which can be made quickly in order for the business to adapt and take advantage of more opportunities (Burke 2010:65, Cloete & Marimuthu 2011:3). The fashion entrepreneur is allowed to keep all of the business' profits to spend as they seem appropriate and apart from submitting a tax return, no other information regarding the operation of the business has to be shared (Burke 2010:65). The fashion entrepreneur will furthermore be directly involved with clients (Cloete & Marimuthu 2011:3) providing a personal atmosphere to the business.

2.6.1.2 The disadvantages of the sole proprietorship

The disadvantages of a sole proprietorship include limited prospects for expansion due to the difficulty of borrowing money from financial institutions (collateral will be required from the fashion entrepreneur before extending a loan to the business); limited skills and resources which may restrict potential growth of the fashion business; the payment of personal tax based according to the profits achieved by the business; and automatic termination of the fashion business if the fashion entrepreneur dies, retires or becomes insolvent (Groenewald 2001:88, Juul 2002:12, Burns 2007:156, Du Toit *et al.* 2007:66, Cloete & Marimuthu 2011:3). The

fashion entrepreneur is additionally liable for all of the business' debts resulting in a risk of personal assets (Burns 2007:156, Burke 2010:65, Cloete & Marimuthu 2011:3). It may also be difficult to sell the business if it is closely associated with the personality of the fashion entrepreneur (Du Toit *et al.* 2007:67). To counter for negative risks, the fashion entrepreneur may find it beneficial to enter a partnership with one or more like-minded individual(s) or a financier to assist with financially securing the fashion venture, which would be referred to as a partnership.

2.6.2 The partnership

A partnership is a joint, legal agreement between two or more (with a maximum of twenty) individuals who each contribute their diverse range of experience, expertise, skills, capital, resources, time and interest into the business (Groenewald 2001:89, Burke 2010:66, Cloete & Marimuthu 2011:4). The fashion business may also have silent (also known as sleeping) partners who only make capital contributions towards the business and have no prominent involvement in the daily operation of the business (Meadows 2012:34). Partners of the fashion business would start the business with their personal savings, thereafter apply for loans if necessary (Meadows 2012:34). The profits that are gained by the business are divided amongst all the partners in the business, the amount of which is usually proportionate to the capital each partner has invested into the business (Juul 2002:13, Burke 2010:66, Meadows 2012:35). All costs, risks, liabilities and management decisions incurred within the business are also shared between the business partners (Meadows 2012:34).

Similar to a sole proprietorship, a partnership is not a legal entity and not registered separately for income tax (SARS 2017). Instead, each partner is responsible for registering as self-employed and submitting a tax return to SARS as each partner is liable to pay income tax on their individual share of the profit (Burke 2010:66, Cloete & Marimuthu 2011:4, Meadows 2012:35, SARS 2017). It, therefore, is important for the partnership to keep a record of all its income and expenses (Meadows 2012:35). A partnership also has its own advantages and disadvantages.

2.6.2.1 The advantages of a partnership

The advantages of this form of ownership are that it is also a simple and flexible way to structure the fashion business (Meadows 2012:34). Each partner will offer their own unique skills and creativity to the business, along with additional capital and a network of contacts resulting in more opportunities for the micro business (Burke 2010:66, Cloete & Marimuthu 2011:4). As this form of ownership allows for more input from each owner who has a personal interest in the fashion business, the role of making decisions is divided amongst the partners (Groenewald 2001:89, Cloete & Marimuthu 2011:4).

2.6.2.2 The disadvantages of a partnership

If wrong decisions are made resulting in debts or losses, it could prove disadvantageous and negatively affect all of the partners equally (Burns 2007:156). Although each partner is liable for the debts of the business even if they are unaware or in disagreement (Juul 2002:13, Burke 2010:66, Cloete & Marimuthu 2011:4), liabilities are not the responsibility of one partner as in the case of a sole proprietorship. Conflict may occur amongst the partners due to differences in opinion, resulting in the fashion business being less adaptable to change (Du Toit *et al.* 2007:68, Burke 2010:66). A partnership may terminate each time a partner joins or leaves, resulting in the division of assets and liabilities (Burns 2007:156, Cloete & Marimuthu 2011:4). Furthermore, a partnership consumes more time and is more expensive as there is more administrative work to set-up a partnership agreement (Burke 2010:66).

To counter for negative effects, a partnership agreement should be drawn up between the partners of the fashion business and stipulate aspects such as financing or dissolution of the fashion business (Burns 2007:156, Du Toit *et al.* 2007:68, Burke 2010:66, Meadows 2012:34). Partnerships can form naturally within a fashion context as individuals who are creatively inclined may often pair with construction-orientated and skilled professionals, while business-minded, driven individuals may pair with fashion designers to fulfil a gap in the market, or sighted business opportunity.

Within the micro fashion business, there are certain skills, which assist the business to exist. Fashion entrepreneurs require entrepreneurial skills and business skills, which are both relevant

to a micro fashion business. Entrepreneurial skills, followed by context-specific fashion entrepreneurial skills are hereunder discussed.

2.7 ENTREPRENEURIAL SKILLS

In order to be successful, entrepreneurs need to possess certain skills, which will assist them in processing information to operate their business, make decisions and manage their internal business environment (Gaskill *et al.* 1993:27). Although higher numeracy and literacy skills are known to strengthen entrepreneurial skills (Gibb 2007:5), the ability for one to become an entrepreneur cannot only be acquired through education. Education is stimulated whereas certain factors can be learnt, such as entrepreneurship and management skills (Groenewald 2001:19). There are various entrepreneurial skills that exist, some more relevant and attainable than others. Entrepreneurial skills have been grouped within primary and secondary characteristics, followed by fashion-entrepreneurial skills.

2.7.1 Entrepreneurial characteristics

The success of a business relies on an entrepreneur's personal characteristics (Gaskill *et al.* 1993:20, Yusuf 1995:70). The primary characteristics that are required for an entrepreneur to reach entrepreneurial success include passion, enthusiasm, adaptability and the motivation to excel (Groenewald 2000:17, Burke 2010:33). These entrepreneurs are driven by a personal need to achieve self-imposed standards and goals, along with possessing leadership, technical, small business and project management skills (Groenewald 2001:17, Steyn 2000:4, Timmons & Spinelli 2003:250, Burns 2007:105, Du Toit *et al.* 2007:47, Gibb 2007:4, Burke 2010:13).

Secondary characteristics for entrepreneurial success include possessing high levels of energy, good overall health and emotional stability, intelligence, optimism, pro-activeness and decisiveness, the ability to inspire others, vision, flair, and good values (Steyn 2000:6, Burns 2007:35, Du Toit *et al.* 2007:48). Fashion entrepreneurs should possess both primary and secondary entrepreneurial skills as well as specific fashion related traits in order to succeed within the fashion industry. As the focus of this study is on fashion entrepreneurs, a discussion about fashion entrepreneurial skills is as follows.

2.7.2 Fashion entrepreneurial skills

A fashion entrepreneur is distinguished by the traits and characteristics of their personality (Burke 2010:29). It is important for fashion entrepreneurs to possess entrepreneurial skills as the majority of self-employed individuals operate as sole-proprietors (Henley 2005:175), making the necessary knowledge about various areas within a business pertinent. The characteristics related to a fashion entrepreneur's success include: (i) the ability to successfully identify opportunities within the fashion market; (ii) recognise and manage creativity and innovation; (iii) take risks and respond quickly to changes within the fashion industry; (iv) have a vision for growth for the future of the fashion business; (v) interpret methods used by successful fashion entrepreneurial role models; and (vi) overcome setbacks through commitment, determination and persistence (Groenewald 2001:17, Rogerson 2000:692, Steyn 2000:4, Ladzani & Van Vuuren 2002:156, Timmons & Spinelli 2003:250, Burns 2007:34, Du Toit *et al.* 2007:42, Ligthelm 2008:374, Jackson & Shaw 2009:293, Burke 2010:13).

For the purpose of this study, three ideal fashion entrepreneurial skills are explored, which include opportunity identification, creativity and innovation and risk taking (Ladzani & Van Vuuren 2002:157). These initial factors have been selected as they are interdependent and interrelate between the characteristics that a general entrepreneur should possess and those relevant to a fashion entrepreneur.

2.7.2.1 Opportunity identification

Identification of a business opportunity and the manner in which it is seized, is important to the success of a business (Ramukumba 2014:24). A large majority of businesses start due to an identified opportunity within the market for a product or service and a vision for the new business to address that specific gap commercially (Jackson & Shaw 2009:293, Shi *et al.* 2012:295). Within the realm of fashion, opportunity is created by the unlimited consumer needs for trends that appear within the environment (Du Toit *et al.* 2007:42). An opportunity or gap may arise from an unaddressed need within the market or a current insufficiency in the quality of a specific product or service, whereby the new business can excel (Jackson & Shaw 2009:293). Opportunity identification, therefore, describes the fashion entrepreneurs' ability to identify and pursue the most feasible opportunity and their familiarity with the fashion industry, their consumers and competitors (Groenewald 2001:17, Steyn 2000:4, Timmons & Spinelli

2003:250, Nieuwenhuizen 2008:3). Fashion entrepreneurs within the context of this study may struggle to identify viable opportunities that are most suited to them. Due to a probable lack of knowledge about the market, they could create products that consumers would not purchase. In order to satisfy consumer needs, a fashion entrepreneur requires the necessary skills of recognising and managing creativity and innovation in order to take advantage of identified opportunities.

2.7.2.2 Creativity and innovation

Entrepreneurs who are able to view and conceptualise situations differently than non-entrepreneurial individuals, are known to have confidence in their abilities, are highly adaptable to change and unafraid of failure and described as creative and innovative (Groenewald 2001:17, Steyn 2000:4, Timmons & Spinelli 2003:250). Although similar concepts, creativity is seen as the creation of new ideas, which leads to the execution of that idea, known as innovation (Burns 2007:78, Nieuwenhuizen 2008:164). Against the context of fashion entrepreneurs, these terms are further discussed.

Creativity can be described as an inspiring growth process towards a specific outcome (Nieuwenhuizen 2008:164). This process involves the formation of new ideas for the adjustment, refinement, or adaptation of existing products and procedures, along with developing solutions to problems and being capable of identifying appropriate opportunities (Du Toit *et al.* 2007:47). An ideal fashion entrepreneur's broad knowledge base, intellectual skills and personality type, will enable them to find less traditional solutions to problems whereby their creative focus would be on commercial opportunity, leading to new products, services or marketing approaches (Burns 2007:78, Nieuwenhuizen 2008:165). A broad knowledge base assists in the formulation of ideas, whereas the ideal fashion entrepreneur's intellectual ability enables them to think both creatively and abstractly along with applying their knowledge and lastly, their personality (which should reflect that of a non-conformist, positive attitude, perseverance and execution) enables them to work well when in isolation (Nieuwenhuizen 2008:166). Within the context of this study, FEWFFET may have creative ideas for their business, products and services, however, lack the knowledge and intellectual skills to execute them successfully. For example, if the fashion entrepreneur does not possess knowledge on advertising techniques and the technical skill to develop advertising material,

they would need to rely on an external person to understand their vision and execute this task (probably for a fee) or have insufficient market exposure.

Innovation is the manufacture of an original, unique and concrete product, service, process, or material (Du Toit *et al.* 2007:42, Nieuwenhuizen 2008:9). There are two stages within the innovation process, namely initiation and implementation. The first stage relies on the fashion entrepreneur's ability to creatively generate ideas, whereas the latter stage involves the activities relating to the actual conversion of that idea into an end-product, including the initial and continued use of that product, after the sample has been modified and perfected (Nieuwenhuizen 2008:190). Together with being creative and innovative, fashion entrepreneurs have to be willing to deal with the challenges of risk-taking involved therein.

2.7.2.3 Risk taking

Entrepreneurs take risks at financial, personal and reputational levels and if not interpreted correctly or without actions to minimise the risks, could result in the loss or failure of the business (Juul 2002:17, Du Toit *et al.* 2007:42, De Klerk 2015:834). It is wise for entrepreneurs to assess a situation first and think about the probable rewards and results before making decisions and to avoid opportunities whereby the probability of being unsuccessful is too great (Burns 2007:304). The identification and analysis of risk should take place on a regular basis as the types of risks change, along with the probability of it happening (Juul 2002:110).

Fashion entrepreneurs need to have a tolerance towards taking risks and making calculated decisions when defining goals, formulating strategies and monitoring resources (Groenewald 2001:17, Steyn 2000:4, Timmons & Spinelli 2003:250). The black FEWFFET may not consider the risks involved with their decisions, or the repercussions thereof. In order to manage risk, the fashion entrepreneur has to be aware of the basic aspects and functions within the fashion enterprise and accept control thereof (Du Toit *et al.* 2007:47). Finally, the fashion entrepreneur needs to possess a diverse range of business skills to be able to assist and minimise risks, which could hinder operation of the fashion business. In order to develop successful fashion entrepreneurs, training and knowledge, in not only entrepreneurial but also business skills, is essential in achieving optimal results (Nieuwenhuizen 2008:2). The following is an in-depth discussion on business skills and its various components, along with focused areas related to key constructs within the study.

2.8 BUSINESS SKILLS

Business skills comprise of various components in order to guarantee the smooth operation of a business, including business plan development skills, financial skills, marketing skills, leadership skills and HR skills (Ladzani & Van Vuuren 2002:156) (refer to Figure 2). The majority of successful entrepreneurs possess business skills, whereby a skill is defined as knowledge demonstrated through action (Groenewald 2001:20, Du Toit *et al.* 2007:52).

Business skills are essential for fashion entrepreneurs. In order to promote successful fashion entrepreneurship, owners need to possess a thorough business understanding to operate profitable fashion ventures. Entrepreneurs may lack an in-depth knowledge within every aspect of their business (Garavan & O’Cinneide 1994:8). Three business skills were found lacking amongst fashion entrepreneurs in the ELM, namely business plan development skills, financial skills and marketing skills (Van Wyk & Van Aardt 2011:182). These skills will be explained in detail within the context of a micro fashion business and form the focus for this theory review. While leadership and HR skills are important for fashion businesses, the micro, survivalist businesses relevant to this study are not dependent on them; therefore, they are not explored in-depth.

2.8.1 Business plan development skills

A business plan is a key document, which describes every aspect of the business, where it plans to go and how it plans to get there (Groenewald 2001:288, Burke 2010:51). This document serves four functions. First, the business plan highlights the business’s goals, mission, intended strategies and budgets, in order to create a realisation of the business opportunity (Rwigema & Venter 2007:32, 79, Du Toit *et al.* 2007:76, Meadows 2012:180). Secondly, the business plan reveals the business’ ability to create or add significant value to a customer or end user, solve a significant problem, or meet a significant want or need (Timmons & Spinelli 2003:397). Thirdly, a business plan needs to display the business’ strong and marginal markets and money-making characteristics, fit well with the entrepreneur and management team, the marketplace and the risk-reward balance (Timmons & Spinelli 2003:397). Finally, a viable business plan should address the viewpoints and concerns of the business’ market (new and existing customers), investors (financial support) and producer (fashion entrepreneur) (Groenewald 2001:288).

There are many reasons why developing a business plan is vital to a micro fashion business. Initially, the fashion entrepreneur needs to convince him-/herself that starting a business is the right decision, both personally and from an investment point of view (Du Toit *et al.* 2007:77). This is achieved through the systematic way of thinking about the various aspects within the business, which further assists in identifying gaps in the planning (Groenewald 2001:289). A business plan is required in order to apply for financial support from banks and other financial institutions (Du Toit *et al.* 2007:76, Burke 2010:51, Meadows 2012:180). Access to capital from external sources is considered a key determinant for successful business (i.e. a fashion start-up may require a capital investment to purchase equipment and machinery) (Rogerson 2000:692). The latter may pose a challenge to the survivalist fashion entrepreneur who needs to convince the bank of their new business (Du Toit *et al.* 2007:77). The FEWFFET in this study may lack the knowledge and skills to execute a business plan successfully. Without the necessary skills to develop the business plan internally, the document may be outsourced (usually at a fee, which the new business may not be able to afford) or foregone.

A business plan for a micro fashion business will have to attend to the six subdivisions including an executive summary, organisation plan, products and services plan, marketing plan, financial plan and risk management plan (Groenewald 2001:290, Du Toit *et al.* 2007:82, Burke 2010:52). These subdivisions are discussed in the following sections.

2.8.1.1 Executive summary

An executive summary is an overview of the business plan (Du Toit *et al.* 2007:82). Within the overview, the new fashion venture's key goals and objectives are stated, including an impact statement, a description of the business, market analysis, competitive advantage, the management team, financial data and the future plans of the business (Groenewald 2001:290, Rwigema & Venter 2007:33).

An impact statement briefly highlights the business opportunity and how the fashion business makes use of the opportunity whereas, the description of the business provides an outline of the fashion field in which the business operates, the type of products and services offered and the potential that the fashion business possesses (Groenewald 2001:290, Burke 2010:52). A market analysis highlights the target market and how it will be accessed, along with identifying possible competition and competitive advantage briefly explains why the specific fashion

business will thrive and what makes it unique when compared to its competition (Groenewald 2001:290, Burke 2010:52). The management team is an overview of the fashion entrepreneur (and partners) within the business (Groenewald 2001:290). Financial data provide an estimate amount of capital needed to be raised for the business and by when, the amount of sales and profit to be achieved by the business, along with the return on investment (ROI) (in the case of a partnership) and the possible risks involved by starting the micro fashion venture (Groenewald 2001:290, Burke 2010:52).

The fashion entrepreneur needs to know what information is relevant to insert into the executive summary as it appears first and summarises the business plan. The black FEWFFET within this study may be at a disadvantage when compiling the executive summary. This may be due to having had an incomplete schooling (as more than 50% of black South Africans have below Grade 12 qualifications) (StatsSA 2016:xiv). Additionally, a third of fashion entrepreneurs within the SDM had not been educated in business management (Van Wyk 2007). It can be assumed that a large segment of the sample population may not know the relevance and importance of developing a business plan. Following the executive summary, an organisation plan is formulated.

2.8.1.2 Organisation plan

As the second part to the business plan, the organisation plan (also referred to as a management plan) describes the structure of the fashion business and its employees; the responsibilities of employees; authority and methods of communication within the business; curriculum vitae's (CVs) stating employee qualifications, skills, and experience; a list of strengths and weaknesses amongst employees; and the identification of possible stakeholders, suppliers, contractors and outsourcing arrangements (Du Toit *et al.* 2007:82, Burke 2010:52). For the micro fashion business, an organisation plan may not be a vital component to the business plan. Due to the high probability of the micro fashion business operating as a survivalist, sole-proprietor (resulting in very few or no employees), only the fashion entrepreneur's profile and CV may be presented.

2.8.1.3 Products and services plan

Next, a products and services plan outlines the type of fashion products and services to be offered by the fashion business (Burke 2010:52). This includes descriptions of the unique features of the products and services; how it compares to that of competitors; the process of creating the products or a description of the services; possible ideas for new products or services to be offered; trends; investment in new technology (such as silk-screen printers, embroidery and buttonhole machines, computer software such as Computer Aided Design (CAD) and Photoshop); patents that may have been applied for or approved by the government; and product liability should consumers experience a problem regarding the quality or fit of the product (Du Toit *et al.* 2007:82, Burke 2010:52). The product is described in greater detail further in this chapter. Along with a product and services plan, marketing is involved and will be briefly discussed below.

2.8.1.4 Marketing plan

A marketing plan outlines the fashion business's consumer profile (Du Toit *et al.* 2007:82, Burke 2010:53). This includes targeted age; gender; profession; income level; social beliefs and hobbies; the estimated size and growth of the target market; identification of a speciality or niche market and possible competitors; the fashion business's marketing strategy for its products and services (whether it is through promotions or advertisements); the branding strategy of the fashion business (including the business's name, signage, and logos); how customer service will operate; the location of the business (whether it is from a studio, factory, retail store, or space, and the facilities or shop display required) (Groenewald 2001:292, Burke 2010:53).

Access into the market is a key determinant for a successful business (Rogerson 2000:692). Many micro fashion businesses may only market their products and services via word-of-mouth. Due to costs involved for designing signage and logo's, the survivalist fashion business may not be able to afford a branding strategy. This may negatively impact on the business, as it will not receive proper exposure to attract new clients. Marketing is further explored within this chapter (Section 2.8.3).

2.8.1.5 Financial plan

Following the marketing plan, a financial plan is imperative to the success of the business and describes monetary issues involved in operating the small fashion business (Burke 2010:53). A financial plan includes estimates of start-up costs; forecast of sales; the breakeven point and payback period; the business's survival period; a cash flow statement; the ROI (if the business is a partnership); and the sources of finance (Groenewald 2001:297, Burke 2010:53).

The start-up costs of the fashion business refer to the initial costs that the business may incur and may include rent or a deposit on the purchase of a work space, purchasing of equipment, furniture, stationery, marketing and advertising material and manufacturing costs (Groenewald 2001:297, Burke 2010:53, Meadows 2012:177). A forecast of the fashion business' sales is initially dependent on market research conducted into the business' specific target market, assisting in income-projection for the business (Groenewald 2001:297, Burke 2010:53, Meadows 2012:178). This may not be the case of the survivalist fashion entrepreneur, who may operate their business on an ad-hoc basis, purely as a means for survival and livelihood.

A breakeven point is what indicates how many products need to be sold in order for the business to recover expenses, whereas the payback period refers to the time it should take to reach the breakeven point (Groenewald 2001:297, Burke 2010:53). The fashion business's survival period refers to the time that it will take to achieve the operating profit and a cash flow statement indicates how much money will be paid or received and when (Groenewald 2001:297, Burke 2010:53). Calculation of the breakeven point, payback period, survival period and cash flow statement may be challenging for the FEWWFET if they experience low-levels of education and subsequent lack of numeracy skills (World Bank 2014:3).

Sources of finance refers to where the fashion business obtains funding, whether the fashion entrepreneur uses their own savings, borrowed capital from friends and family, banks, or venture capital firms (Meadows 2012:178). It is important for the fashion entrepreneur to understand the terms and conditions of any loan (Meadows 2012:178). Poorly educated individuals from resource-poor areas sign contracts without reading and understanding the terms and conditions, thereby incurring problems when they cannot repay their loans (Graham 2014). Details within a financial plan are discussed further in this chapter.

2.8.1.6 Risk management plan

Finally, a risk management plan (also known as critical risks and problems) (Groenewald 2000:297), identifies the most crucial risks that could prevent the fashion business from reaching its objectives (Burke 2010:53). The aim of a risk management plan is to show that the business can anticipate and control the risks by developing plans beforehand to cope and minimise the impact of each risk (Groenewald 2001:297, Burke 2010:53). Such plans discuss disaster recovery in the case of fire, floods, or loss of data and how to develop contingency plans to be able to continue trading after the problem has occurred (Burke 2010:53). This is also considered a shortcoming amongst FEWFFET who do not consider the risks that their business faces, they do not plan or think ahead in the event of a problem occurring.

In conclusion, formulating a business plan provides the fashion business with direction, increasing the success rate of an outcome (Juul 2002:22, Du Toit *et al.* 2007:76). Fashion entrepreneurs who lack the skill to compile a business plan for their business cannot receive funding from financiers, thereby keeping the business from reaching its full potential. Due to the extensiveness involved in developing the business plan, FEWFFET who are previously disadvantaged, have low-levels of education and live within the ELM's resource-poor, peri-urban areas, may struggle to compile the business plan. Following the requirements and skills for developing a business plan, financial skills will be explored.

2.8.2 Financial skills

Financial skills enable one to manage money, keep track of expenditure, assess the potential and risks of investments and monitor cash flow (Du Toit *et al.* 2007:52). By regularly monitoring the financial records of the business, financial trends, strengths and weaknesses will become evident (Du Toit *et al.* 2007:427). To maximise the chance of success within a fashion business and alleviate financial problems, it is imperative for the fashion entrepreneur to implement financial skills (Naidoo 2009:157). Within micro fashion businesses, financial skills include raising capital, managing cash flow and basic bookkeeping (Groenewald 2001:268, Timmons & Spinelli 2003:284, Du Toit *et al.* 2007:409). The following skills are discussed.

2.8.3 Raising capital

In order to acquire funds to start-up and grow the fashion business, the decision between using one's own or loaned capital is made (Groenewald 2001:268, Timmons & Spinelli 2003:284, Du Toit *et al.* 2007:409). Initially, the fashion entrepreneur will have to make a minimal investment in equipment and fabric to start the business (Kamara 2014:119), whereby the fashion entrepreneur may have enough of their own savings to initially start the business, which ensures that they retain control by not relying on the capital and thus input, of others (Rogerson 2006:71, Burke 2010:124, Meadows 2012:178). Entrepreneurs, who have saved enough capital to start their business, have a greater chance at success (Yusuf 1995:71). Borrowing money from family and friends is an option if they too believe in the business idea, however, this can lead to unhealthy relationships if there are no lending terms created (Meadows 2012:178, Kamara 2014:119). It is suggested to create terms under which the money is being lent, when and under what circumstances the money is to be paid back (Meadows 2012:178).

Applying for a loan or an overdraft from the bank is also an option, however, it is noted that a business plan is required to obtain financing (Burke 2010:125, Meadows 2012:179). The fashion entrepreneur needs to have a stable equity base (what the fashion entrepreneur owns needs to be greater than what they owe) before the bank will consider granting a loan or short-term finance (such as an overdraft) for the business (Du Toit *et al.* 2007:78). The survivalist fashion entrepreneur may not have assets (for example, property and vehicles) to be able to provide a stable equity base. When loan requests are accepted, there are interest and instalment conditions whereby most banks offer assistance in their small business section (Groenewald 2001:26). The income gained from a survivalist fashion business is unstable (for example, the business may be busy for a certain month with orders for bride and bridesmaid dresses, whereas the following month there will only be one or two orders), proving challenging for the business' loan repayments.

A loan should ideally be used for start-up capital for the business and to pay for business assets (for example, sewing machinery, mannequins, railings and computers), whereas an overdraft will assist the business with its daily cash flow, such as working capital and ongoing expenses and in the event that the fashion business incurs a negative cash flow (Burke 2010:125, Meadows 2012:179). It is suggested that expenses within the business are best paid from sales

achieved and should there not be enough capital to do so, the fashion entrepreneur can turn to the business' bank overdraft (Meadows 2012:179).

Additionally, there are venture capitalists, namely risk capital companies and private individuals who finance new business start-ups (referred to as business angels), who may offer active support including a network of contacts and their own business expertise (Groenewald 2001:27, Burke 2010:125, Meadows 2012:180). These investors expect to receive a high and quick return on their investment, whereby the fashion industry is considered a bad risk due to its slow returns (Meadows 2012:180). FEWFFET within this study may not be aware of the options available to them to acquire financing for starting and operating their fashion business.

2.8.3.1 Managing cash flow

Cash refers to all money, current accounts and short-term deposits, bank overdrafts and short-term loans (Meadows 2012:186). Cash flow refers to the money entering and exiting the fashion business and is essential for the business to monitor, as the business cannot operate without cash (Du Toit *et al.* 2007:430, Meadows 2012:186). In order to manage the cash flow in the business, the fashion entrepreneur needs to have the ability to project the cash requirements of the business, set up cash controls and manage the fashion business' cash position through cash flow statements (Groenewald 2001:268, Timmons & Spinelli 2003:284, Du Toit *et al.* 2007:409).

Projecting the cash requirements of the fashion business and when it will arise, includes the monthly cash expected to come in and go out of the business and where it will come from and go to, focused on receipts and payments (Burke 2010:135, Meadows 2012:186, Ramukumba 2014:35). It is important for the business to be realistic about its potential sales growth (Meadows 2012:186). The inflow and outflow of cash within the business' account needs to be well-timed to allow the business a favourable cash flow position, as saving ultimately assists in growing the business (Meadows 2012:186).

It is suggested that fashion businesses continuously look for opportunities to save money and negotiate discounts where possible (Meadows 2012:190). FEWFFET may lack the skill of negotiating when dealing with customers (for example, allowing clients to dictate how much they are willing to pay for a garment), suppliers (for example, employing the assistance of

outsourced services) and making purchases (for example, purchasing fabric and trims from stores). Research conducted within resource-poor areas have found that individuals with low-levels of literacy and numeracy skills are unlikely to plan their purchases, seek prices, visit other stores to obtain better deals, or evaluate the quality of a product by reading and inquiring before purchasing (Viswanathan, Sridharan & Ritchie 2009:571). However, it is suggested that through constant interaction with clients and surrounding people, low-literate entrepreneurs observe and eventually adapt to the ways of the marketplace (Viswanathan *et al.* 2009:571).

If the fashion business solely survives on the business' day-to-day sales, the business is likely not to have cash flow systems in place. The money entering the business, therefore, may get used immediately for personal necessities (for example, food, clothes, or dependant's school fees) or for completing the next business task (for example, purchasing fabric and trims from personal funds to complete a garment). A study conducted within the peri-urban areas of the Free State province indicated a need for improvement with record keeping amongst entrepreneurs (Rogerson 2006:73). It is possible that due to the lack of numeracy skills, the survivalist fashion entrepreneur does not know how to keep a record of money received and to be paid, therefore, no money is saved from the profits gained. It is for these reasons that the fashion entrepreneur should possess skills in basic bookkeeping, as discussed in the next section.

2.8.3.2 Basic bookkeeping

It is important for the business to keep financial records that are accurate and regularly updated for when the business is asked for proof during tax-return season (Meadows 2012:186). This record contains receipts and expenses, products purchased and products sold (Meadows 2012:186). The fashion entrepreneur needs to possess the skills to do basic bookkeeping in order to determine how much profit has been gained by the business, how much to save and how much to re-invest into the business (Groenewald 2001:108). Numeracy skills are a basic requirement for bookkeeping and involve the use of formulas to add, subtract, multiply and divide. Additionally, the fashion entrepreneur needs to record transactions as the business starts and expands, understand and prepare financial statements, do cost-calculations and budget (Groenewald 2001:268, Timmons & Spinelli 2003:284, Du Toit *et al.* 2007:409).

Entrepreneurs within resource-poor areas have been found to lack basic financial and accounting skills required to manage various costs in the business (Viswanathan *et al.* 2009:571). FEWFFET may also not have access to, or the skills required, to perform bookkeeping with the assistance of a computer. Finally, the fashion entrepreneur is unlikely to employ the services of a private bookkeeper due to additional expenses for the business. Apart from basic bookkeeping, other financial skills including the generation of financial statements, cost-calculations and budgets are crucial.

2.8.3.2.1 Financial statements

The various financial statements that are used include a cash flow statement (as previously discussed), an income statement and a balance sheet (Groenewald 2001:265). An income statement depicts the profit generated by the fashion business (which is the amount of sales, less the cost of the sales, less expenses) while a balance sheet indicates the wealth distribution of the fashion business, in terms of the business' assets and liabilities (Groenewald 2001:265, Burke 2010:138).

An entrepreneur should understand financial statements and have knowledge on how to interpret and use them, along with knowing how profitability is calculated (Du Toit *et al.* 2007:84), as employing the assistance of a bookkeeper could be costly for a new business. Individuals who have insufficient numeracy skills, such as the FEWFFET, may not draw-up financial statements due to a lack of knowledge on generating financial statements. The implication of this is not knowing how much the micro fashion business is worth and whether profits are being achieved or maintained. For this reason, the fashion entrepreneur has no means by which to measure and justify the success or failures of their business apart from their self-perceived views.

2.8.3.2.2 Cost-calculations

Apart from completing financial statements for the business, it is more important that product costing be calculated correctly in order for the fashion business to make a profit. The price at which the fashion entrepreneur sells their product needs to cover three aspects: (i) the cost of producing the garment (i.e. direct costs); (ii) overhead expenses involved (i.e. indirect costs); and (iii) profit (Meadows 2012:183). While many businesses are good at calculating the direct

costs (such as fabric), they seldom consider including other components used to produce the product, such as thread, trims, fastenings, and garment labels (Meadows 2012:183). Indirect costs include rent or the mortgage bond of the property, water and electricity, tax, equipment and maintenance thereof, insurance on the equipment, travelling or vehicle expenses, stationery, telephone expenses or airtime and salaries and wages (Meadows 2012:184). Profit is only achieved if the selling value of the goods and services produced and offered by the fashion business, exceeds the costs involved to produce the goods and services (Du Toit *et al.* 2007:430).

Due to a lack of numeracy skills, FEWFFET are unlikely to provide quotations to clients or ask for deposits prior to starting their work. They are also unlikely to generate invoices after the completion stage of their work. They may estimate prices to charge their clients, or ask family and friends for assistance in setting the price. Seeking advice from neighbours and surrounding locals are common practices of business owners in resource-poor areas (Viswanathan *et al.* 2009:571). The fashion entrepreneur may discount the price of a product or service, or not charge at all, if the client is a family member or friend. Similarly, should the client be unhappy with the price of the product, they may bargain with the fashion entrepreneur for a lower price. FEWFFET may also have a fear of being too expensive (resulting in the loss of a client to a competitor, not getting the contract or order, not having the client return in future, as well as poor referrals for future business) and not know where to decrease their costs. The opposite may also be true, whereby the business aims to have the lowest prices and in turn, does not thrive due to charging consumers very little. Clients within resource-poor communities may not be able to pay for their products upon completion and may expect the fashion entrepreneur to accommodate their needs, resulting in unstable pricing structures for the fashion business (Viswanathan *et al.* 2009:571). A probable solution to this problem is for the fashion entrepreneur to work on a costing sheet to calculate the selling price of products. This will ensure that the business makes a profit on each item produced. In addition to performing cost-calculations, the fashion entrepreneur needs to be able to budget the income and expenses of the business accordingly.

2.8.3.2.3 Budgets

Budgets are described as formal plans for the control purpose of money, based on previous business operations and estimations (Groenewald 2001:282, Du Toit *et al.* 2007:438, Cloete &

Marimuthu 2011:145). With limited financial resources, the survivalist fashion business needs to implement the use of budgeting in order to achieve the goals of the business (Du Toit *et al.* 2007:438). By comparing the actual outcome for the business' income and expenses for a given period with the estimated budget, problem areas can be found and adapted (Du Toit *et al.* 2007:438). Further details may be added to the budget including the expected amount, time and source of the cash inflows and outflows, along with the availability of cash compared to the expected need for it (Du Toit *et al.* 2007:440). While fashion entrepreneurs will benefit from constructing a budget to plan their income and expenses (ensuring that they will always have sufficient funds for the business), a lack of financial skills prohibits the fashion business from successfully managing its funds.

In conclusion, financial skills (namely knowledge on raising capital, managing cash flow and executing basic bookkeeping practices) are imperative for the success of the fashion business. Together with the development of a thorough business plan and sound financial skills, a third skill that survivalist fashion entrepreneurs lack, has also been identified. Following is an in-depth discussion on marketing skills for the fashion business.

2.8.4 Marketing skills

The final skill to be explored within this study is marketing skills. Marketing skills involve taking what the business offers (in terms of its products, services and special features), monitoring how it will satisfy the customers' needs and finding out what the customer finds attractive about it (Du Toit *et al.* 2007:52). The skills that are applicable within the marketing process for a micro fashion business includes the ability to conduct market research and knowledge of the components within the marketing mix to enhance the fashion entrepreneur's marketing style (Groenewald 2001:143, Timmons & Spinelli 2003:284, Du Toit *et al.* 2007:301), which will be detailed below.

2.8.4.1 Market research skills

It is said that behind every successful product, is the execution of successful market research (Burke 2010:73). Market research is defined as the study of groups of people to determine a potential target market, determine what products or services the target market requires and determine the competition involved by ensuring that the product has a competitive edge and a

chance for success (Burke 2010:73). Similarly, market research can be conducted to investigate whether there is a market for a particular product or service and how the entrepreneur can reach the market (Du Toit *et al.* 2007:84). Market research is undertaken to analyse and interpret markets through informal or formal data gathering (Groenewald 2001:143, Timmons & Spinelli 2003:284, Du Toit *et al.* 2007:301). The purposes of undertaking market research include gathering new information that will assist the entrepreneur in decision-making; to remain competitive and relevant to consumers; to gain insight into new and existing consumers; and to monitor competitors (Jackson & Shaw 2009:24). Amongst fashion businesses, the importance of market research is to understand their specific target consumers and markets, ensuring that their fashion products are suitable (Jackson & Shaw 2009:21).

The majority of fashion entrepreneurs produce what they perceive their customers will buy, rather than involving their customers in the product development process (Jackson & Shaw 2009:26), whereby there is less market involvement. Market research is relevant to the survivalist fashion entrepreneur who wants to introduce a product or service and requires knowledge in to what their market would prefer and accept (for example, finding out if there is a need for traditional wear within the community). As the core of market research is to gain insight into consumers' needs, wants and preferences (Jackson & Shaw 2009:22), the fashion entrepreneur could verbally ask consumers what they would like or what current aspects of the business could be altered and improved on (Groenewald 2001:143, Burke 2010:78). The fashion entrepreneur could alternatively gain information and feedback by conducting telephone interviews or formulating a brief questionnaire, requesting clients to complete (Groenewald 2001:145). Should the fashion entrepreneur give questionnaires to clients to complete, upload it online, or send it via email, it could be beneficial to see where the business stands in comparison to other fashion businesses. This may be unlikely for the FEWWFET who may possess inadequate literacy and technical skills to formulate a questionnaire and may turn to friends and family for assistance in this aspect. Through continuous interactions with clients and members of the community, it is said that entrepreneurs within peri-urban, resource-poor areas, may learn about their clients' needs, respond to them and receive constant feedback (Viswanathan *et al.* 2009:571).

As a solution, trained market researchers may be employed for collecting data in order to deduce if the fashion business' marketing activities are having the desired effect (Jackson & Shaw 2009:49). The micro fashion businesses may not consider this option due to the financial

implications involved. In relation to conducting market research, the fashion entrepreneur needs to have an in-depth knowledge about their product, place, price and promotion, all of which is discussed within the marketing mix.

2.8.4.2 The marketing mix

The development of a marketing mix creates a relationship between the product, place, price and promotion decisions for successful business practices (Groenewald 2001:165, Du Toit *et al.* 2007:299, Jackson & Shaw 2009:86, Burke 2010:75). Each element within the marketing mix needs to match the needs, wants, resources (such as budget and transport) and behaviour of the target consumer in order to be effective (Jackson & Shaw 2009:86). The fashion entrepreneur, therefore, needs to have sufficient skills to create the right products, at the right price, in the right place, using the right promotion techniques (Jackson & Shaw 2009:86) in order to satisfy their market and reach success. The elements of the marketing mix are discussed below.

2.8.4.2.1 Product

A product is a tangible need-satisfying object that a business sells to make a profit (Du Toit *et al.* 2007:326, Jackson & Shaw 2009:87). Product management is the ability to integrate market information of perceived needs, research and development and advertising into a product plan, additional to new product planning, which is the skill of introducing new products to the market (Groenewald 2001:143, Timmons & Spinelli 2003:284, Du Toit *et al.* 2007:301). In terms of a fashion business, the fashion product is the most important part of the marketing mix (Jackson & Shaw 2009:87) and differs from other product categories in two aspects: (i) fashion products are design-led, thereby dictating the choices available to consumers; (ii) fashion traditionally undergoes change twice a year for seasons spring and summer (S/S), autumn and winter (A/W) (Jackson & Shaw 2009:122).

On a smaller scale, the fashion business' marketing function is to identify consumers' needs and solve it through the design and creation of a product, thereby having the right product for the right target market (Jackson & Shaw 2009:87, Burke 2010:75). Awareness of competitors who are offering similar products and what makes them successful is additionally important for new fashion entrepreneurs (for example popular styles, colours, prints and trims) (Meadows

2012:80), thereafter deciding what unique edge the fashion entrepreneur will introduce to their target market (known as product differentiation) (Du Toit *et al.* 2007:333, Meadows 2012:81).

As micro fashion businesses tend to customise clothing specific to consumers' individual needs and preferences, the success indicator would be the relationship between the product (i.e. the standard of quality, comfort and visual appeal) and consumer satisfaction (Jackson & Shaw 2009:87). Customers will only return if they are satisfied with the quality of products to meet their needs (Ramukumba 2014:31). FEWFFET may experience difficulty in creating specialised products for their clients due to their lack of education and training, thereby only having the ability to produce basic products. The fashion entrepreneur may be unaware of the latest trends and styles, fabrics and finishes, which could affect the popularity of their business. Apart from designing and producing successful products, the location of the fashion business is important.

2.8.4.2.2 Place

As per the marketing mix, place directly refers to the place of distribution where the business sells direct to the customer (i.e. point of sale), implying the process of physical distribution management (Jackson & Shaw 2009:204, Burke 2010:75). Distribution management (also referred to as supply chain management) is the ability to organise and manage the flow of products from manufacturing through distribution channels, to the ultimate customer (Groenewald 2001:143, Timmons & Spinelli 2003:284, Du Toit *et al.* 2007:301). The place of the business is dependent on the nature of the products and services being offered (Du Toit *et al.* 2007:84), therefore, fashion businesses need to have an appropriate distribution channel in order to best serve customers and optimise sales and profit (Jackson & Shaw 2009:205).

Working from home often suits a designer's style of working (Groenewald 2001:86). The survivalist fashion entrepreneur's place of distribution will most likely be from their home environment whereby each stage of production, up to the point of sale, will take place (for example in the bedroom, garage, or backyard) (Rogerson 2000:702, Rogerson 2006:69). Amongst low-income areas, there is a relationship between the home and the business (referred to as home-based enterprises) whereby the entrepreneur would not have a home if it were not for the income earned through their business and the business would not be in operation if it were not for the home (Kellet & Tipple 2000:204). As it is important for the majority of new

small fashion businesses to be financially stable, keeping costs to a minimum, the business will often be set up from home where the fashion entrepreneur creates a work space out of a room (Burke 2010:69, Meadows 2012:57).

The advantages to operating the fashion business from home include affordability as there are low overhead expenses due to not having the cost implication of renting a work space or the financial commitment of a lease (Groenewald 2001:86, Burke 2010:69, Meadows 2012:61). The fashion entrepreneur will save money and time by not having to commute to work and back (Burke 2010:69, Meadows 2012:23), along with the convenience and comfort of working from your one's own home (Meadows 2012:57). Furthermore, operating the fashion business from home allows the entrepreneur flexibility with their time to suit their lifestyle, increasing their job satisfaction and allowing time to test the market by steadily growing their business (Burke 2010:69).

The disadvantages of operating the fashion business from home include various distractions that come with the home environment (Meadows 2012:57), for example family members or house mates, cooking and cleaning. By not having a clear distinction between the work space and the living space could result in a restrictive, untidy, confused and cluttered environment (for example, the kitchen table is also used as the working table). It is important for the fashion entrepreneur to have a clearly designated, private and permanent work space (i.e. a room with a door, thus minimising distractions) solely for operating the business (Groenewald 2001:86, Meadows 2012:58). The fashion entrepreneur needs to make sure that the space looks professional in order to gain credibility and large enough to hire employees and contain all necessary equipment and furniture (Groenewald 2001:86, Kamara 2014:121), be able to have consultations, take measurements and fittings, design, construct and cut patterns and fabric and sew, without the client having to walk through the house (Meadows 2012:58). On the contrary, the fashion entrepreneur has to consider that some customers will not be keen on requesting directions and addresses for coming to their home (Groenewald 2001:86), whereby the fashion entrepreneur may need to commit to going to the client. It could also be difficult for the fashion entrepreneur to not sit with work in the evenings and on weekends (Meadows 2012:57), resulting in no distinction between a work life and a personal life. It is suggested that the fashion entrepreneur avoid isolation and network with others to achieve ideas, stay motivated and updated with what is happening in the outside world (Groenewald 2001:87, Burke 2010:69). Operating the fashion business from home includes certain legalities and insurance. Should the

fashion entrepreneur be renting or in the process of purchasing the home premises, the landlord or bank has to be notified as the property will now be considered semi-commercial, causing an invalid mortgage or lease agreement (Meadows 2012:59). This may result in the fashion entrepreneur having to move to a semi-commercial property.

In terms of working from home, it is likely that the fashion entrepreneur does not have insurance, facing the risk of losing their home should they lose their business. It is suggested that building insurance, business contents, equipment and computer breakdown, public and product liability, legal expenses, business interruption protection, home contents insurance and personal possessions are considered (Groenewald 2001:87, Meadows 2012:59). Apart from insuring against the accidental loss, damage, breakdown and failure to the property or its possessions, public and product liability refers to damages that the fashion business will be liable to pay following an incident related to the business or its products and services (Groenewald 2001:87, Momentum 2013), thereby also incurring legal fees and expenses. Business interruption protection refers to any financial loss that the fashion business may suffer due to an interruption caused (Momentum 2013). Increasing the security to protect the expensive contents within the home and business will result in lower monthly premiums (Meadows 2012:60). Expensive equipment includes computers, sewing machines, overlockers, fusing presses and irons. For the FEWFFET, insurance may not be considered due to its additional expense on the business.

An alternative to operating the fashion business from home is a rented room nearby the home. The advantage to this would be having a professional work address and a separation between a work and personal life (Meadows 2012:61). The disadvantage, however, would be the cost factors involved in renting and operating the work space (Meadows 2012:61). Due to the likelihood of the FEWFFET experiencing financial challenges, the price factor within the marketing mix will be explored below.

2.8.4.2.3 Price

A price refers to the sum of money paid for a product or service (Jackson & Shaw 2009:124). In order to price a product, one has to be aware of competitive pricing (i.e. what competitors are charging for the same product or service) and marginal structures (i.e. mark-up percentages and profit) (Groenewald 2001:143, Timmons & Spinelli 2003:284, Du Toit *et al.* 2007:301,

Burke 2010:75). It is important to be aware of competitors' pricing structures in terms of entry (cheapest), mid-range and high-end (expensive) products, the detailing, finishing and design of the priced products and the proportion of products, which are offered at each pricing spectrum (Meadows 2012:83). Price is directly linked to the value of a product whereby consumers are influenced by the benefits that the product has through its product quality and design (Du Toit *et al.* 2007:335, Jackson & Shaw 2009:125, Burke 2010:75). For example, low prices may create the perception of low quality (Jackson & Shaw 2009:130). Consumers, however, have different perceptions of value and may be willing to accept a lower price for inferior quality if the product does what it is intended to do (Jackson & Shaw 2009:125). As a result, cheap imports from countries such as India and China who have extremely low cost prices, cause the majority of local prices to be lowered across the country in order to survive (Jackson & Shaw 2009:131), minimising the business' profit margins, leading to an even larger struggle for business survival (Burke 2010:82).

Within the fashion world, the price of products gradually declines as it reaches the end of its season (Jackson & Shaw 2009:124). Amongst micro fashion businesses, the price at which the fashion garment is sold is based on three factors: (i) the cost incurred to make the garment (which includes designing; pattern construction; sample making; purchasing of fabric, lining, vilene, and trimmings such as threads, needles, buttons, zips, and elastic; and labour); (ii) the total expenses and overheads of the fashion business (employees' salaries and wages; stationary; rent; water and electricity; insurance; vehicle and/or travelling expenses; telephone expenses; equipment and maintenance thereof); and (iii) the profit margin (i.e. mark-up percentage) that is added and taken by the partners' or sole fashion entrepreneur of the business (Jackson & Shaw 2009:127). The cost of producing a garment varies, based on the intricacy of the garment's design, its details, the complexity of sewing the garment and the nature of the fabric used (Jackson & Shaw 2009:128).

Low levels of education and a lack of numeracy skills reduce the chance of fashion entrepreneurs using calculations to determine the prices of their products and services. This may affect the success of the fashion business, resulting in a loss of revenue. Customers may take advantage of such fashion entrepreneurs and bargain for the lowest price while expecting quick production and the best quality. In addition to having the correct product, place and price, promotion is equally important and is the final component of the marketing mix.

2.8.4.2.4 Promotion

Promotion determines the best way of informing consumers of the business' available products and services in addition to persuading consumers to support the business (Groenewald 2001:200, Du Toit *et al.* 2007:344, Burke 2010:75). Promotion plans the overall business sales, advertising and promotional programmes, as well as closing sales (Groenewald 2001:143, Timmons & Spinelli 2003:284, Du Toit *et al.* 2007:301). Fashion promotion includes the traditional marketing tools of advertising (including corporate identity) and sales promotion but also utilises personal selling; word-of-mouth; direct marketing; public relations; visual merchandising; and exhibitions (Groenewald 2001:200, Du Toit *et al.* 2007:344, Jackson & Shaw 2009:160). Larger fashion businesses predominantly focus on public relations and visual merchandising due to the relationship that fashion brands have with the media and the retail environment (Jackson & Shaw 2009:156). The micro fashion business ideally uses personal selling, direct marketing and word-of-mouth.

Personal selling is a form of verbal, direct sales for the fashion business' products and services and to identify, meet and develop new customers, thereby building customer relationships and sales (Du Toit *et al.* 2007:346, Jackson & Shaw 2009:160). This is important for the fashion entrepreneur who wants to target more customers within a specific population and does not know how. Attracting repeat customers also creates stability for the business through customer loyalty (Ramukumba 2014:30). Implementing personal selling, such as conducting door-to-door sales (Du Toit *et al.* 2007:346), could be beneficial for the micro fashion business to promote the business and personally build a client base. The fashion business may consider direct marketing techniques to keep in contact with their consumers.

Direct marketing is defined as personal communications with individual fashion consumers through telephone calls, text messages, written and electronic communications (postage and email), store cards and contracts (Groenewald 2001:212, Du Toit *et al.* 2007:346, Jackson & Shaw 2009:160). Due to accessible, affordable and user-friendly platforms, the micro fashion business may promote themselves via e-mail, social media (for example Pinterest, Instagram and Facebook) and messenger services (for example Whatsapp, WeChat and SMS). These are cost effective platforms for a micro fashion business to reach its consumer market, promoting products and services and providing updates on new developments.

The micro fashion business may alternatively consider partaking in fashion competitions or hosting exhibitions. Exhibitions are a method of showcasing and promoting fashion ranges and products for upcoming seasons to current and potential consumers (Jackson & Shaw 2009:160, Meadows 2012:165), also in the form of fashion shows. Apart from the high-cost involved, this may be time-consuming for the micro fashion business to do on a regular basis, however, showcasing garments for upcoming seasons will promote the fashion entrepreneur and the business to potential customers, along with networking with interested buyers, which will be beneficial to the business' success.

Within the context of survivalist fashion entrepreneurs, word-of-mouth promotion is most popular and suitable to the micro business. Word-of-mouth (also known as viral marketing), refers to personal communications amongst the public about the fashion business and its products and services, which is a powerful tool and can become uncontrollable (Jackson & Shaw 2009:160). Businesses situated within resource-poor areas are regarded as network rich due to the social relations amongst members of the community who assist in the transfer of information and the development of consumer and entrepreneurial skills (Viswanathan *et al.* 2009:570). Naidoo (2009:138) found that word-of-mouth promotion was predominantly used by fashion entrepreneurs in the SDM to market their business. Should customers be satisfied with the quality of the business' products and services, they will provide word-of-mouth recommendations to their family and friends (Ramukumba 2014:33). This is the best form of promotion for a micro fashion business as there are no costs involved, however, should the business be communicated negatively, it could hinder the survival of the business.

The fashion business may use one or a combination of promotional tools to market their business, referred to as integrated marketing communications (IMC) (Jackson & Shaw 2009:161). It is important for the fashion business to be consistent in how it promotes its products and services in order to avoid creating confusion amongst its current consumers (Jackson & Shaw 2009:131) who follow new business developments and products through the promotional methods commonly used by the fashion business. Promotional methods to positively connect with the fashion business' target audience is important, by being used effectively and efficiently, or risk wasting time, effort and money (Jackson & Shaw 2009:159).

The survivalist fashion entrepreneur is unlikely to possess detailed knowledge about marketing skills as they live and operate within resource-poor areas, have obtained low-levels of

education and have no formal qualification or training. Consequently, they may have a good product but inadequate skills to successfully price and promote it. Following the discussions on business plan development skills, financial skills and marketing skills, a brief discussion on leadership and HR skills is provided to conclude business skills.

2.8.5 Leadership skills

Leadership is a skill that can be developed (Groenewald 2001:19) and it is usually based on a form of authority through an individual's role or status, tradition, legal standing, expert skills, or charismatic personality (Burns 2007:231). Within a business context, a leader gives the firm a sense of direction and aligns tasks with the vision and goals of the firm, thereby being a doer and a visionary, a mediator and a negotiator, having an internal locus of control and self-motivation in order to execute plans (Groenewald 2001:17, Steyn 2000:4, Timmons & Spinelli 2003:250, Burns 2007:240).

It is vital for the fashion entrepreneur to be flexible and adaptable with their leadership styles in order to suit various circumstances (Burns 2007:233). For example, as the micro fashion business expands, it will seek to employ people based on their functional skills and previous labour market experience (Burns 2007:235). The fashion entrepreneur shifts from being solely task-orientated to becoming people-orientated (Burns 2007:231). Being people-orientated requires the fashion entrepreneur to possess HR skills.

2.8.6 Human resource skills

HR skills involve the ability to deal with people (Du Toit *et al.* 2007:52). The HR function within a business involves the interviewing, hiring and evaluating of new employees (Hisrich & Peters 1998:513), especially in businesses where employees perform the majority of the business' functions (Levy & Weitz 2012:219) (for example, HR is essential in a clothing retail business rather than a manufacturing business for car engines). An initial requirement to any business's HR function requires a HR policy (involving the guidelines on up-keeping the image of the business, standard working hours, overtime and holidays, remuneration and benefits, recruitment, performance appraisal, training, termination of service and labour relations) (Deller 2000:130). In order to maintain an effective organisational culture throughout the business and amongst employees (Hisrich & Peters 1998:513), it is beneficial for the HR

function to prepare a job design. A job design defines the tasks assigned to specific jobs within the business (Deller 2000:130). Should the micro fashion business expand and employ people, it would be important to draft a HR policy so that an overall standard can be achieved and maintained within the business.

In conclusion to the review of the literature on business skills, it is suggested that fashion entrepreneurs need business skills to practice their profession (Groenewald 2001:9).

2.9 ENTREPRENEURIAL EDUCATION IN SOUTH AFRICA

Entrepreneurial education in SA is introduced in secondary schools, which are encouraged to motivate students to study entrepreneurship by including Economic Management Sciences (EMS) and Business Studies in their curriculum (Co & Mitchell 2006:357, Department of Basic Education 2011:7). An increased interest in entrepreneurship courses amongst students requires more emphasis to be placed on entrepreneurship education and training whereby learners can experience the concept and become motivated to create employment (Co & Mitchell 2006:348, Gibb 2007:8). Learners should be taught to become creators of employment instead of seeking a stable form of income (Isaacs *et al.* 2007:619). Entrepreneurial education and training seeks to additionally stimulate creativity and innovation for successful fashion business development (Mills 2012:762), therefore, fashion-entrepreneurial education is discussed, followed by business training initiatives and community based education and training (CBET).

2.9.1 Fashion-entrepreneurial education

Creative entrepreneurs acknowledge the benefits of education and skills development on their work performances (De Klerk 2015:836). Although higher education assists in harnessing students' entrepreneurial capacities, studies have indicated that design programmes, which offer basic business skills show minimal evidence of entrepreneurship education within the curriculum (Mills 2012:763, Shi *et al.* 2012:296).

On a larger scale, it was found that fashion students from China and the United Kingdom (UK) indicated a demand for entrepreneurship education, compared to students from other fields of study (Shi *et al.* 2012:300). Fashion-entrepreneurial students are acknowledged as assets to a

fashion business' success; however, limited resources and a fear of taking risks were reported as the main downfalls (Shi *et al.* 2012:300). Apart from receiving entrepreneurship education, the ability to take risks is important (Garavan & O'Cinneide 1994:3). Fashion students from China and the UK were found lacking in international experience, adequate business and entrepreneurial skills and life experiences (Shi *et al.* 2012:300).

Due to the large number of fashion students starting their own businesses, fashion entrepreneurship education is seen as a solution to the challenges of a highly competitive, fast-paced environment that fashion designers encounter (Shi *et al.* 2012:296). It is suggested that more business-focused educational philosophies are added to fashion design programmes and entrepreneurship education be addressed specific to fashion students in order to develop future fashion entrepreneurs (Mills 2012:771, Shi *et al.* 2012:301). Topics appropriate to the creative industry include independent entrepreneurial skills and networking (De Klerk 2015:837). In relation to the context of this study, the notion of learning by doing (i.e. practical learning) is suggested for fashion entrepreneurs who have not completed their schooling or achieved fashion qualifications or training (Rogerson 2000:703, De Klerk 2015:837).

2.9.2 Business training initiatives

For many years, suggestions for business programmes have been made, to assist individuals who possess minimal work experience, skills, capital and self-confidence, by delivering knowledge and developing competency (Gibb 1987:31, Gaskill *et al.* 1993:28, Garavan & O'Cinneide 1994:7). Training conducted amongst small fashion businesses in Tanzania and Vietnam, provided on-site and in-classroom training covering entrepreneurship, business strategy, marketing and bookkeeping (Higuchi & Sonobe 2015:6). Within Africa, the Springboard Roadshow Foundation in Ghana has started an initiative called TEENpreneurship (Wright 2016:68). This initiative is aimed at promoting successful business practices amongst the youth by teaching teenagers about business planning, leadership and ethics (Wright 2016:68).

In SA, there is an organisation called Beyond the Lemonade Stand, which offers its social media Facebook page as a platform for emerging young entrepreneurs to find funding for their business ideas (Wright 2016:68). It has been suggested that the provision for business skills training be made for fashion entrepreneurs in the SDM, through short entrepreneurial courses

(namely business management, business plan development, bookkeeping and marketing) (Naidoo 2009:157). It is common for South African businesses to view formal education and training as time-consuming and a cost to their business, resulting in a hesitation to partake within formal settings (Redmond & Walker 2008:699). Higher education institutions (HEIs) are suggested to partner with communities and assist their businesses with specific skills (for example, with cost-calculations and marketing) through small courses (Co & Mitchell 2006:358). In return, students can intern, have on-site visits and consult with the community business owners (Co & Mitchell 2006:358).

Due to the high unemployment in resource-poor areas and many small business owners having medium to low forms of formal education, CBET is suggested (Isaacs *et al.* 2007:626, Redmond & Walker 2008:698). CBET will assist in attracting and educating FEWFFET within resource-poor areas, to increase their competencies and the growth of their businesses (Redmond & Walker 2008:698).

2.9.3 Community based education and training

CBET takes place within a community of individuals and focuses on specific training needs, as identified by the community (Redmond & Walker 2008:698). The aim of CBET is to equip business owners (and in this case, adult learners) with a specific skill set, within a democratic learning environment (Redmond & Walker 2008:710). CBET can be applied to the sample population in this study, namely FEWFFET operating in resource-poor communities. Although attendance for CBET programmes is voluntary, all fashion entrepreneurs with common needs and backgrounds to each other, would be likely to participate due to similar experiences and levels of prior education (Redmond & Walker 2008:699).

There are non-profit, community-managed, income-generating initiatives whereby groups of individuals undergo skills development training for the purpose of starting a small business, creating employment and transferring knowledge and skills (Van Niekerk & Van Niekerk 2009:129, Kaeane & Ross 2012:20). An example includes the Development Centre orchestrated by the Department of Social Development (DSD), which assists individuals with start-up funding for their businesses (Kaeane & Ross 2012:20). A study conducted by Kaeane and Ross identified individuals who participated in the above project within the SDM, whereby individuals reported that the income-generating project empowered them with business skills

(Kaeane & Ross 2012:24). A strategic study conducted by Van Niekerk and Van Niekerk assisted in the transfer and expansion of business and practical skills. The business skills included budgeting, costing, marketing and general business administration and the practical skills training included production planning, design, pattern and sewing construction and quality control (Van Niekerk & Van Niekerk 2009:129).

There are seminars on business growth and skills training within the country. For example, Phuthabagwebi Non-Profit Company (NPC) hosted the Youth Month Business Growth Seminar within a peri-urban area in the ELM, Sedibeng. This organisation is focused on empowering the youth and women with business skills to start and sustain their own business (Phuthabagwebi NPC 2014). Phuthabagwebi establishes training centres whereby manufacturing, construction, retail and business management skills are developed (Phuthabagwebi NPC 2014). They conduct business skills development seminars, workshops and learnerships for interested individuals of the community and community based organisations such as non-profit organisations (NPOs), co-operatives and SMMEs (Phuthabagwebi NPC 2014). This particular seminar included presentations by the SEFA and SEDA, talks on access to land and rental space for SMMEs within the ELM and procurement opportunities for SMMEs and organised group tasks, namely a market research questionnaire and calculating the start-up cost for a business (Phuthabagwebi NPC 2014).

Initiatives like this assist in promoting entrepreneurship along with educating individuals who are keen on starting their own business. Through helpful training programmes and support structures, fashion businesses can thrive (Gaskill *et al.* 1993:20). Although helpful, these initiatives are not tailor-made for the specific needs of fashion entrepreneurs and the current problems that they are faced with in their businesses. It is suggested that SA address more attention and resources to development initiatives, especially in resource-poor communities, whereby attention should be given to understand the needs of the local community (John 2013:52).

Business skills are crucial within the fashion industry (Kamara 2014:121). Developing a business plan can assist individuals with negotiating skills and marketing can be used to develop presentation skills, selling and creativity (Gibb 1987:31). Fashion entrepreneurs within this study could largely benefit from obtaining business skills (specifically business plan

development skills, financial skills and marketing skills as identified by Van Wyk in 2007) to assist them within the operation of their survivalist fashion business.

2.10 CONCLUSION

The literature-related objective for this study was to review the literature regarding fashion entrepreneurial performance in small businesses, in terms of exploring entrepreneurial skills and business skills. An in-depth description was provided on entrepreneurial skills, specifically entrepreneurial characteristics and fashion entrepreneurial skills, namely opportunity identification; creativity and innovation; and risk taking. Following entrepreneurial skills was a discussion on business skills, namely business plan development, financial, marketing, leadership and HR skills.

It is important for fashion entrepreneurs to receive training on the formal skills discussed in order to sustain a new business beyond its start-up phase and grow into a viable business (Groenewald 2001:21). Three prominent categories were hereby investigated within a fashion context including business plan development skills, financial skills and marketing skills. The FEWFFET specific to this study, who operates based on the need to survive, would benefit from business skills training as it is required to successfully operate and manage their independent fashion business. These business skills are complex and may be challenging for the FEWFFET. Knowledge and experience in these areas are key to the successful operation of a small business (Groenewald 2001:20).

CHAPTER 3: RESEARCH METHODOLOGY

This chapter describes the research methodology for this study by discussing the research design. Furthermore, the sampling, data collection and data analysis procedures, validity and reliability, the role of the researcher, operationalisation of data and ethical considerations are discussed.

3.1 INTRODUCTION

Emerging micro fashion businesses in South Africa (SA) experience low performance ascribed to limited access to education and training (Rogerson 2000:696). The purpose of the research study was focused on the uses, challenges and training needs of business skills (pertaining to the threefold considerations for business plan development skills, financial skills and marketing skills) of fashion entrepreneurs without formal fashion-related education or training (FEWFFET) within the Emfuleni Local Municipality (ELM). Due to low business performances, the study's research design was determined.

3.2 RESEARCH DESIGN

The research study was grounded within the philosophical assumption of the post-positivist approach as it involved empirical observation and measurement, deterministic philosophy and reductionist intent (Creswell 2014:6). This study reflected a post-positivist ontological and epistemological approach as the research design was objective and deductive in its reasoning. Ontology is described as an image of social reality, or an idea about reality upon which a claim is based (Grix 2002:177). Within the context of this study, local statistics were used to motivate for the focus on the ELM and black fashion entrepreneurs and recommendations from the literature of previous research studies motivated the need for focus on business skills training. Epistemology surrounds the theory of knowledge, its methods and possible ways of gaining knowledge on social reality (Grix 2002:177). A cross-sectional, exploratory survey design was applied to achieve the study's aim and objectives. With this type of research design, quantifiable data (defined as a numeric description (Creswell 2014:13)) was collected at one point in time with no intervention-based techniques, from a particular sample of a population (Nardi 2006:121, Babbie 2010:106, Creswell 2014:157). The approach to this study was

explorative and descriptive in nature as there was no sufficient information available on the topic of this study, thereby gaining a sense of the particular topic and to ascertain the needs and goals of the sample population (Nardi 2006:9). The study is further described as non-experimental, as data was collected utilising survey research through structured questionnaires rather than conducting experiments (Creswell 2014:13).

For this empirical study, results were gained in the form of statistics, which covered a relatively large sample group. Quantitative data collection provides quality data through explicit observations (Babbie 2013:25), ensuring that the researcher is able to answer the research question. Deterministic philosophy causes the researcher to determine effects and outcomes, in the instance when a problem within a study creates a need to identify and assess possible causes that may influence those outcomes (Creswell 2014:7, Dudovskiy 2016). In view of this study, the probable factors that could have caused a lack of business skills knowledge within micro fashion businesses may have been the low-levels of educational attainment and a lack of formal training amongst fashion entrepreneurs in the Sedibeng District Municipality (SDM). Reductionist intent, however, reduces the researcher's ideas into a small, discrete set to test, i.e. variables into research questions (McLeod 2008, Creswell 2014:7) and for this study, involved investigating fashion entrepreneurs' self-perceived need for business skills training through the following research question, 'what are the business skills training needs of fashion entrepreneurs, with no fashion-related training?'

Information that is collected on those in need, their environment, problems they encounter and solutions to these problems is described as a needs identification (Trollip 2001:46). For the purpose of this study, which aimed at investigating the business skills training needs of FEWFFET, a needs assessment was performed. A study that involves a needs assessment, aims to determine the existence and extent of problems amongst specific segments of a population by collecting information related to an expressed or implied need that could be met by, for example, conducting training (Witkin & Altschuld 1995:5, Barbazette 2006:5, Babbie 2010:364). Furthermore, a needs assessment sets priorities and determines criteria for solutions, which leads to action by improving programmes, services, organisational structure and operations and assisting planners and managers with decision-making (Witkin & Altschuld 1995:10, Trollip 2001:46).

When conducting a needs assessment, the various levels of needs, as well as the phases of needs warrant consideration. There are three levels of needs, namely primary needs (which include individuals who will ultimately benefit from a needs analysis, such as the sample population); secondary needs (which address training needs whereby individuals are provided with information, services, training, planning, technical assistance, or oversight of functions); and tertiary needs (when the needs of an organisation or the resources it provides are the focus of the assessment) (Witkin & Altschuld 1995:10). When assessing needs, three phases are recommended (Witkin & Altschuld 1995:14), namely (i) pre-assessment (exploration) phase, (ii) assessment (data gathering) phase and (iii) post-assessment (utilisation) phase. For the purpose of this study, the primary level of need was assessed, as business skills training needs of FEWFFET were investigated whereby respondents may benefit in the future. With reference to the phases of a needs assessment, phase one and two were addressed as the study was predominantly explorative and used to collect data.

The need for business skills training and education amongst fashion entrepreneurs in the SDM was recommended by Van Wyk and Van Aardt (2011:182). Their findings suggested that supporting strategies, which include effective and efficient education and training for fashion entrepreneurs, should be targeted and improved to address the needs of the growing fashion industry. As such, the present research sought to investigate the extent and detailed specific needs for business skills training. As this study was largely explorative, the findings will contribute to the existing literature and to future research by informing the content on which training programmes directed at fashion-business skills should be based.

Business success is dependent on effective business skills training. An investigation into the need for the independent variable (business skills training) in order to determine strategies for implementation of the dependant variable (respondents' self-perceived need for formalised training) took place. Training needs are considered a motivating force for a positive impact on training development for recipients (Kaur, Mann, Kaur & Borah 2011:231). Therefore, the researcher sought to find a correlation between respondents' current use and challenges of business skills and their need for training in business skills amongst fashion businesses, by using appropriate sampling techniques.

3.3 SAMPLING

Purposive and snowball sampling are common forms of non-probability sampling methods found within quantitative research (Babbie 2010:192, Gorard 2013:84) and were used for contacting respondents within this study. Non-probability purposive sampling involves the selection of with whom, where and how research is conducted, related to the study's objectives (Palys 2008:697). Snowball sampling was used as a further means of identifying respondents. It was assumed that members of these populations share similar characteristics, therefore, able to identify others who share their similar attributes, allowing the study to operate on the basis of referrals (Nardi 2006:120, Daniel 2012:109).

In the event that a participant was able to refer the researcher to other FEWFFET, the researcher obtained contact numbers to conduct pre-calls, discussed the purpose of the investigation and why the respondent had been selected to participate. Once the researcher obtained a voluntary, provisional agreement from the respondent, an appointment was set for a day, time and place to meet where it was most suitable for them. The sampling design for this population is described as single stage as the researcher gained access to potential respondents within the research setting once and sampled these individuals directly (Creswell 2014:158).

3.3.1 Research setting and study population

The SDM is situated approximately 70 kilometres south of Johannesburg (Oldewage-Theron, Samuel and Djoulde 2010:120), a large metropolitan area in Gauteng, SA. The SDM has an estimated population of one million people and comprises of three prominent local municipalities, namely Emfuleni, Lesedi and Midvaal (Frith 2011). Emfuleni has the largest population of more than 700 000 people (79%), with the largest unemployment rate (34.7%) (SDM 2015:42), which is higher than the national unemployment rate of 27.5% (Statistics South Africa (StatsSA) 2018c:1). The focus of this study was therefore, on the ELM and more specifically on black FEWFFET situated within peri-urban, resource-poor communities. The term peri-urban refers to areas that are built on the periphery of main cities (Iaquinta and Drescher 2000:2, Oldewage-Theron *et al.* 2010:120).

Respondents were approached to partake in this research study according to the set of specific inclusion criteria (provided further below) and were interviewed by fieldworkers within fabric

and haberdashery stores in the ELM. These stores included Habby and Lace; Bargain Stores; Abie's Dress Fabric; Abie's Haby World; Vereeniging Silk Bazaar; and Cassim's Collections, located within Vereeniging and Vanderbijlpark. These stores are popularly known within the ELM for the purchasing of fabrics and miscellaneous items. Two weeks prior to data collection, a letter of permission was issued (on the Vaal University of Technology's (VUTs) letterhead, signed by both study leaders supervising the project) to the store owners and managers requesting the use of their store as the location to meet respondents for this study. The store owners and managers who agreed for their store to serve as a point for this study's data collection included: (i) Bargain Stores; (ii) Abie's Haby World; (iii) Vereeniging Silk Bazaar; and (iv) Cassim's Collections (see Annexure 1: Permission letters from fabric and haberdashery stores). Additionally, the option was provided to the respondents for the completion of the questionnaire at their home-business environment (as the fashion entrepreneur's business may very likely be operational from their homes) (Martins 2005:145). The following inclusion criteria applied for respondents to be able to participate, in order to achieve the empirical objectives of the research study:

- fashion entrepreneurial adults who are 18 years and older (to be able to give consent to partake in the study);
- no post-school fashion qualification or training;
- operating micro/survivalist fashion businesses, which employ 1-5 employees;
- operating for a minimum of two years or more;
- located within a resource-poor, peri-urban community; and
- operating within the Emfuleni region of the SDM.

3.3.2 Sample selection and sample size

For the purpose of this study, the target population comprised of FEWFFET. These FEWFFET included owners of fashion businesses, in particular micro, survivalist enterprises. While the total population of fashion entrepreneurs within the ELM is unknown, a total of 140 fashion entrepreneurs were identified in a study conducted by Van Wyk in 2007. A sample range of between 100 and 120 respondents was suggested to be adequate. This range was approved by the consulting Statistical Consultation Services (SCS) at the North-West University (NWU), as the findings and results generated from a non-probability sampling method cannot be generalised to the entire population (Nardi 2006:118). Data collection, including the use of

fieldworkers, the development of the measuring instrument used in the study and pilot testing, is described.

3.4 DATA COLLECTION

The uses, challenges and training needs regarding business skills of FEWFFET within the ELM was measured. Data was collected using interviewer-administered questionnaires and commenced for a period of over six weeks. Due to the language barrier between the researcher and the respondents in addition to the relatively large sample range (of 100 and 120 respondents), the interviewer-administered questionnaires were administered by trained, Sesotho-speaking fieldworkers. Four fieldworkers were employed by the researcher, who also assisted respondents with the explanation of terminology difficult to understand and providing ease of communication by allowing respondents to respond in their home language. Before the distribution of questionnaires took place, fieldworkers explained the purpose of the study to respondents in line with a verbally read informed consent form detailing what was expected from the respondent, what were the risks and benefits of participation as well as the measures in place, which ensured confidentiality and anonymity (see Annexure 2: Informed consent form). Fashion entrepreneurs that were willing to participate in the study were requested to give a written informed consent for partaking in the study, after which the questionnaire was completed. Respondents were allowed to withdraw from partaking in the study at any given time, without any negative implications.

Each fieldworker was allocated a code to mark on their respective questionnaires in order to identify who conducted the questionnaires, which saved time, instead of writing out their name for each questionnaire. This assisted the researcher in keeping record of fieldworker payment and instances where issues concerning the questionnaires needed to be raised. For the duration of data collection, a roster was implemented to schedule which fabric and haberdashery stores were to be visited and for how long. The researcher then compiled a list from all of the referrals received of potential respondents, who were called and if they were available and willing to partake, the respondents were visited on an agreed upon day.

3.4.1 Development of measuring instrument

The measuring instrument administered during main data collection consisted of the interviewer-administered questionnaire (see Annexure 3: Questionnaire). Reasons for selecting an interviewer-administered questionnaire related to the unique characteristics this method offers. Most applicable to this study included flexibility of the researcher. Secondly, better quality of data was achieved as the administer could clarify items on the questionnaire, resulting in a greater quantity of data and higher response rates (Martins 2005:147). Finally, interviewer-administered questionnaires conducted on a one-on-one basis with respondents who possibly come from resource-poor, low-literate backgrounds, reduced the chance of anxiety or embarrassment if the respondent had reading or writing difficulties (Viswanathan, Gau and Chaturvedi 2008:246). Terminology used in this study may not be considered academically correct as simplified terms were used in the questionnaire to better suit respondent's comprehension and to avoid intimidating respondents if they were unsure as to what a construct was referring to. The constructs, which were under investigation for this study included:

- Section A: demographic characteristics of respondents;
- Section B: the history of the fashion business. It is worthy of note that question B.6.10 referred to manufactured products, which included interior furnishings. This is not a part of fashion; however, it includes the same elements and processes used for constructing a garment, which contributes to the manufacturing product-line of the fashion business.
- Section C: questions pertained to the respondents' current use of business skills concerning business plans, financial skills and marketing skills.
- Section D: the challenges experienced by respondents' with business skills, in terms of business plans, financial skills and marketing skills; and
- Section E: training needs relevant to business, financial and marketing skills.

Questionnaires from three different research studies were consulted to assist in compiling the questionnaire for this investigation, including Van Wyk (2007), Kunene (2008) and Naidoo (2009). Content within these questionnaires closely related to sections within this study in terms of fashion business owners and the Sedibeng district. Following Van Wyk (2007) and Naidoo's (2009) focus on fashion businesses within the Sedibeng district and Kunene's (2008) study featuring business owners within the textile and clothing industry in Gauteng, several

questions were adapted to suit the purpose of this study. Table 1 below indicates the questionnaire's main constructs, its threefold sub-sections and the consulted literature sources, which were used for compilation of the questionnaire.

TABLE 1: Questionnaire constructs, sub-sections and consulted literature

Construct	Sub-section	Literature sourced
1. Current use of business skills	Business plan development skills	Groenewald (2001); Du Toit <i>et al.</i> (2008); Burke (2010); Bureau for Economic Research (2016); National Treasury (2016)
	Financial skills	Groenewald (2001); Timmons and Spinelli (2003); Henley (2005); Du Toit <i>et al.</i> (2008); Cloete and Marimuthu (2011); Meadows (2012); Kamara (2014)
	Marketing skills	Groenewald (2001); Du Toit <i>et al.</i> (2008); Burke (2010); Jackson and Shaw (2009)
2. Challenges with business skills	Business plan development skills	Groenewald (2001); Juul (2002); Timmons and Spinelli (2003); Rwigema and Venter (2007); Du Toit <i>et al.</i> (2008); Burke (2010); Meadows (2012)
	Financial skills	Groenewald (2000); Juul (2002); Du Toit <i>et al.</i> (2008); Meadows (2012)
	Marketing skills	Groenewald (2001); Timmons and Spinelli (2003); Du Toit <i>et al.</i> (2007); Jackson and Shaw (2009)
3. Training needs of business skills	Business plan development skills	Van Wyk (2007); Du Toit <i>et al.</i> (2008); Van Wyk and Van Aardt (2011)
	Financial skills	Van Wyk (2007); Van Wyk and Van Aardt (2011)
	Marketing skills	Groenewald (2001); Van Wyk (2007); Van Wyk and Van Aardt (2011);

Closed questions using either dichotomous (yes or no answers) or Likert-scales with multiple options for frequency and importance scales (Siniscalco & Auriat 2005:23) were used. The advantages of using closed questions include options are easy to code; more variables can be included; and it simplifies the recording of answers by providing respondents with options, resulting in an easy and timely data collection process (Siniscalco & Auriat 2005:23). The disadvantages include possible bias by forcing respondents to choose between given options, respondents may also have the tendency to answer systematically or answer what they think is socially acceptable, not allow respondents to explain their answers and planning of the closed questions is challenging as response options need to be appropriate and in most cases, mutually exclusive (Siniscalco & Auriat 2005:24). This disadvantage was overcome by the wide range

of options provided to the respondent, along with an 'other' option whereby the respondents were allowed to specify an answer. The questionnaires were completed by the fieldworkers on behalf of the respondents, which minimised the chance of false answers and allowed respondents the opportunity to explain themselves if they felt necessary. Respondents better understood the questions, as there was no task of reading and writing (Viswanathan *et al.* 2008:248).

With reference to word choice, the questions within the interviewer-administered questionnaire were specifically developed for respondents to understand, associate with and relate to. Adjusting word choice and using straightforward, everyday language, assisted respondents in focusing on what was being asked rather than how the question was being asked (Viswanathan *et al.* 2008:248). The interviewer-administered questionnaire was developed at a grade level of Grade 6 and below (as measured by the Flesch-Kincaid readability grade level indicator). The Flesch-Kincaid readability grade level indicator is a guideline, which suggests the years of education the respondents need to have to be able to understand (Verve Search 2009).

Prior to data collection, the interviewer-administered questionnaire was approved by the consulting SCS, NWU. Accredited language translators translated both the consent form and questionnaire into Sesotho (see Annexure 4: Confidentiality agreements of translators, Annexure 5: Translated informed consent form and Annexure 6: Translated questionnaire). Sesotho is the most widely spoken language amongst black individuals in the Sedibeng district area (Hunter 2016). Once translated, the consent form and questionnaire were back translated by an unaccredited, Sesotho-speaking person to ensure accuracy during direct translation (see Annexure 7: Confidentiality agreement of back-translator). In order to validate the questionnaire, it was necessary for pilot testing to be conducted.

3.4.2 Pilot testing

A pilot test was initially conducted to test the relevance and understanding of the content of the questionnaire, as well as the flow of its sections and to improve or rewrite unclear instructions, questions, formats and scales (Oishi 2003:56, Creswell 2014:161). Pilot test respondents with similar characteristics as the respondents for the main investigation were selected to assist in testing the questions of the measuring instrument by looking at the consistency of answers (Oishi 2003:56). Conducting a pilot test further provided the researcher with an estimated time

allocation for the completion of the measuring instrument (per participant), along with an on-site training opportunity for all fieldworkers (Oishi 2003:57).

The pilot test for this study involved four fashion entrepreneurs, 18 years and older with no formal fashion-related training, operating outside of the ELM. A fieldworker provided the researcher with a list of names and contact numbers of potential individuals for the pilot test, whereby the researcher conducted pre-calls (Oishi 2003:72) to introduce themselves and the study, deduce whether the potential pilot test respondents met the study's inclusion criteria and set-up a date and time to meet. As the questionnaires and consent forms were translated into Sesotho, two pilot test respondents received the Sesotho forms and two respondents in English. The fieldworkers accompanied the researcher to assist with the reading and explaining of the consent forms and the reading and recording of questions and answers in the questionnaire. Following pilot testing, a minor alteration was made to the questionnaire, as detailed below.

TABLE 2: Changes effected to the interviewer-administered questionnaire following pilot testing

Section	Page	Question	Original	Altered to	Reason
C.2.	3	Did someone help you with your business plan?	"If the answer to C.1.4 was yes, please answer the following:" This was omitted from underneath the heading Business plans.	"If yes, please answer C.2.2." This was inserted underneath question C.2.1.	It was assumed that the fashion entrepreneurs could still have business plans, regardless of whether they used it to obtain a loan from the bank or not (as stated in option C.1.4).

3.4.3 Fieldworkers and fieldworker training

Respondents were assisted by fieldworkers to complete the questionnaire process. This was done in consideration to the low levels of literacy amongst adult South Africans (Posel 2011:39) in the research setting, together with the importance of collecting reliable data (Oishi 2003:8, Babbie 2013:250, Babbie and Mouton 2016:249). Administering questionnaires face-to-face allows for a higher response rate with an average of 80 to 85% completion rate (Babbie 2013:250, Babbie and Mouton 2016:250). Due to the sample population of this study and the

majority of interviewer-administered questionnaires requiring more than one administer (Babbie and Mouton 2016:249), the assistance of multiple fieldworkers for data collection was necessary. Additionally, respondents are known to be less likely to reject a fieldworker when approached and the answers ‘I do not know’ or blank spaces are minimised resulting in more relevant responses (Babbie 2013:250, Babbie and Mouton 2016:250). The fieldworkers were also able to observe hesitation or confusion from respondents, thereby knowing when to repeat or clarify questions (Oishi 2003:6), additional to being able to answer obvious questions such as ethnicity and gender (Babbie 2013:250).

3.4.3.1 Selection of fieldworkers

A fieldworker’s presence should not influence the respondent’s perception of a question or the answer provided (Babbie and Mouton 2016:251). It is, therefore, important to match the fieldworkers and respondents compatibility in certain criteria, namely having the same home language, residing in the same area, having matched ethnicity, gender and age group (Babbie and Mouton 2016:251). The selected fieldworkers were of different ages, opposite genders, from the local areas of Vereeniging and Sasolburg and fluent in Sesotho and English (see Annexure 8: Confidentiality agreements of fieldworkers). This enabled them to verbally read to and record the answers from respondents. The chosen fieldworkers had prior experience working within the retail environment, dealing with consumers and had acquired knowledge about sewing and the subject field of Fashion. The researcher addressed fieldworkers’ issues pertaining to data collection and ensured proper control measures.

3.4.3.2 Training of fieldworkers

Before the onset of data collection, each of the fieldworkers were trained by the researcher herself to ensure that the interviewer-administered questionnaires were conducted with the correct techniques (Oishi 2003:14). The following five considerations were addressed. First, the purpose of the research investigation was explained clearly and verbally to fieldworkers. During this time, the researcher provided fieldworkers with a condensed hand-out highlighting the importance of the study (see Annexure 9: Fieldworker training manual). The researcher then went through the informed consent form with fieldworkers, explaining that respondents had to meet the study’s specific inclusion criteria listed on the front page, following a brief, verbal explanation of the informed consent form to respondents before the signing of the

participant declaration took place. It was made clear that fieldworkers had to sign their fieldworker declaration in front of and straight after respondents had signed theirs. Thereafter, the researcher explained the five sections of the questionnaire with each fieldworker to ensure that they understood what they would be asking. More specifically, it was explained that the study focused its investigation on business plan development skills, financial skills and marketing skills, as FEWFFET could benefit from these basic skills to operate their fashion businesses better. Additionally, the referral section on the final page of the questionnaire was explained to fieldworkers, to ask respondents for potential referrals of other fashion entrepreneurs who met the study's specific inclusion criteria, along with asking respondents if they would be interested in receiving a copy of the study's results once it was completed. Fieldworkers were then instructed to present each participant who completed the questionnaire with a booklet as a token of appreciation for partaking in the study (described further in Section 3.9.2 of this chapter).

Secondly, the procedure for collecting the data was explained in-depth to the fieldworkers. This included: (i) time considerations that the fieldworkers had for the entire data collection period, (ii) obtaining consent and (iii) completing each questionnaire. Furthermore, practical aspects related to challenges that could arise during data collection were discussed. As an example, a problem would occur in the event that more than one participant wanted to participate at the same time (such as when two or more friends were approached in the store). The researcher made it clear that the questionnaire was not allowed to be conducted in a group as respondents could become unintentionally aware of each other's responses, a factor that could negatively affect the validity of the data collected. As a precaution, there would always be more than one fieldworker on site.

Thirdly, ethical considerations were discussed. Maintaining a respectful interaction with respondents along with their right to voluntary participation and withdrawal from the study was explained. In addition, the researcher discussed the display of a positive attitude towards respondents and their responses, ensuring respondents that there were no correct or incorrect answers whereby no help would be offered. It was important for the fieldworkers to remain neutral when administering the questionnaires, without hindering the respondents' understanding of a question or the answer to be provided (Oishi 2003:96, Babbie 2013:251, Babbie and Mouton 2016:251). The confidentiality of responses was explained, as it was important to rely on the fieldworkers to be honest and accountable, aiding the reliability of the

study. Furthermore, the fieldworkers were informed regarding the storage of the data (completed informed consent forms and questionnaires) in order for them to understand the sensitivity surrounding data collection, additional to being able to answer any questions asked by respondents pertaining to the privacy of their responses. Following the storage of data, remuneration of the fieldworkers was discussed based on the terms that only valid questionnaires and respectful interactions with respondents and store personnel during the data collection period would be remunerated. Fieldworkers would be compensated for their travelling expenses should they need to travel. Additionally all stationery requirements would be provided, along with a light refreshment for each day.

Thereafter, familiarity with the questionnaire was emphasised whereby fieldworkers were suggested to study each question by practising it aloud to avoid wasting time and stumbling over words during actual data collection (Babbie 2013:252, Babbie and Mouton 2016:252). During the training session, fieldworkers were given a 15-minute break whereby refreshments were provided. To conclude the training session, fieldworkers were told to practice the administering of the informed consent form and questionnaire with each other, while they were timed. There was a suggestion by one of the fieldworkers to add an option for 'other' under section B.1.13 on the questionnaire, which the researcher agreed to and affected.

Finally, fieldworkers were coached on having a neat and clean appearance, along with a pleasant, relaxed and friendly demeanour (Babbie 2013:251, Babbie and Mouton 2016:252). The VUT printed t-shirts, caps and bags were bought from the VUTs corporate store and provided to fieldworkers as uniforms, additional to them wearing a neat pair of jeans and shoes. The fieldworkers who travelled to the location for the training session were reimbursed and they were all thanked for their contribution towards the study.

3.5 DATA ANALYSIS

In order to answer the research question regarding the need for business skills training amongst FEWFFET, the data collected was statistically analysed by the professional SCS department of the NWU (Potchefstroom campus). Data was analysed using the Statistical Package for the Social Sciences programme (IBM SPSS Statistics Version 23). Analyses performed included descriptive analysis for all sections of the questionnaire and inferential statistics, which

included exploratory factor analysis, Cronbach's alpha, T-tests, one-way analysis of variance (ANOVA), correlations and cross-tabulations. Effect sizes were considered for all statistics.

A descriptive analysis of data should be conducted on all independent and dependant variables within the study, indicating the means, standard deviations and range of scores for the variables (Creswell 2014:163). Descriptive statistics summarised and presented responses in manageable forms for every section of the questionnaire through statistical computations, which described the characteristics or relationships amongst variables in the sample (Babbie 2010:467). Inferential statistics, however, are statistical measures for making inferences and groups from findings, as well as to draw conclusions from observations (Babbie 2010:476). Inferential statistics test the study's research question by relating variables or comparing groups within variables so that inferences can be drawn from the sample to a population, also referred to as factor analysis (Creswell 2014:163). As factors derived from larger samples generalise better than from smaller sample populations (Pallant 2010:183), the results of this study serves merely as an indication rather than a generalisation of the population.

3.6 VALIDITY AND RELIABILITY

Validity and reliability measures were put in place to minimise the amount of error in data collected, thereby providing a more accurate reflection of the truth (Litwin 1995:5). Accuracy through validity was assessed by asking whether the questionnaire measured what it was meant to measure (Litwin 1995:33, Nardi 2006:58, Yunus and Tambi 2013:31). Validity supports the work between the conceptual framework, questions and findings (Wisker 2001:253). Therefore, findings will be valid if the correct approach for data collection was used and measured the issues being researched (Wisker 2001:253). In addition to validity, the reliability of the measuring instrument was tested by asking whether the questionnaire consistently yielded the same result when it was used on different subjects in the same group, at a different time and in a similar situation (Wisker 2001:253, Yunus and Tambi 2013:31). Reliability is a reflection of how well the research has been conducted (Wisker 2001:253) and tests consistency when there are no changes or differences in findings (Nardi 2006:60).

3.6.1 Validity measures

Three types of validity measures were applied and included, namely face-, content- and construct validity (Litwin 1995, Kumar 2005, Nardi 2006, Maree 2007) to ensure that the questionnaire measured what it intended to measure.

- Face validity was based on face-value and was a casual assessment of item appropriateness (Nardi 2006:58). The statistician and study leaders scrutinised the questionnaire before it is administered thereby ensuring a high degree of face validity (Maree 2007:217).
- Content validity is described as a subject measure, ensuring that the questionnaire included all content of the constructs that it was set out to measure and which was relevant to the nature of the study (Litwin 1995:35, Maree 2007:217). The researcher and study leaders ensured that prominent constructs within the literature review were evident in the questionnaire. Therefore, an initial questionnaire was administered to the pilot test that was known to display the similar characteristics as the actual sample group being measured. This assisted in testing the questions of the interviewer-administered questionnaire by looking at the consistency of answers.
- Construct validity was the measure of how well the constructs were covered within the questionnaire by different groups of related items through the use of statistical procedures (Kumar 2005:155, Maree 2007:217). The validity of the questionnaire needed to be examined and shown to be present before the questionnaire could be considered a standardised instrument (Kumar 2005:155, Maree 2007:217). Construct validity was thereby assessed through statistical procedures such as exploratory factor analysis. Exploratory factor analysis was applied to ordinal-scaled questions where there were many options provided. These scales investigated the history of the fashion business (Section B) and the challenges experienced with business skills (Section D). The FACTOR procedure of SPSS Inc. (2016), IBM SPSS Statistics Version 23, was used for this analysis. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was used to determine the relevance of the factor analysis where values range from zero to one (Pallant 2010:183). Factor loadings with values ≥ 0.4 were considered, as the sample population consisted of 105 respondents (Stevens 2002:393). In this study, factors had values between 0.43 and 0.94. Conducting the factor analysis assisted the researcher in reducing the data for the different sections.

3.6.2 Reliability measures

Three types of reliability measures were applied to test consistency amongst results (Nardi 2006:60). The inter-item method compares responses to similar items on the questionnaire; the more ways there were to phrase questions, the greater the potential was for a higher reliability (Nardi 2006:62). Inter-item was used to ensure reliability by observing the consistency in responses between questions, which were re-phrased and comparing answers within sections of the questionnaire. The statistic Cronbach's alpha was used to measure internal consistency for questions with multiple-scored items, the closer the alpha co-efficient was to 1.0, the more reliable the questionnaire was (Nardi 2006:62, Malhotra, 2010:319). The Cronbach's alpha measurement was calculated along with the factor analysis in inferential statistics, which ensured internal consistency of the questionnaire.

An additional measure, which increased the reliability of the collected data, was through interviewer-administered questionnaires conducted by trained fieldworkers (Oishi 2003:8, Malhotra, 2015:296, Babbie 2013:250, Babbie and Mouton 2016:249). The researcher took care in the proper training of the fieldworkers (discussed in section 3.4.3.2) and each questionnaire was scrutinised before data collection for discrepancies, persistent responses and patterns. Along with ensuring validity and reliability throughout the process of data collection, it was important to know the role of the researcher.

3.7 ROLE OF THE RESEARCHER

The researcher was present but not actively involved in the data collection process, however, was involved with data analysis to gain insight into the uses, challenges and training needs of the FEWFFET. Further responsibilities of the researcher regarding this empirical investigation included formulating an aim, research question and specific objectives for the study and compiling a thorough literature review, which addressed the study's main constructs, followed by the study's research methodology and development of the interviewer-administered questionnaire to suit the study's sample population. The development of the questionnaire was overseen by the researcher's study leaders and the statistician. Training of the study's fieldworkers was conducted by the researcher, in addition to planning and monitoring the process of data collection and contacting the respondents when snowball sampling became effective. The researcher examined and coded every completed questionnaire for approval, in

order to verify the usability of the questionnaires. Finally, the researcher ensured obtaining ethical clearance and conducting ethical research.

3.8 OPERATIONALISATION OF DATA

In order for the study's constructs to be measured quantitatively and empirically, an operationalisation table for data collection and analysis was compiled as indicated in the table below.

TABLE 3: Operationalisation table for data collection and analysis

Section	Construct	Variable number	Data analysis
A	Demographic information	A.1-A.5	<ul style="list-style-type: none"> • Descriptive statistics: Percentages and means
B	History of the fashion business	B.1-B.11	<ul style="list-style-type: none"> • Descriptive statistics: Percentages and means • Inferential statistics: <ul style="list-style-type: none"> ○ factor analysis ○ cluster analysis ○ Cronbach's alpha ○ T-tests ○ ANOVA's ○ 2-way frequency tables
C	Current use of business skills	C.1-C.4.9.	<ul style="list-style-type: none"> • Descriptive statistics: Percentages and means • Inferential statistics: <ul style="list-style-type: none"> ○ factor analysis ○ Cronbach's alpha ○ T-tests ○ ANOVA's ○ 2-way frequency tables
D	Problems with business skills	D.1.	<ul style="list-style-type: none"> • Descriptive statistics: Percentages and means • Inferential statistics: <ul style="list-style-type: none"> ○ factor analysis ○ Cronbach's alpha ○ T-tests ○ ANOVA's ○ 2-way frequency tables
E	Training	E.1-E.4.	<ul style="list-style-type: none"> • Descriptive statistics: Percentages and means • Inferential statistics:

			<ul style="list-style-type: none"> ○ factor analysis ○ Cronbach's alpha ○ T-tests ○ ANOVA's ○ 2-way frequency tables
--	--	--	---

3.9 ETHICAL CONSIDERATIONS

Ethics follows a moral perspective on what is correct and proper, rather than what is possible, logical or most practical to do (Denscombe 2002:175). Within this study, ethical clearance was applied for and obtained from the VUTs Ethics Committee in order to conduct the research (see Annexure 10: Ethical Clearance Certificate). Ethics was maintained through the researcher and fieldworker's integrity whereby findings were recorded (with no misrepresentation or deception); respondents were provided with adequate information to partake in the study; the interests of respondents were protected through confidentiality of their answers, protection of their identities and avoiding undue intrusion; and an informed consent form, which stated that respondents had the right to withdraw from the study without any harm, negative or undesirable consequences or implications (Denscombe 2002:177, Babbie 2010:66, Creswell 2015:96). The researcher took all possible measures to ensure confidentiality of information and results. This confidentiality was further extended to all parties handling the data, including each of the fieldworkers, the translators of the data collection instruments and the unaccredited Sesotho-speaking individual, who signed confidentiality agreements. The researcher, her study leaders and the statistician for the study, were the only individuals who had access to the data, thereby minimising undue risks.

3.9.1 Risks

The respondents experienced minimal or negligible risk by partaking in this study. Respondents may have experienced psychological risk in the form of emotional discomfort or anxiety as they may have been in a rush and had to be rude to the fieldworker, felt shy or that their answers were not ideal or correct. However, the fieldworkers countered for this risk by being accommodating and assuring respondents that there were no correct or incorrect answers, that their answers were valued as they contributed to the study and that the anonymity of results would be kept confidential via the coding system. Additionally, the questionnaire was

constructed using simple, everyday language to counter for the possibility of anxiety experienced by a low-literate research participant. The consent form and questionnaire was verbally explained and read to each participant by the fieldworkers. The answering format on the questionnaire was simple and quick to complete, thereby, not consuming much of the participant's time.

3.9.2 Benefits

The direct benefit respondents received for their time from partaking in this study was a booklet with a tape measure or a pen as a token of appreciation. The booklet consisted of an easy-to-understand costing sheet template, which will assist respondents in the operation of their fashion businesses. The template had been sourced from an online visual bookmarking tool (Pinterest 2016), simplified and adapted to suit the requirements of a micro fashion business (see Annexure 11: Costing sheet template). Respondents will be able to make photocopies of the template to use each time they construct a new garment for a client, assisting with achieving correct prices. The indirect benefit that respondents will receive is the long-term effect that this study could yield through its recommendations, to create specific content for business skills training programmes for FEWFFET.

3.10 CONCLUSION

In conclusion, this chapter described the research methodology utilised for this study. The research design was set out to investigate the specific constructs of this study using interviewer-administered questionnaires. The primary research question of: What are the business skills training needs of FEWFFET in the ELM? was investigated through the demographics of respondents (Objective 1), history of the fashion business (Objective 2), current use of business skills amongst respondents (Objective 3), challenges related to business skills (Objective 4) and need for training of business skills amongst respondents (Objective 5). The sampling, data collection, data analysis, validity and reliability, the role of the researcher, operationalisation of data and the ethical considerations for the study were also discussed in-depth. The following chapter presents the results of the research investigation.

CHAPTER 4: RESULTS AND DISCUSSION

This chapter provides a report on the results of the data collected for this research study. An interpretation of the results concludes the data analysis process.

4.1 INTRODUCTION

This report is presented in accordance with the study's specific empirically-related objectives (1.6.2.2). Descriptive and inferential statistics were applied to analyse the data whereby results are presented in tables and then discussed. The researcher drew conclusions from the results of the study. To address the study's aim, the uses and challenges pertaining to business skills amongst fashion entrepreneurs without formal fashion-related education or training (FEWFFET) in the Emfuleni Local Municipality (ELM) were investigated, in order to determine their business skills training needs. Data was collected by means of the interviewer-administered questionnaire from 105 respondents.

Descriptive statistics were applied for all sections of the questionnaire and included the mean, standard deviation (\pm SD) and range of scores to present information (Pallant 2010:53, Creswell 2014:163). Inferential statistics were applied to sections of the questionnaire and included factor analysis, one-way analysis of variance (ANOVAs), T-tests, correlations and cross-tabulations. In relation to the structure of the questionnaire, the following descriptive statistics are reported.

4.2 DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

In accordance with Objective 1 (Section A of the questionnaire), the demographic characteristics of respondents were investigated and included gender, age, marital status, education and years in business. The results are presented in Table 4 and then discussed.

TABLE 4: Demographic information of respondents (N=105)

Demographic characteristics		N	n	(%)
A.1	Gender	103		
A.1.1	Female		87	84.5
A.1.2	Male		16	15.5

Demographic characteristics		N	n	(%)
A.2	Age	104		
A.2.1	18-29 years		9	8.7
A.2.2	30-39		25	24.0
A.2.3	40-49		23	22.1
A.2.4	50-59		34	32.7
A.2.5	60 years and older		13	12.5
A.3	Marital status	104		
A.3.1	Never married		31	29.8
A.3.2	Married		55	52.9
A.3.3	Cohabitation / living together		1	1.0
A.3.4	Divorced / separated		7	6.7
A.3.5	Widowed		10	9.6
A.4	Highest level of education	99		
A.4.1	Grade 1-5 / Sub A-Standard 3		5	5.1
A.4.2	Grade 6 / Standard 4		3	3.0
A.4.3	Grade 7 / Standard 5		5	5.1
A.4.4	Grade 8 / Standard 6		4	4.0
A.4.5	Grade 9 / Standard 7		4	4.0
A.4.6	Grade 10 / Standard 8		11	11.1
A.4.7	Grade 11 / Standard 9		21	21.2
A.4.8	Grade 12 / Standard 10		46	46.5
A.5	Duration of business	103		
A.5.1	2 years		15	14.6
A.5.2	3 years		6	5.8
A.5.3	4 years		6	5.8
A.5.4	5 years and more		76	73.8

From Table 4, it is evident that the majority of respondents were female (84.5%). Most of the respondents belonged to the older age group (between 50 to 59 years old with 32.7%), whereas the youngest age group (18 to 29 years of age) comprised of only 8.7% of the respondents. More than half of the respondents were married (52.9%) and Grade 12 was reported to be the highest level of education achieved for 46.5% of respondents. The majority of respondents (73.8%) had operated their business for five years or more.

Therefore, it may be interpreted that most of the FEWWFET in the ELM are middle-aged (30-59 years old), married females, who have obtained a Grade 12 qualification. Similarly, previous research conducted amongst female fashion entrepreneurs in the Sedibeng District Municipality (SDM), also indicated that the majority of respondents were married (Naidoo

2009:129). It may be said that these entrepreneurs have been operating their business for a sufficient amount of years, as the early stages of a business is defined by less than three and a half years in existence (Department of Trade and Industry (DTI) 2008:xxvii).

4.3 HISTORY OF THE FASHION BUSINESS

As per Objective 2 (Section B of the questionnaire), the history of the fashion business was investigated in order to introduce the study by gaining background information into respondents and their businesses. Such aspects included the motivational factors for business start-up, business acquisition, form of business ownership, number of employees, business location, frequency of fashion-related production, self-perceived success of the business, respondents' additional forms of employment and outsourcing.

4.3.1 Motivational factors

The various factors, which motivated respondents to start their business, are tabulated and discussed below.

TABLE 5: Motivational factors

B.1	Factors that motivated the start of the fashion business	N		3	2	1	Mean	*±SD	Ranking order
				Very much	A little	Not at all			
B.1.1	Parents who have/had their own business	104	n	34	9	61	1.74	0.92	3
			%	32.7	8.7	58.7			
B.1.2	Parents and/other family members	103	n	35	10	58	1.78	0.93	1
			%	34	9.7	56.3			
B.1.3	Spouse	103	n	22	6	75	1.49	0.83	10
			%	21.4	5.8	72.8			
B.1.4	Friends	104	n	22	9	73	1.51	0.83	9
			%	21.2	8.7	70.2			
B.1.5	Role models	104	n	26	7	71	1.57	0.87	7
			%	25	6.7	68.3			
B.1.6	Religious leader	105	n	18	5	82	1.39	0.77	11
			%	17.1	4.8	78.1			
B.1.7	Subjects studied at school	104	n	21	9	74	1.49	0.81	10
			%	20.2	8.7	71.2			
B.1.8	Teachers at school	104	n	15	11	78	1.39	0.73	11
			%	14.4	10.6	75			

B.1.9	Could not find a job	103	n	29	7	67	1.63	0.90	5
			%	28.2	6.8	65			
B.1.10	Earned more money than working for someone else	104	n	24	12	68	1.58	0.84	6
			%	23.1	11.5	65.4			
B.1.11	Had the machines and equipment already	105	n	32	4	69	1.65	0.92	4
			%	30.5	3.8	65.7			
B.1.12	Previous work experience	105	n	24	8	73	1.53	0.84	8
			%	22.9	7.6	69.5			
B.1.13	Further studies after you finished school	105	n	10	3	92	1.22	0.60	12
			%	9.5	2.9	87.6			
B.1.14	Other	58	n	22	0	36	1.76	0.98	2
			%	37.9	0	62.1			

*Standard deviation = \pm SD

The highest ranked motivational factor for respondents to start their own fashion business was parents and/ or other family members (mean = 1.78; \pm SD = 0.93). ‘Other’ factors not listed above (such as respondents’ keen interest and passion for fashion) (mean = 1.76; \pm SD = 0.98) and parents who have or had their own business (mean = 1.74; \pm SD = 0.92) were the second and third most ranked motivational factors. The least motivating of factors included post school studies (mean = 1.22; \pm SD = 0.60), teachers at school (mean = 1.39; \pm SD = 0.73) and subjects studied at school (mean = 1.49; \pm SD = 0.81), although the majority of respondents achieved a Grade 12 level of education. The overall results from Table 5 indicate that respondents were minimally motivated by the tested factors. It may be assumed that respondents started their business due to financial needs. Therefore, further research inquiry may be conducted into what motivated respondents to start their own fashion business.

The above result (parents and other family members as the primary motivating factor) aligns with the literature, suggesting that individuals with self-employed parents are more likely to start their own business and be creators of employment (Gibb 1987:14, Henley 2005:190). Although poor ratings were obtained for this population, family backgrounds and education are further factors known to influence self-employment decisions (Garavan & O’Cinneide 1994:3, Rogerson 2000:711, Co 2003:35, Henley 2005:176, Burns 2007:40). However, individuals from resource poor areas (such as those in the ELM) often fail at entrepreneurship due to poor education and family backgrounds (Rwigema and Venter 2007:14).

4.3.2 Business acquisition and ownership

The following results are provided on how the fashion business was acquired and which type of ownership the business possessed.

TABLE 6: Business acquisition

		N	n	%
B.2	Business acquisition	104		
B.2.1	Established your own business		93	89.4
B.2.2	Bought an existing business		1	1
B.2.3	Bought into an existing business		1	1
B.2.4	Inherited the business		7	6.7
B.2.5	Other		2	1.9

Table 6 indicates how the business was acquired whereby the majority of respondents (89.4%) established their own business. These results correspond to a previous research study conducted amongst female fashion entrepreneurs in the Sedibeng region (Naidoo 2009:132). The literature suggests that new businesses tend to be established by one person, as sole-proprietorships are the simplest and most cost-effective form of business (Rogerson 2000:688, Groenewald 2001:88, Juul 2002:12, Burns 2007:156, Du Toit *et al.* 2007:66, Burke 2010:65, Cloete & Marimuthu 2011:3).

Further results proved that most of the respondents' form of business ownership was sole-proprietor (72.4%) (see Annexure 12.1) and that 60.6% of respondents had only one employee in their business (see Annexure 12.2). Respondents predominantly operated their business from home (79.6%), as opposed to operating their business from a building next door or away from the home (see Annexure 12.3). Previous research by Naidoo (2009:134) confirms that the majority of fashion entrepreneurs operate as sole-proprietors. Resource poor areas, as in this study, are likely to operate home-based enterprises due to available, affordable and easily accessible resources as it is important for the business to keep costs to a minimum (Kellet & Tipple 2000:204, Naidoo 2009:134, Burke 2010:12, 69, Meadows 2012:57). These results are typical of a survivalist business whereby the fashion entrepreneur has a single employee and operates the business from home.

4.3.3 Fashion-related production

Table 7 displays the results for the frequency of fashion-related production within the business.

TABLE 7: Types of fashion-related production

B.6	Frequency of fashion-related production	N		5	4	3	2	1	Mean	±SD	Ranking order
				Daily	Once a week	Once a month	Once every 6 months	Never			
B.6.1	Ladies wear	105	n	69	14	11	3	8	4.27	1.23	2
			%	65.7	13.3	10.5	2.9	7.6			
B.6.2	Men's wear	105	n	30	24	18	6	27	3.23	1.56	5
			%	28.6	22.9	17.1	5.7	25.7			
B.6.3	Children's wear	102	n	35	16	15	6	30	3.20	1.66	6
			%	34.3	15.7	14.7	5.9	29.4			
B.6.4	Casual wear	104	n	48	12	14	2	28	3.48	1.69	4
			%	46.2	11.5	13.5	1.9	26.9			
B.6.5	Formal wear	103	n	21	16	19	9	38	2.74	1.58	8
			%	20.4	15.5	18.4	8.7	36.9			
B.6.6	Evening wear	103	n	16	16	15	14	42	2.51	1.53	10
			%	15.5	15.5	14.6	13.6	40.8			
B.6.7	Wedding attire	104	n	17	14	16	19	38	2.55	1.50	9
			%	16.3	13.5	15.4	18.3	36.5			
B.6.8	Traditional wear	103	n	41	24	19	4	15	3.70	1.41	3
			%	39.8	23.3	18.4	3.9	14.6			
B.6.9	School wear	99	n	26	2	7	14	50	2.39	1.70	11
			%	26.3	2	7.1	14.1	50.5			
B.6.10	Interior products (curtains, bedding, upholstery etc.)	98	n	35	13	9	10	31	3.11	1.72	7
			%	35.7	13.3	9.2	10.2	31.6			
B.6.11	Alterations	105	n	79	12	3	1	10	4.42	1.23	1
			%	75.2	11.4	2.9	1	9.5			

From the overall results it is clear that alterations were the most popular fashion-related service, rendered by respondents once a week (mean = 4.42; \pm SD = 1.23). The most frequently produced fashion-related products were ladies wear (mean = 4.27; \pm SD = 1.23) and traditional wear (mean = 3.70; \pm SD = 1.41), which were rendered once a month to once a week. School wear was the least produced fashion-related product (mean = 2.39; \pm SD = 1.70), rendered once

every six months. Although school wear is not considered fashionable attire and rather belongs to clothing production, the term fashion-related was used to investigate the possible types of products FEWFFET produced most. As the majority of respondents only had one employee in their business, the production of school wear would likely be too large for the survivalist business to manage. Previous research indicated that fashion entrepreneurs in the SDM predominantly produced wedding attire, evening wear and casual wear, with a significantly low amount of school wear production (Naidoo 2009:109, 137).

4.3.4 Business success

The majority of the respondents (59%) rated their business as a little successful, whereas 39% viewed their business as successful and 1.9% as unsuccessful (mean = 2.37; \pm SD = 0.52) (3 = very much; 2 = a little; 1 = not at all) (see Annexure 12.4). It is important to note that the business' success factors were not investigated in this study, therefore, the factors that render the business successful, remain questionable. Apart from operating the fashion business, 10.6% of respondents had additional forms of income. Similar to Naidoo (2009:136), 89.4% indicated the business to be their only form of income (see Annexure 12.5). Respondents were less likely to outsource work with 52.4% indicating that they never outsourced work (mean = 1.55; \pm SD = 0.64) (3 = always; 2 = sometimes; 1 = never) (see Annexure 12.6). Respondents also reported that other designers sometimes gave them work to do (51.4%) (mean = 1.63; \pm SD = 0.72) (3 = always; 2 = sometimes; 1 = never) (see Annexure 12.7).

It is noteworthy to see that even though a large proportion of respondents' businesses are their only form of income, the self-reported rate of business success was poor. It may also be inferred that respondents who have additional forms of work and accept work from designers need to supplement their income due to the poor success of the business. This motivates a need for training in business skills to better equip and enhance the success of the fashion business.

4.4 CURRENT USE OF BUSINESS SKILLS AMONGST RESPONDENTS

In accordance with Objective 3 (Section C of the questionnaire), the current use of business skills amongst respondents was investigated in terms of respondents' current use of business plans, financial skills and marketing skills.

4.4.1 Current use of business plans

The tables below indicate the results for respondents' current use of business plans.

4.4.1.1 Start-up capital

The capital used to start the business is tabulated below. Respondents who selected 'bank loan' would very likely have a business plan for their business.

TABLE 8: Start-up capital

		N	n	%
C.1	Money to start your business	105		
C.1.1	Own savings		95	90.5
C.1.2	Inherited money		5	4.8
C.1.3	Borrowed from family/friends		5	4.8
C.1.4	Bank loan		0	0

Table 8 indicates that the vast majority of respondents (90.5%) used their own savings as start-up capital for the business, compared to inheriting the money (4.8%), borrowing the money (4.8%), or acquiring a bank loan (of which there were no respondents). This aligns with the literature, which states that the majority of sole proprietors will invest their own savings into the initial start-up of the business (Cloete & Marimuthu 2011:3, Meadows 2012:33). This is also in alignment with the study's results, which portray respondents' survivalist sole-proprietor status, indicating that respondents operate their businesses independently with minimal assistance from external factors (such as employees, business partners, inheritance, or financial institutions) (Rogerson 2000:688, Groenewald 2001:88, Cloete & Marimuthu 2011:3).

4.4.1.2 Business plans

In Table 9, results regarding respondents' possession of a business plan for their business are reported.

TABLE 9: Current use of business plans

C.2	Business plans	N		2	1
				Yes	No
C.2.1	Do you have a business plan for your business?	100	n	24	76
			%	24	76
C.2.2	Did someone help you with your business plan?	97	n	17	80
			%	17.5	82.5

With reference to Table 9, a minimal amount of respondents (24%) had a business plan and 17.5% of these respondents received help with the development of their business plan. The fact that the majority of respondents did not possess a business plan may be ascribed to their low educational status (only reaching Grade 12). This indicates a need for training in business plan development whereby groups are educated on the importance that business plans bring to the business, and then given basic business skills to empower them with understanding in order to make use of services offered by experts. Although most of the respondents funded the start-up of their own business and did not acquire bank loans, future financial support (such as a loan or an overdraft) from banks and other lenders would be unobtainable without a business plan, leaving respondents at a disadvantage (Du Toit *et al.* 2007:76, Burke 2010:51, 125, Meadows 2012:179).

4.4.2 Current use of financial skills

Following the current use of business plans, respondents' current use of financial skills are tabulated below.

4.4.2.1 Usage of financial skills

The table below displays the financial skills respondents used.

TABLE 10: Current usage of financial skills

C.3	Financial skills Please tell me if you do the following:	N		2	1
				Yes	No
C.3.1	Keep a record of the money in your business?	105	n	61	44
			%	58.1	41.9
C.3.2	Have an invoice booklet?	104	n	46	58
			%	44.2	55.8

C.3.3	Give quotations to customers before starting their work?	105	n	88	17
			%	83.8	16.2
C.3.4	Use a computer to help you with bookkeeping?	105	n	16	89
			%	15.2	84.8
C.3.5	Have a bookkeeper?	105	n	24	81
			%	22.9	77.1
C.3.6	Plan how to spend the money of the business?	105	n	84	21
			%	80	20
C.3.7	Save some of the money after your expenses has been paid?	105	n	80	25
			%	76.2	23.8
C.3.8	Check what other designers are charging for their work?	105	n	79	26
			%	75.2	24.8
C.3.9	Try to have the lowest prices?	104	n	76	28
			%	73.1	26.9

In terms of the financial aspects of the fashion business, the majority of respondents reported keeping a record of money in the business (58.1%), giving quotations to customers (83.8%), planning expenditure (80%), saving money after their expenses have been paid (76.2%) and monitoring what other designers charge for their work (75.2%) as most of the respondents (73.1%) aim to have the lowest prices. The remaining 55.8% of respondents did not have invoice booklets, did not use a computer to assist them with bookkeeping (84.8%) and did not have a bookkeeper (77.1%). Despite not having these aspects, respondents' businesses are still operational and have managed to survive. These results may however, influence the low success rate of these fashion businesses, possibly due to the costs involved. It is also likely that respondents did not have the skills required to perform bookkeeping with the assistance of a computer and are unlikely to employ the services of a professional bookkeeper due to the additional expenses for the business.

Insufficient financial knowledge could result in the business' failure (Gaskill, Van Auken & Manning 1993:19, Coleman 2000:37, Rogoff, Lee & Suh 2004:373). Despite previous research findings (Van Wyk 2007) indicating a lack of financial skills amongst fashion entrepreneurs in the ELM, the results of this study indicate that respondents did try to make use of financial skills in their business. It is important to note that these results were self-reported by respondents, therefore, unverified, rendering respondents' actual financial skills questionable.

4.4.2.2 Selling price

The table below indicates the aspects respondents included to calculate their selling price for fashion-related products.

TABLE 11: Calculation of the selling price

When calculating the price of a product, do you consider the following:		N		2 Yes	1 No
C.3.10	Trimmings (threads, needles, vilene, buttons, zips, elastic etc.)	105	n	82	23
			%	78.1	21.9
C.3.11	Equipment (machines, over lockers, irons, fusing press etc.)	105	n	60	45
			%	57.1	42.9
C.3.12	Stationary (invoice booklets, paper, pens, stapler etc.)	104	n	33	71
			%	31.7	68.3
C.3.13	Maintenance/service of machines	104	n	47	57
			%	45.2	54.8
C.3.14	Salaries/wages of employees	104	n	57	47
			%	54.8	45.2
C.3.15	Your salary	104	n	68	36
			%	65.4	34.6
C.3.16	Profit	105	n	92	13
			%	87.6	12.4
C.3.17	Telephone/cell phone expenses (airtime)	105	n	43	62
			%	41	59
C.3.18	Travelling cost to buy fabrics and trims	105	n	70	35
			%	66.7	33.3
C.3.19	Rent of your house/work area	105	n	37	68
			%	35.2	64.8
C.3.20	Water and electricity	104	n	51	53
			%	49	51
C.3.21	Insurance of the equipment	104	n	16	88
			%	15.4	84.6

To determine the selling price of a product, the results from Table 11 indicate that the majority of respondents in this study, included trimmings (78.1%), equipment (57.1%), employee salary and wages (54.8%), own salary (65.4%), profit (87.6%) and travelling costs to buy fabric and trims (66.7%). As the selling price of a garment should cover the cost of producing the garment (i.e. direct costs), overhead expenses (i.e. indirect costs) and profit, it is likely that many businesses are good at calculating the direct costs and seldom consider their indirect costs

(Meadows 2012:183). In agreement to the above statement, respondents were less likely to include the business' indirect costs, namely stationery (68.3%), maintenance and service of machines (54.8%), telephone and cell phone expenses (59%), rent for their home or work space (64.8%), water and electricity (51%) and insurance on their equipment (84.6%). Because respondents were more likely to operate their business from home, they may not have the cost implication of rent (Groenewald 2001:86, Burke 2010:69, Meadows 2012:61).

Further results indicated that 48.9% of respondents reported to using a specific plan (such as a mathematical formula) when calculating the selling price of products, whereas 33.7% roughly estimated the price and 17.4% obtained the assistance of family and friends to determine the price (see Annexure 12.8). Seeking advice from neighbours and surrounding locals are reported to be common practices of business owners in resource-poor areas (Viswanathan *et al.* 2009:571); however, with respondents from areas surrounding the ELM, this practice was minimal (17.4%). It is also indicated that 44.7% of respondents gave their family and friends special prices and 38.5% of respondents allowed their clients to bargain with them (see Annexure 12.9). These aforementioned factors could greatly affect cost-calculations and consequently, business success.

A large number of respondents charged an additional fee for alterations (58.7%) and when clients requests changed during or after the production stage (54.8%), whereas respondents did not charge an additional fee for altering the size of a pattern (51.4%) or if the client requested more fitting sessions (80.8%) (see Annexure 12.10). While 55.8% of respondents reported to know enough about the financial aspects of their business, the remaining 44.2% felt that they did not know enough (see Annexure 12.11). Although the above results portray respondents' initiative towards using financial skills, 59% of respondents rated the success of their business as a little. This highlights a need for financial skills training to improve respondents' financial knowledge and confidence, especially in terms of cost-calculations. Ultimately, the implementation of financial skills will assist in alleviating many problems within the business (Naidoo 2009:157).

4.4.3 Current use of marketing skills

Following the current use of respondents' financial skills, the study also investigated respondents' current use of marketing skills. The results indicate that the majority of

respondents (84.8%) asked new customers how they found out about the business (see Annexure 12.12). Responses indicated that this was largely through family and friend recommendations (93.3%) as opposed to the minimal usage of newspaper advertisements, pamphlets, posters at shops, personal door-to-door sales and fashion shows (see Annexure 12.13). This result is similar to that of Naidoo (2009:138) indicating that the majority of fashion entrepreneurs who marketed their business via word-of-mouth found it effective, although limiting their exposure through other forms. Burke (2010:85) confirms that marketing is the communication of the products or services offered by the fashion business to potential customers, through avenues such as promotions, advertising, social networks, or word-of-mouth. In the case of this study, should customers be satisfied with the quality of the business' products and services, they are likely to provide word-of-mouth recommendations to their family and friends (Ramukumba 2014:33).

In conclusion to respondents' current use of business skills, this study found that:

- First, their current use of business plans was minimal (as less than a quarter of respondents had a business plan for their business).
- Secondly, although respondents made use of financial skills, a high number of respondents roughly estimated their selling price, offered family and friend's special prices and allowed clients to bargain with them, indicating poor usage of financial skills especially in cost-calculations.
- Lastly, respondents' current use of marketing skills was considered poor (as a large majority solely relied on word-of-mouth recommendations to market their business).

4.5 CHALLENGES RELATED TO BUSINESS SKILLS AS EXPERIENCED BY RESPONDENTS

In accordance with Objective 4 (Section D of the questionnaire), respondents' challenges with business skills was investigated. The challenges respondents experienced with business skills are tabulated below and relates to business plan development skills, financial skills and marketing skills.

TABLE 12: Challenges with business skills

D.1	How well do you:	N		3	2	1	Mean	±SD	Ranking order
				Good	Average	Poor			
D.1.1	Understand what a business plan is?	105	n	44	30	31	2.12	0.84	7
			%	41.9	28.6	29.5			
D.1.2	Keep record of the money in your business?	105	n	48	33	24	2.23	0.80	5
			%	45.7	31.4	22.9			
D.1.3	Find out what customers want?	104	n	83	18	3	2.77	0.49	1
			%	79.8	17.3	2.9			
D.1.4	Understand the use of a business plan?	105	n	42	27	36	2.06	0.86	8
			%	40	25.7	34.3			
D.1.5	Draw up a budget?	104	n	45	27	32	2.13	0.86	6
			%	43.3	26	30.8			
D.1.6	Advertise your products and/services?	105	n	54	26	25	2.28	0.83	4
			%	51.4	24.8	23.8			
D.1.7	Draw up a business plan?	105	n	26	21	58	1.70	0.85	9
			%	24.8	20	55.2			
D.1.8	Do cost-calculations?	105	n	58	22	25	2.31	0.84	3
			%	55.2	21	23.8			
D.1.9	Find new customers?	101	n	75	22	4	2.70	0.54	2
			%	74.3	21.8	4			

Respondents indicated that they experienced minimal challenges with marketing and financial skills, which was rated between average and good. This included determining what fashion-related products and services customers want (mean = 2.77; \pm SD = 0.49), finding new customers (mean = 2.70; \pm SD = 0.54) and performing cost-calculations (mean = 2.31; \pm SD = 0.84). These findings contradict respondents' current use of financial skills and marketing skills (which were both poor); however, the results were self-reported, therefore, not verified.

Rated between average to poor, respondents experienced more challenges with developing a business plan (mean = 1.70; \pm SD = 0.85) as only 24.8% of respondents reported that they were good at it. This is followed by understanding the use of a business plan (mean = 2.06; \pm SD = 0.86) and understanding what a business plan is (mean = 2.12; \pm SD = 0.84). It is clear that respondents experienced challenges with business plans, as their current use of business plans was poor due to the minimal amount of respondents (24%) who had a business plan for their business. This correlates with the literature that the high rate of business failures within SA could be ascribed to the lack of business plan development skills (Ladzani & Van Vuuren 2002:155), which were found to be lacking amongst fashion entrepreneurs in the ELM (Van

Wyk & Van Aardt 2011:182). These challenges gave rise to the need for business skills training amongst respondents.

4.6 NEED FOR TRAINING OF BUSINESS SKILLS AMONGST RESPONDENTS

The final section of the questionnaire (Section E) investigated the training needs of respondents as it related to business plans, financial skills and marketing skills (Objective 5). It can be reported that most of the respondents (89.4%) found it imperative to have training in business skills (mean = 2.87, \pm SD = 0.42) (3 = very important; 2 = important; 1 = not important) (see Annexure 12.14). More specifically, respondents indicated training needs for developing a business plan for their business (94.3%), developing a budget for their business (90.5%), conducting market research to determine which fashion-related products and services customers require (96.2%), basic bookkeeping (89.5%), advertising products and services (94.3%), finding the correct price for their products and services (92.4%) and drafting a quotation for customers (94.3%) (see Annexure 12.15). This is in line with the provision of business skills training for fashion entrepreneurs, as previously suggested (Naidoo 2009:157). Such training should include short entrepreneurial courses that cover business plan development (which will assist fashion entrepreneurs to set-up the business, secure finances and determine the long-term viability and success of the business), bookkeeping and marketing (Naidoo 2009:157).

The results of this study indicated a need for training in all three aspects investigated for business skills including business plan development skills, financial skills and marketing skills. An absolute 100% of respondents reported that training in business skills could benefit themselves and other fashion entrepreneurs (see Annexure 12.16). The most commonly selected language for training to be received was English (50.5%), followed by Sotho (32%), Zulu (9.7%) and Xhosa (7.8%) (see Annexure 12.17).

4.7 INFERENCE STATISTICS

To answer Objective 6 to Objective 8, the following inferential statistics were applied to various sections of the questionnaire, namely factor analysis, ANOVAs, T-tests, correlations and cross-tabulations.

4.7.1 Factor analysis

Factor analysis allows for large sets of variables to be condensed into manageable, inter-related factors (Pallant 2010:104) and in the case of this study ($n = 105$), factor loadings of ≥ 0.4 were considered (Stevens 2002:393). The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy determines the relevance of the factor analysis with values > 0.5 (Malhotra 2010:638). Reliability coefficients with a value ≥ 0.6 were regarded as sufficient (Malhotra 2010:319). Mean scores and percentages, which are relevant for individual items, are provided in the discussion.

4.7.1.1 Motivation

Factor analysis was applied to group the various types of motivation that respondents received to start their fashion business, into factors (namely people, education and employment experience), which is presented in Table 13.

TABLE 13: Summary of exploratory factor analysis for the 14-item motivation scale (N=105)

Item	Factor Loading		
	People	Education	Employment experience
Spouse	0.90		
Friends	0.83		
Role models	0.67		-0.33
Parents and/other family members	0.66		
Religious leader	0.53		
Further studies after you finished school	0.36		-0.33
Subjects studied at school		0.87	
Teachers at school		0.83	
Could not find a job			-0.80
Earned more money than working for someone else			-0.66
Previous work experience			-0.53
Had the machines and equipment already	0.45		-0.61
Parents who have/had their own business	0.31	-0.33	-0.43
Total variance explained by extracted sub-factors (%)	35.32		
Range of communalities	0.37-0.76		
KMO	0.82		
Cronbach alpha coefficient	0.81	0.71	0.60

Mean ±Standard deviation (±SD)	1.56 ±0.65	1.44 ±0.68	1.56 ±0.56
---------------------------------------	---------------	---------------	---------------

*Factor loadings indicated in **bold** are grouped together

**3 = very much; 2 = a little; 1 = not at all

Three factors (people, education and employment experience) pertaining to the types of motivation received by respondents were extracted. Items were loaded under the factor that was the most logical and one item, namely ‘had the machines and equipment already’ was regarded as a separate item. The three factors, people ($\alpha=0.81$), education ($\alpha=0.71$) and employment experience ($\alpha=0.60$) displayed satisfactory reliability coefficients. Table 13 indicates that respondents were mostly, but equally, motivated by people (mean = 1.56; \pm SD = 0.65) and employment experience (mean = 1.56; \pm SD = 0.56). Respondents indicated to be less motivated by education (mean = 1.44; \pm SD = 0.68).

This result is in agreement with the literature, which states that fashion entrepreneurs may be motivated to enter into self-employment if they acquired skills passed on from parents and previous generations, work experience and training, or the desire to generate an income for themselves (Garavan & O’Cinneide 1994:3, Kamara 2014:119). The low motivation of education is an indication that these respondents had limited educational opportunities and interest (as only 46.5% of respondents obtained Grade 12). Individuals from the black population group who are employed and have obtained Grade 12 constitute 29.6% of the population, with only 10.5% who attended a form of tertiary education and 5.4% who graduated (Statistics South Africa (StatsSA) 2016:xi). Furthermore, financial constraints, distance, safety concerns and the failure to progress are known to cause many students from developing economies to leave their schooling without completion (World Bank 2014:3).

The separate item, namely ‘had the machines and equipment already’ (mean = 1.61) was not popular amongst respondents. A total of 65.7% indicated that they were not motivated at all by having the machines and equipment to start their own business.

4.7.1.2 Fashion-related products

Factor analysis was used to group how often certain fashion products were constructed within the business, as presented in the table below.

TABLE 14: Summary of exploratory factor analysis for the 10-item products ordinal scale (N=105)

Item	Factor loading
	Fashion-related products
Wedding attire	0.82
Evening wear	0.79
Formal wear	0.77
Men's wear	0.77
Casual wear	0.73
Children's wear	0.68
Ladies wear	0.66
Traditional wear	0.66
Interior products	0.83
School wear	0.58
Total variance explained by extracted sub-factors (%)	44.96
Range of communalities	0.43-0.70
KMO	0.84
Cronbach alpha coefficient	0.88
Mean \pmStandard deviation (\pmSD)	3.22 \pm 1.13

*5 = daily; 4 = once a week; 3 = once a month; 2 = once every 6 months; 1 = never

The factor fashion-related products was the only factor extracted, which pertained to how frequently products were constructed within the fashion business. This factor displayed a good reliability coefficient ($\alpha=0.88$) but was seldom (once a month to once a week) produced by respondents (mean = 3.22; \pm SD = 1.13). The majority of respondents had verbally communicated that the frequency of products produced depended on orders from their clients. The above results indicate that the fashion business was not continuously productive and may be the reason for the business being rated as a little successful by the majority of respondents (59%). However, 60.6% of respondents operated the business with only one employee, minimising the turnover of fashion products produced.

Individually viewed, school wear (mean = 2.39) (Table 7) was not frequently constructed by respondents as 50.5% indicated that they never constructed school wear. This is also true for interior products (mean = 3.11) that were seldom constructed by the respondents (although 68.4% previously indicated that they constructed interior products). Due to the majority of respondents being sole-proprietors (72.4%) with only one employee (60.6%), the ability to produce bulk orders may have been limited. The availability of specialised machines needed

for school wear and interior production may also be a challenge to survivalist fashion entrepreneurs.

4.7.1.3 Business skills challenges

Factor analysis was applied to group the challenges with business skills that respondents experienced into factors, as presented in Table 15.

TABLE 15: Summary of exploratory factor analysis for the nine-item challenges with business skills ordinal scale (N=105)

Item	Factor Loading	
	Financial and marketing skills	Business plan development skills
Do cost-calculations?	0.94	
Keep record of the money in your business?	0.87	
Draw up a budget?	0.72	
Advertise your products and/services?	0.66	
Find out what customers want?	0.54	
Find new customers?	0.36	
Understand the use of a business plan?		0.94
Understand what a business plan is?		0.91
Draw up a business plan?		0.72
Total variance explained by extracted sub-factors (%)	46.43	
Range of communalities	0.17-0.82	
KMO	0.81	
Cronbach alpha coefficient	0.84	0.84
Mean ±Standard deviation (±SD)	2.40 ±0.52	1.96 ±0.74

*3 = good; 2 = average; 1 = poor

Two factors (namely financial and marketing skills and business plan development skills) pertaining to how well respondents managed with business skills were extracted. The factors financial and marketing skills ($\alpha=0.84$) and business plan development skills ($\alpha=0.84$) displayed good reliability coefficients. From Table 15, respondents rated their financial and marketing skills higher (average to good) (mean = 2.40; \pm SD = 0.52) than their business plan development skills (average to poor) (mean = 1.96; \pm SD = 0.74).

As previously indicated, these findings are an indication that respondents struggled more with business plan development than with financial or marketing skills (although these skills were also not good). Previous research echoes the need to be trained in these areas (Van Wyk & Van Aardt 2011:182).

4.7.2 ANOVAs, T-tests, correlations and cross-tabulations

As per Objectives 6 to 8, the following ANOVAs, T-tests, correlations and cross-tabulations are discussed below and presented in Annexures 12 to 14. Practically significant differences in means between demographical data and respondents' uses, challenges and training needs were determined with ANOVAs and T-tests. A one-way analysis of variance is used to compare mean scores for two or more groups (Pallant 2010:105) and T-test compares the mean scores between two groups of data (Pallant 2010:105). Cohen's effect sizes (*d*-values) indicate practically significant differences in practice, whereby $d = 0.2$ indicates a low effect, $d = 0.5$ a medium effect and $d = 0.8$ a large effect (Cohen 1988:22).

Correlations were used to explore the strength of relationships between variables along with a positive or negative direction (Field 2009:783, Pallant 2010:103). Spearman's correlation coefficients were used to determine correlations between nominal and ordinal variables for sections of the questionnaire, whereby $r = 0.10 - 0.29$ (low effect size), $r = 0.30 - 0.49$ (medium effect size) and $r = 0.50 - 1.0$ (large effect size) is discussed (Cohen 1988:79). For this study, P -values < 0.05 indicating statistically significant differences and correlations, but only practical significance ($p < 0.05$) was considered for larger effect sizes (Ellis & Steyn 2003:51, Pallant 2010:135).

Cross-tabulations present associations between two or more variables, described simultaneously (Malhotra 2015:344). Chi-square is used to test the practical significance and Cramer's V , the effect sizes (Malhotra 2015:354). Cramer's V was used to determine the strength of associations for all sections of the questionnaire, whereby Cramer's $V = 0.10$ indicates a low effect, Cramer's $V = 0.30$ (medium effect) and Cramer's $V = 0.50$ (large effect) (Ellis & Steyn 2003:53). The following results are reported intergratedly in sequence of relevance, namely ANOVAs, T-tests, correlations and cross-tabulations. Low effect sizes were not reported.

4.7.2.1 Employees, business location and business ownership versus fashion-related products

The differences between the number of employees in the fashion business and the frequency of fashion-related products, the business' location and the frequency of fashion-related products, business ownership and the frequency of school wear (within the factor fashion-related products) and the correlation between the frequencies of school wear and fashion-related products are reported.

Concerning the differences amongst respondent's number of employees and the frequency of fashion-related products and considering Cohen's effect sizes, businesses with four employees (mean = 4.25; \pm SD = 0.71) produced more fashion-related products than fashion businesses with one employee (mean = 2.92; \pm SD = 1.12; $d = 1.20$), two employees (mean = 3.40; \pm SD = 1.07; $d = 0.80$) and three employees (mean = 3.81; \pm SD = 0.90; $d = 0.50$) (see Annexure 13.1). In addition, respondents' operating their business from a building away from the home (mean = 4.24; \pm SD = 0.90) produced more fashion-related products than businesses operated within the home (mean = 3.03; \pm SD = 1.12; $d = 1.09$), or next door to the home (mean = 3.14; \pm SD = 0.92; $d = 1.20$) (see Annexure 13.2).

Results indicated that the majority of respondents operated survivalist businesses from home (79.6%) employing only one employee (60.6%). This has implications of less fashion-related production (such as large-scale cut-make-and-trim (CMT) production), limiting the fashion business' potential. Although more employees would enable the fashion business to accept more orders from clients (thereby increasing production and minimising production time) it becomes costly for the micro business to employ unskilled employees for high minimum wages (Ramukumba 2014:25, BER 2016:8). Working from the home environment also presents disadvantages, including the distractions that come with the home environment and the lack of private space from which to operate, which may disrupt production (Groenewald 2001:86, Meadows 2012:57, Kamara 2014:121).

In terms of the business' form of ownership, a sole proprietor owns, controls and manages the fashion business, makes all the decisions, assumes all the risks and benefits from all the profits within the business (Groenewald 2001:88). A partner enters the business through a joint, legal agreement and contributes their range of experience, expertise, skills, capital, resources, time

and interest into the business (Groenewald 2001:89, Burke 2010:66, Cloete & Marimuthu 2011:4). The results of this study indicated that respondents who had a partner in the business produced more school wear (mean = 3.19; \pm SD = 1.83; $d = 0.59$) than businesses where respondents were the sole-proprietors (see Annexure 13.3). These results are in agreement with the study by Henley (2005:175) in that the majority of respondents were sole-proprietors (72.4%), thereby producing less school wear (as 50.5% of respondents never produced school wear). As school wear products are typically produced in a bulk quantity, increased labour costs and capital contribution would be required, resulting in respondents working alongside a partner rather than by oneself when producing orders for school wear. In addition, respondents' who produced school wear also tended to produce other fashion-related products ($r = 0.30$) (see Annexure 13.4).

Therefore, it may be inferred that in order to produce more fashion-related products and to allow for the diversification between productions, the larger the business needs to be. This would require more employees, a partnership agreement and operating the business away from the home environment.

4.7.2.2 Gender, business plan development, financial and marketing skills challenges and fashion-related production

The differences between gender and the frequency of interior production (within the factor fashion-related products), financial and marketing skills and challenges with business plan development skills are discussed. The correlation between the challenges with financial and marketing skills and the frequency of interior and school wear production are also reported, along with the challenges experienced with business plan development skills, the production of school wear and the challenges with financial and marketing skills. It is interesting to see that female respondents tended to produce more interior products (for example, curtaining, cushioning and bedding) once a month (mean = 3.26; \pm SD = 1.67) than male respondents. However, male respondents experienced less challenges than female respondents with financial and marketing skills did (mean = 2.65; \pm SD = 0.33; $d = 0.57$) and business plan development skills (mean = 2.40; \pm SD = 0.68; $d = 0.71$) as the skills were rated between average to good (see Annexure 13.5). Therefore, it may be assumed that male fashion entrepreneurs possess stronger business skills than female fashion entrepreneurs, who are likely to produce more fashion-related products. Unemployment rates tend to be larger amongst females than in males

(StatsSA 2018c:11), especially amongst black females with below Grade 12 qualifications (Ramukumba 2014:22), indicating that men may have more likely been employed and acquired business skills instead women. Furthermore, respondents experiencing challenges pertaining to financial and marketing skills, produced interior products ($r = 0.30$) and school wear items ($r = 0.30$) within their business (see Annexure 13.6). Respondents with challenges pertaining to business plan development skills were also more likely to produce school wear ($r = 0.30$) and experience challenges with financial and marketing skills ($r = 0.57$) (see Annexure 13.7).

Although the variety in production infers that the fashion business may be larger, respondents' who produced school wear and interior products indicated a lack of business plan development, financial and marketing skills, which is concerning as it may cause a hindrance to the success of the business. It may also be inferred that the production of school wear is not suitable for the micro, survivalist fashion business as school wear is produced in bulk and more resources are required.

4.7.2.3 People and previous employment experience

The difference between friends and the impact it had within the factor people is compared below, along with the correlation between respondents' employment experience and the extent of motivation received from people to start the fashion business.

Within the factor people, friends had a very large effect in motivating respondents to start their own business (mean = 1.89; \pm SD = 0.34; $d = 1.61$) (see Annexure 13.8). In addition, respondents who were motivated by their employment experiences to start their own fashion business, were also motivated by people to start the business ($r = 0.53$) (see Annexure 13.9). Both factors were frequent motivations received by respondents to start their own business, resulting in the strength of the correlation. Shi *et al.* (2012:294) agrees that one's experiences, cultures and environments are known to influence their entrepreneurial mind-sets greatly.

4.7.2.4 Gender, employees and business plan development skills

The following cross-tabulations are reported concerning the current use of and challenges with business plan development skills amongst respondents. Although the majority of respondents did not have a business plan for their business (76%), it was most prominent amongst female

respondents (80%) as opposed to the 53.8% of male respondents who did have a business plan (Cramer's $V = 0.30$) (see Annexure 14.1). Female respondents also reported a poor understanding of the business plan (33.3%), compared to the majority of male respondents (75%) who understood it well (Cramer's $V = 0.31$) (see Annexure 14.2). These results are noteworthy as the majority of respondents in the study were female (84.5%), indicating the poor usage and understanding of business plans amongst FEWFFET in the ELM. In addition, businesses with five employees were more likely to have a business plan (66.7%) whereas respondents with one employee had no business plan (79%) (Cramer's $V = 0.34$) (see Annexure 14.3). It may be inferred that businesses with more employees had business plans in place, whereas smaller, survivalist businesses do not and may be the reason why the success of the business was rated poorly. As the business plan is a key document (describing every aspect of the business, where it plans to go and how it plans to get there), it should be developed and implemented in order for growth of the fashion business to take place (Garavan & O'Cinneide 1994:6, Groenewald 2001:14, 288, Du Toit, Erasmus & Strydom 2007:38, Burke 2010:12, 51).

4.7.2.5 Age and considering equipment

Regarding respondents' current use of financial skills, the association between respondents' age and including equipment to calculate the selling price of fashion-related products is reported below. Equipment is considered an expense in the business due to its depreciation in value, therefore, should be considered when calculating the selling price.

From all of the age groups, the majority of respondents between 18-59 years (mean score ranging from 52% to 69.9%) tend to consider equipment (such as sewing machines) as an expense when calculating the selling price of fashion products. The oldest age group (60 years and older) reported that they did not consider equipment in their selling price (76.9%). The effect size between respondents' ages and considering equipment when calculating their selling price is medium (Cramer's $V = 0.30$) (see Annexure 14.4). It may be likely that older generations do not perform accurate cost-calculations, thereby estimating the selling price of their products. The price at which the fashion entrepreneur sells their product needs to cover the cost of producing the garment, overhead expenses and profit (Meadows 2012:183). As overhead expenses include the equipment in the business, it should be considered (Meadows 2012:184).

4.7.2.6 Education and saving money

The association between respondents' highest level of education and saving money after paying expenses is reported. Respondents who completed a Grade 8 level of education (3.8% of respondents) did not save money after paying their expenses. However, all of the other respondents reported to saving money after paying their expenses (Cramer's $V = 0.42$) (see Annexure 14.5). The fashion entrepreneur needs to possess basic numeracy skills to determine how much money to save and how much to re-invest into the business (Groenewald 2000:108). Based on this result, it may be inferred that respondents possess basic numeracy skills.

4.7.2.7 Years in business, business ownership and lowest pricing

The associations between the numbers of year's respondents have been in business and trying to have the lowest prices, along with the business' form of ownership and trying to have the lowest prices, are reported. Respondents who have been in business for two, three and five years or more (57.1%, 83.3% and 78.9% respectively) aimed to have the lowest prices. It was not considered important for businesses that had been in operation for four years (as only 33.3% of these respondents indicated that they aimed to have the lowest prices) (Cramer's $V = 0.30$) (see Annexure 14.6). Furthermore, regardless of the business' form of ownership (either sole-proprietorship or partnership), respondents tried to have the lowest prices (Cramer's $V = 0.30$) in order to survive and remain competitive (see Annexure 14.7). Small business regulations increase the business' operating costs and cause a barrier for the micro business to survive and remain competitive (National Treasury 2016:27), resulting in the respondents lowering their prices in order to retain and gain more clients.

4.7.2.8 Years in business and profit

The association between the numbers of year's respondents have been in business and including profit to calculate the selling price for fashion-related products is reported. From the 87.6% of respondents who reported to considering profit when calculating the selling price of their products, respondents who have been in business for two years and more also reported to considering their profit (mean = 82.9%). The effect size for this relationship is medium (Cramer's $V = 0.30$) (see Annexure 14.8). As profit is only achieved when the selling price exceeds the costs involved (Du Toit et al. 2007:430), it may be assumed that respondents are

aware of selling their fashion-related products for more than it cost to produce them. However, this remains questionable due to the poor success reported for the survivalist fashion business.

4.7.2.9 Years in business and extra charges

The associations between the numbers of year's respondents have been in business and whether they charge extra for pattern alteration and when clients change their mind during or after the production stage, are reported. Respondents who had been in operation for four years and more tended to charge extra to alter the size of a pattern (50% and 56.6% respectively) as opposed to businesses that had been in operation for less than four years (93.3% and 66.7%) (Cramer's $V = 0.36$) (see Annexure 14.9). Similarly, respondents who were in operation for four years and more (66.7% and 60.5%), charged clients extra for changing their mind once production had begun, compared to respondents who were still in the early stages of operating their business (80% and 60% respectively) (Cramer's $V = 0.30$) (see Annexure 14.10). Therefore, it may be interpreted that respondents who have been operating their business for longer, have more business experience and will charge extra for pattern alterations and/or when clients change their mind during or after the production stage.

4.7.2.10 Business acquisition and selling price

The associations between how the business was acquired and whether respondents included telephone/cell phone expenses and insurance to calculate their selling price are reported. From the majority of respondents who established their own business (89.4%), 64.5% did not consider their telephone and cell phone expenses when calculating the selling price for fashion-related products. Respondents who had acquired their business through other forms (namely bought the business, bought into the business, or inherited the business), included telephone and cell phone expenses (81.8%) (Cramer's $V = 0.30$) (see Annexure 14.11). Similarly, from the majority of respondents who did not include insurance when calculating their selling price (84.6%), it was predominant amongst respondents who had established their own business (89.1%) (Cramer's $V = 0.37$) (see Annexure 14.12).

As overhead expenses when calculating the selling price include telephone expenses or airtime and insurance (Meadows 2012:184), these expenses should be included. However, due to the majority of respondents establishing their own business from home (79.6%), respondents may

not consider such expenses, as they are not separate from the home expenses. Respondents may also not consider the importance of having insurance due to the comfort of working within the home environment and the additional expense of insurance.

4.7.2.11 Business ownership, business location and selling price

The following associations are reported: the business' form of ownership and whether respondents include rent and water and electricity to calculate their selling price; and the business' location and whether rent and water and electricity is included. Respondents who were the sole-proprietors of their business did not consider the rent of their house or work area when calculating the selling price of their products (73.7%), whereas respondents with partners in the business tended to consider rent (58.6%) (Cramer's $V = 0.30$) (see Annexure 14.13). Similarly, respondents who were the sole-proprietors of their business, did not consider the cost of water and electricity (59.2%), whereas those with partners in the business did consider their water and electricity (71.4%) (Cramer's $V = 0.30$) (see Annexure 14.14).

Results further indicated that respondents who operated their business from home also did not consider the rent of their house when calculating the selling price of a product (78%), as opposed to respondents who had their business next door and away from home, with a high effect Cramer's $V = 0.55$ (see Annexure 14.15). Additionally, respondents operating their business from home did not consider water and electricity for their house or work area (58%), compared to respondents who had their business next door and away from home (Cramer's $V = 0.34$) (see Annexure 14.16).

It may be assumed that because a partner contributes their experience, expertise, skills, capital, resources, time and interest into the business (Groenewald 2001:89, Burke 2010:66, Cloete & Marimuthu 2011:4), it would be more likely for the fashion partnership to rent a work space from which to operate the business for a professional work address and a separation between a work and personal life (Meadows 2012:61). A partner may further influence the inclusion of rent and water and electricity under indirect costs (Meadows 2012:184) as expenses of the business are often divided equally between partners (Juul 2002:13, Burke 2010:66, Meadows 2012:35).

4.7.2.12 Employees and salaries and wages

The association between the number of employees in the business and whether respondents include employees' salaries and wages to calculate their selling price is reported. Respondents with one employee tend not to include employees' salaries and wages when calculating the selling price for fashion-related products (62.9%), as opposed to respondents with more employees (mean scores ranging from 72.7% to 100% for two to five employees). A medium effect is observed whereby Cramer's $V = 0.45$ (see Annexure 14.17). More employees in the business result in additional expenses, therefore, respondents will consider their employees' salaries and wages when calculating the selling price, in order to cover their expenses.

4.7.2.13 Employees and invoice booklets

The association between the number of employees in the business and whether respondents had an invoice booklet is discussed. Respondents operating with one employee (68.3%) were less likely than businesses with two to five employees (mean scores ranging from 58.3% to 100%) to have invoice booklets. A medium effect size is observed whereby Cramer's $V = 0.38$ (see Annexure 14.18). It may be inferred that the more employees the business has, the more diverse the set of skills are and the more likely the business is to issue invoices to clients. Therefore, businesses with only one employee may lack the skill to draft an invoice for clients.

4.7.2.14 Employees, business ownership and record keeping

The associations between the number of employees in the business and keeping a record of money, versus the business' form of ownership and keeping a record of money are reported. In terms of the number of employees per business, for respondents with one employee, more than half of the respondents tended not to keep a record of the money in their business (54%). Respondents who did keep a record of their money generally had between two and five employees (mean scores ranging from 66.7% and 100%) (Cramer's $V = 0.33$) (see Annexure 14.19). It may be inferred that respondents with more employees were better at record keeping.

In addition, half of the respondents (50%) who were sole-proprietors also kept a record of their money, along with respondents who were in a partnership (79.3%) (Cramer's $V = 0.30$) (see Annexure 14.20). It is important for sole-proprietorships and partnerships to keep a record of

all its income and expenses for tax purposes (Meadows 2012:35) and it is suggested that by regularly monitoring the financial records of the business, financial trends, strengths and weaknesses become evident (Du Toit et al. 2007:427).

4.7.2.15 Employees, business ownership and bookkeeping

The following section reports the associations between the numbers of employees in the business, whether respondents used a computer to assist them with bookkeeping, or had a bookkeeper. The association between the business' form of ownership and having a bookkeeper is also reported.

Respondents with one to three employees were less likely to use a computer for bookkeeping, as opposed to respondents with four and five employees who were more likely to do so (50% and 66.7% respectively) (Cramer's $V = 0.38$) (see Annexure 14.21). Similarly, respondents with one to three employees were more likely not to have a bookkeeper, as opposed to respondents with four and five employees who tended to have a bookkeeper for their business (50% and 66.7% respectively) (Cramer's $V = 0.44$) (see Annexure 14.22). It was further indicated that respondents who were sole-proprietors did not have a bookkeeper (88.2%), compared to the respondents with partners who tended to have a bookkeeper (51.7%) (Cramer's $V = 0.43$) (see Annexure 14.23).

These results are verified by Viswanathan *et al.* (2009:571) who suggest that entrepreneurs within resource-poor areas (such as those surrounding the ELM) have been found to lack basic financial and accounting skills required to manage their business. Having more employees in the business may result in larger businesses, therefore, allowing for a diverse set of skills (such as using a computer to conduct the business' bookkeeping). A partner is also known to bring additional knowledge and capital into the business (Burke 2010:66, Cloete & Marimuthu 2011:4). It may further be assumed that larger fashion businesses (implicating more employees) would be more likely to afford a computer or a bookkeeper to ensure accurate bookkeeping practices.

4.7.2.16 Employees and marketing

The following results indicate respondents' current use of marketing skills. The association between the number of employees in the business and respondents marketing via advertisements in the newspaper, pamphlets and fashion shows, are reported.

The majority of respondents reported that they did not market their business through newspaper advertisements, regardless of the amount of employees in the business (mean scores ranging from 83.3% to 100%) (Cramer's $V = 0.41$) (see Annexure 14.24). It was also indicated that respondents did not market their business through pamphlets (mean scores ranging from 66.7% to 100%) (Cramer's $V = 0.42$) (see Annexure 14.25). As fashion promotion includes the traditional marketing tools of advertising (Groenewald 2001:200, Du Toit et al. 2007:344, Jackson & Shaw 2009:160), such as newspaper advertising and pamphlets, it may be likely that respondents are unaware of the advertising avenues available to them. As this study was conducted within the peri-urban, resource-poor communities of the ELM, where Sesotho is the most widely spoken language (Hunter 2016), it may be assumed that poor fluency in English and the expense of marketing via newspaper advertising and printing of pamphlets, cause barriers to successfully market the fashion business.

Furthermore, respondents with one to four employees did not market their business through fashion shows; however, respondents with five employees did (66.7%) (Cramer's $V = 0.46$) (see Annexure 14.26). Although fashion shows showcase and promote the fashion business to current and potential consumers (Jackson & Shaw 2009:160, Meadows 2012:165), it will incur further costs for the business, may be time-consuming and requires additional assistance (such as for fashion models, stage productions), therefore, making it a feasible option to larger fashion businesses who have more employees.

4.7.2.17 Years in business, business acquisition and business skills

The importance of training in business skills as indicated by respondents is reported. On average, 90.2% of respondents who have been operating their business between two to five years, tended to regard training in business skills as very important (Cramer's $V = 0.37$) (see Annexure 14.27). Regardless of how respondents obtained their business, the majority of respondents regarded training in business skills as very important (82%) (Cramer's $V = 0.51$)

(see Annexure 14.28). This hold true as training and knowledge in business skills is essential in order to achieve optimal results within the business (Nieuwenhuizen 2008:2). While business skills were found lacking in past research amongst fashion entrepreneurs in the ELM (Naidoo 2009:157, Van Wyk & Van Aardt 2011:182), the above results indicate that respondents interpret training in business skills as a necessity.

4.8 CONCLUSION

This chapter presented and discussed the results of the research investigation in order to address the study's empirical objectives. The results indicated that respondents' current use of business skills was poor, lacking particularly in business plan development. This was evident, as the majority of respondents did not possess a business plan for their business. Over half of the total respondents reported to know enough about their business' financial aspects, however, their current use of financial skills was insufficient especially with reference to cost-calculations. Respondent's current use of marketing skills were also insufficient, relying solely on family and friend recommendations. The challenges experienced with business skills pertained predominantly to business plan development (as respondents indicated average to poor in understanding of the development of the business plan). Various challenges were also indicated for financial and marketing skills. Based on self-reported (unverified) responses, the respondents indicated business skills training needs for business plan development, financial skills and marketing skills. The following chapter summarises and concludes the research study.

CHAPTER 5: CONCLUDING DISCUSSION

This chapter summarises and concludes the study by addressing the study's research questions, aim and objectives, through results obtained. The recommendations for future research and limitations of the study are also provided.

5.1 INTRODUCTION

Many fashion entrepreneurs without formal fashion-related education or training (FEWFFET) lack the necessary business skills required to operate a fashion business successfully. Based on recommendations of previous research (Van Wyk & Van Aardt 2011:82), for business skills training specific to fashion entrepreneurs in the Emfuleni Local Municipality (ELM), it was necessary for this needs assessment to be undertaken. This study collected data on the demographic profile of FEWFFET (as respondents), the history of their fashion businesses, their current use of business skills, their challenges encountered with business skills and their need for training in business skills. Based on the results, recommendations are made for future research.

5.2 RESEARCH QUESTION, AIM AND OBJECTIVES

The primary research question of this study was: What are the business skills training needs of FEWFFET in the ELM? The aim of this quantitative, non-experimental, cross-sectional and exploratory study was to investigate the uses and challenges pertaining to business skills amongst FEWFFET (in the ELM), in order to determine their business skills training needs. To address the aim, the specific objectives were addressed:

5.2.1 Literature-related objective

An in-depth literature review regarding fashion entrepreneurial performance in small, medium and micro enterprises (SMMEs), exploring both entrepreneurial and business skills, was presented in Chapter 2. Various academic sources from books, journals, scientific databases (Google Scholar, Science Direct, Ebsco-host, Taylor and Francis, Emerald Insight, Sage Online) and national census data were consulted to provide the researcher with insight into

entrepreneurial skills and business skills. Following the completion of the literature review, the researcher was able to address the empirical-related objectives.

5.2.2 Empirical-related objective

To achieve the research aim, empirical objectives were set and investigated by means of an interviewer-administered questionnaire. Below follows a summary of the main results per objective.

5.2.2.1 Demographic characteristics of respondents

In accordance with Objective 1, most of the respondents were middle-aged between 30-59 years old with 24% from the age group of 30-39 years old, 22.1% from the age group of 40-49 years old and 32.7% from the age group of 50-59 years old respectively. The majority of respondents were married (52.9%) and female (84.5%). Of the total respondents (N=105), 46.5% achieved Grade 12 as their highest level of education. Surprisingly, only 13.2% of respondents achieved a primary school education (Grade 1-7), indicating that the majority were functionally literate. A large amount of respondents (73.8%) had been operating their fashion business for five years or more. Therefore, business skills training programmes for FEWWFET should be targeted at middle-aged females who are married, have completed Grade 12 and have been operating their fashion business for five years or more.

5.2.2.2 History of the fashion business

From the main results (as per Objective 2) it could be concluded that a large amount of respondents established their own business (89.4%) with their own savings (90.5%), were the sole-proprietor (72.4%) with only one employee (60.6%) and operated their business from home (79.6%). Respondents were predominantly motivated to start their own business by people, including friends and family (mean = 1.56, \pm SD = 0.65) and their previous employment experiences (mean = 1.56, \pm SD = 0.56). The least motivating factor was education (mean = 1.44, \pm SD = 0.68). This could be ascribed to the generally low levels of educational achievement within the population (with 53.5% of respondents having achieved below Grade 12 in school).

Most of the respondents' businesses (89.4%) were their only form of income. Respondents regularly performed alterations (mean = 4.42; \pm SD = 1.23) and produced ladies wear (mean = 4.27; \pm SD = 1.23) and traditional wear (mean = 3.70; \pm SD = 1.41), which was rendered between once a month and once a week. Importantly, respondents rated the success of their business as poor (mean = 2.37; \pm SD = 0.52) indicating that there is a need for business skills training.

5.2.2.3 Current use of business skills amongst respondents

As per Objective 3, respondents' current use of business skills was investigated in terms of business plan development skills, financial skills and marketing skills and reported as follows:

- **Current use of business plans amongst respondents**

Less than a quarter of respondents (24%) reported to having a business plan for their fashion business and received assistance in the development of the business plan. Respondents with five employees were more likely to have a business plan (66.7%) than respondents with less employees did. It may be assumed that larger businesses (five employees and more), have more knowledge and a more diverse skills set enabling them to develop business plans. Similarly, the respondents employing only one employee (60.6%), may lack knowledge regarding business plan development, explaining the poor use of business plans amongst these respondents. Therefore, training programmes in business plan development should be targeted at fashion entrepreneurs who employ only one employee.

- **Current use of financial skills amongst respondents**

Respondents indicated that they applied financial practices within their fashion businesses and reported to know enough about the financial aspects (55.8%). This result remains questionable as the majority of respondents did not make use of a bookkeeper (77.1%), did not use a computer for bookkeeping purposes (84.8%) and did not use invoice booklets (55.8%). Furthermore, respondents were unlikely to include their overhead expenses (for stationery (68.3%), maintenance (54.8%), telephone (59%), rent (64.8%), water and electricity (51%) and insurance (84.6%)) when calculating their selling price. Excluding such operational expenses

could have long-term detrimental effects on the success and sustainability of the fashion business.

Respondents also aimed to have the lowest prices in order to attract more clients (73.1%) and were likely to estimate the selling price of their products (33.7%), give family and friends discounted prices or not charge them at all (44.7%) and allow clients to bargain with them (38.5%). Despite respondents' misperception of their financial skills, a need for training in financial costing exists amongst FEWWFET.

- **Current use of marketing skills amongst respondents**

Results indicated that respondents personally interacted with their clients to determine how they were informed about the business (84.8%), which was predominantly through word-of-mouth (93.3%). The majority of respondents were unlikely to market their business through newspapers (88.6%), pamphlets (86.7%), posters (95.2%), door-to-door sales (90.4%) and fashion shows (86.7%), possibly due to the costs involved. Training programmes directed at FEWWFET, should therefore explore the benefits of alternative forms of marketing to promote the fashion business and increase consumer satisfaction.

5.2.2.4 Challenges related to business skills as experienced by respondents

In accordance with Objective 4, respondents' challenges with business skills was investigated in terms of business plan development skills, financial skills and marketing skills and it was found that:

- **Challenges related to business plan development as experienced by respondents**

Respondents experienced business plan development as the most challenging skill (rated from average to poor). A lack of knowledge was observed for understanding the contents of a business plan (mean = 2.12; \pm SD = 0.84), its purpose (mean = 2.06; \pm SD = 0.86) and the process of developing the business plan (mean = 1.70; \pm SD = 0.85). Therefore, training programmes for FEWWFET should have a strong focus on business plan development.

- **Challenges related to financial skills as experienced by respondents**

Respondents self-reported to experiencing less challenges with financial skills in financial costing (mean = 2.31; \pm SD = 0.84), financial record keeping (mean = 2.23; \pm SD = 0.80) and budget development (mean = 2.13; \pm SD = 0.86). Despite these results, respondents rated the success of their business as poor (5.2.2.2), indicating that the FEWFFET may not equate their business success with the importance of possessing sound financial skills.

- **Challenges related to marketing skills as experienced by respondents**

Respondents also self-reported to experiencing less challenges with marketing skills as it was rated between average and good. Investigating the challenges with marketing skills included determining the needs of their consumers (mean = 2.77; \pm SD = 0.49), finding new consumers (mean = 2.70; \pm SD = 0.54) and advertising their business (mean = 2.28; \pm SD = 0.83). It is interesting to see that although respondents indicated less challenges with advertising their business, the majority of FEWFFET did not advertise their business but relied on family and friend recommendations to promote their business.

5.2.2.5 Need for training of business skills amongst respondents

In relation to Objective 5, respondents' need for training in business skills was additionally investigated in terms of business plan development skills, financial skills and marketing skills. It is likely that respondents realised the importance of business skills through the duration of the questionnaire, as the majority of respondents indicated that training in business skills was very important and that it would benefit them as well as other fashion entrepreneurs. Respondents reported training needs in the following eight specific areas:

- developing a business plan for their business;
- conducting basic bookkeeping;
- determining correct product pricing;
- drafting quotations;
- drafting invoices;
- developing a budget;
- determining target market needs; and

- advertising their business' products and services.

5.2.3 Outcome-related objective

The outcome-related objective for this study (1.6.2.3) was to suggest the focus for fashion-business skills training programmes for FEWFFET in the ELM. These suggestions are made according to the specific needs identified within the study, which is presented as a list of priorities. Therefore, future interventions (by government or private training institutions, schools and higher education institutions (HEIs)) should be designed as per the following considerations:

- the eight training needs identified in the study (5.2.2.5) for FEWFFET in terms of business plan development skills, financial skills and marketing skills;
- preferred languages to receive fashion-business skills training is English and Sotho;
- it could be beneficial to have language translators present (with sound fashion knowledge) to further assist participants during training sessions;
- word-usage during the fashion-business skills training should be simplified to colloquial language for a better understanding of concepts for the low-literate fashion entrepreneur;
- content of the fashion-business skills training should relate directly to the informal, survivalist fashion business, assisting participants in the successful daily-operation of their fashion businesses; and
- because the majority of FEWFFET operate within a micro, survivalist business environment, it may be beneficial to participants should fashion-business skills training be offered in small groups of participants.

5.3 RECOMMENDATIONS FOR FUTURE RESEARCH

The following recommendations are made for future research:

- As responses were self-reported, therefore, unverified, the FEWFFET's current use of and challenges with financial skills within the survivalist fashion business may warrant further investigation.
- There is a need to determine the motivation for the FEWFFET starting his/her own business, as this aspect remains unclear.

- The measures of business success and failure according to the FEWFFET need to be determined.
- Alternative to training programmes, the development of translated fashion-business skills booklets could be considered to assist the FEWFFET in the daily operation of their business (for example, costing sheet templates available in Sotho).

While this study determined the business skills training needs for FEWFFET (in terms of business plan development skills, financial skills and marketing skills), other training needs related to fashion entrepreneurial skills may remain. These training needs may include practical items such as sewing skills; pattern-drafting skills; visual communication skills; and skills related to literacy and numeracy (mathematics).

5.4 LIMITATIONS OF THE STUDY

The limitations of this study were due to its non-probability sampling methods (which were used to include respondents within the ELM), therefore, results could not be generalised towards the entire population of FEWFFET. In addition, two of the larger fabric and haberdashery stores in the ELM denied permission for data to be collected there, resulting in limited data collection locations and consequently limited access to possible study participants. Respondents were not asked how they measure the success of their business, nor were the success and failure factors of their fashion businesses investigated. Results were self-reported by respondents, resulting in the subjectivity of responses.

5.5 CONCLUSION

In conclusion, the elevated rate of unemployment in the country has given rise to informal, survivalist fashion businesses as a means of existence. Individuals lack the necessary skills required for business growth and success, negatively impacting on the country's economy. In order to overcome this challenge, fashion-business skills training programmes should be developed. The focus of the training programmes should be to target and train the FEWFFET, contributing to the long-term sustainability of local fashion businesses in South Africa (SA).

REFERENCE LIST

BABBIE, E.R. 2010. *The practice of social research*. 12th ed. Belmont, CA: Wadsworth Cengage Learning.

BABBIE, E.R. 2013. *The practice of social research*. 13th ed. Belmont, CA: Wadsworth Cengage learning.

BABBIE, E.R. & MOUTON, J. 2016. *The practice of social research*. Cape Town: Oxford University press.

BANERJEE, A., GALIANI, S., LEVINSOHN, J. & WOOLARD, I. 2006. *Why has unemployment risen in the new South Africa?* CID working paper, October 2006.

BARBAZETTE, J. 2006. *Training needs assessment: methods, tools, and techniques*. San Francisco, CA: Pfeiffer. (The skilled trainer series).

BEA *see* BUREAU OF ECONOMIC ANALYSIS

BER *see* BUREAU FOR ECONOMIC RESEARCH

BISSEKER, C. 2017. How the government is throttling land reform. [Online]. Available at: <<https://www.businesslive.co.za/fm/features/2017-08-24-how-the-government-is-throttling-land-reform/>>. Accessed: 24/08/2017.

BOOTH-JONES, L. 2012. Assessing small business training programme effectiveness in an incubator setting and beyond. MBA. Dissertation. Port-Elizabeth: NMMU.

BREWARD, C. 2010. Avis Charles: aspects of a conversation. *Journal of Dress, Body and Culture*, 14(3):355-360.

BUREAU FOR ECONOMIC RESEARCH. 2016. *The small, medium and micro enterprise sector of South Africa*. Research note no.1, January 2016. Stellenbosch University.

BUREAU OF ECONOMIC ANALYSIS. 2016. *Gross domestic product: fourth quarter and annual 2015 (advance estimate)*. News release, January 2016.

BURKE, S. 2010. *Fashion entrepreneur: starting your own fashion business*. London: Burke Publishing.

BURNS, P. 2007. *Entrepreneurship and small business*. New York: Palgrave Macmillan.

CLOETE, M. & MARIMUTHU, F. 2011. *Basic accounting for non-accountants*. Pretoria: Van Schaik Publishers.

CO, M.J. 2003. A socio-cultural explanation of black entrepreneurship in South Africa. *South African Journal of Business Management*, 34(4):34-43.

CO, M.J. & MITCHELL, B. 2006. Entrepreneurship education in South Africa: a nationwide survey. *Education and Training*, 48(5):348-359.

COHEN, J. 1988. *Statistical power analysis for the behavioural sciences*. 2nd ed. Hillsdale, NJ: Erlbaum.

COLEMAN, S. 2000. Access to capital and terms of credit: a comparison of men- and women- owned small businesses. *Journal of Small Business Management*, 37-52, July.

CORPORATE INFORMATION. 2017. Exchange rates. [Online]. Available at: <<http://www.corporateinformation.com/Currency-Exchange-Rates.aspx?c=710>>. Accessed: 24/08/2017.

CRESWELL, J.W. 2014. *Research design: qualitative, quantitative, and mixed method approaches*. 4th ed. London: Sage Publications.

DANIEL, J. 2012. *Sampling essentials: practical guidelines for making sampling choices*. Los Angeles, CA: Sage Publications.

DE KLERK, S. 2015. The creative industries: an entrepreneurial bricolage perspective. *Management Decision*, 53(4):828-842.

DELLER, K.A. 2000. Human resource plan. In Kroon, J., ed. *Entrepreneurship: start your own business*. Cape Town: Kagiso Education. pp. 129-138.

DENSCOMBE, M. 2002. *Ground rules for good research: a 10 point guide for social researchers*. Buckingham: Open University Press.

DEPARTMENT of Basic Education **see** REPUBLIC OF SOUTH AFRICA. Department of Basic Education.

DEPARTMENT of Trade and Industry **see** REPUBLIC OF SOUTH AFRICA. Department of Trade and Industry.

DU TOIT, G.S., ERASMUS, B.J. & STRYDOM, J.W. (eds.). 2007. *Introduction to business management*. 7th ed. Cape Town: Oxford University Press.

DUDOVSKIY, J. 2016. Positivism research philosophy. [Online]. Available at: <<http://research-methodology.net/research-philosophy/positivism/>>. Accessed: 05/07/2017

ELLIS, S.M. & STEYN, H.S. 2003. Practical significance (effect sizes) versus or in combination with statistical significance (p-values), *Management Dynamics*, 12(4):51-53.

ELM **see** EMFULENI LOCAL MUNICIPALITY

EMFULENI LOCAL MUNICIPALITY. 2018. Geography, history and economy. [Online]. Available at: <<http://municipalities.co.za/overview/1060/emfuleni-local-municipality>>. Accessed: 25/01/2018.

FIELD, A. 2009. *Discovering statistics using SPSS*. 3rd ed. London: Sage Publications.

FOURIE, F.C.V.N. 2011. Unemployment in South Africa: do we know what we are talking about? (Presentation delivered at the University of Stellenbosch on 7 April 2011). University of the Free State (Unpublished).

FRITH, A. 2011. Census 2011. [Online]. Available at: <<http://census2011.adrianfrith.com/>>. Accessed: 04/07/2015.

GARAVAN, T.N., O'CINNEIDE, B. 1994. Entrepreneurship education and training programmes: a review and evaluation – part 1. *Journal of European Industrial Training*, 18(8):3-12.

GASKILL, L.A.R., VAN AUKEN, H.E. & MANNING, R.A. 1993. A factor analytic study of the perceived causes of small business failure. *Journal of Small Business Management*: 18-31, October.

GAUTENG PROVINCE. 2013. South Africa's position in BRICS. [Online]. Available at: <<http://www.gauteng.gov.za/government/departments/provincial-treasury/Documents/South%20African%20position%20in%20BRICS.pdf>>. Accessed: 29/11/2016.

GIBB, A.A. 1987. Enterprise culture – its meaning and implications for education and training. *Journal of European Industrial Training*, 11(2):2-38.

GIBB, A. 2007. Enterprise in education: educating tomorrow's entrepreneurs. (Paper delivered as part of the course in Small Business Management, Durham University). Pentti Mankinen (Unpublished).

GORARD, S. 2013. *Research design: creating robust approaches for the social sciences*. London: Sage Publications.

GRAHAM, S. 2014. Microlending a tramping ground for loan sharks. [Online]. Available at: <<http://www.heartlines.org.za/microlending-a-tramping-ground-for-loan-sharks/>>. Accessed: 20/09/2017.

GRIX, J. 2002. Introducing students to the generic terminology of social research. *Politics*, 22(3)175-186.

GROENEWALD, J. 2001. *Mind your own design business*. 2nd ed. Cape Town: Flexfin.

HENLEY, A. 2005. Job creation by the self-employed: the roles of entrepreneurial and financial capital. *Small Business Economics*, 25:175-196, 29 January.

HEATHFIELD, S.M. 2016. How do you overcome an unemployment gap? Why do employees experience employment gaps? [Online]. Available at: <<https://www.thebalance.com/how-do-you-overcome-an-employment-gap-1918103>>. Accessed: 23/11/2016.

HIGUCHI, Y. & SONOBE, T. 2015. Teaching management in Asia and Africa. (Paper delivered as part of the national graduate institute for policy studies in March 2015). Tokyo (Unpublished).

HISRICH, R.D. & PETERS, M.P. 1998. *Entrepreneurship*. 4th ed. New York: McGraw-Hill.

HUNTER, D. 2016. Sedibeng. [Online]. Available at: <<http://www.davishunter.com/home/place/Sedibeng>>. Accessed: 23/04/2016.

IAQUINTA, D.L. & DRESCHER, A.W. 2000. Defining periurban: understanding rural-urban linkages and their connection to institutional contexts. (Paper delivered at the tenth world congress of the international rural sociology association on 1 August 2000). Rio de Janeiro (Unpublished).

IFC *see* INTERNATIONAL FINANCE CORPORATION

ILO *see* INTERNATIONAL LABOUR ORGANISATION

IMF *see* INTERNATIONAL MONETARY FUND

INTERNATIONAL FINANCE CORPORATION. 2016. Sole proprietorship. [Online]. Available at: <<http://www.http://southafrica.smetoolkit.org/sa/en/content/en/5241/Sole-Proprietorship->>. Accessed: 06/05/2017.

INTERNATIONAL LABOUR ORGANISATION. 2014. Global employment trends 2014. [Online]. Available at: <https://www.cliclavoro.gov.it/Barometro-Del-Lavoro/Documents/Global_employment_trends_2014.pdf>. Accessed: 14/11/2018.

INTERNATIONAL LABOUR ORGANISATION. 2015. World employment and social outlook. [Online]. Available at: <http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_337069.pdf>. Accessed: 31/08/2015.

INTERNATIONAL LABOUR ORGANISATION. 2016. World employment and social outlook. [Online]. Available at: <http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_443480.pdf>. Accessed: 13/10/2016.

INTERNATIONAL LABOUR ORGANISATION. 2018. World employment and social outlook. [Online]. Available at: <https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_615594.pdf>. Accessed: 27/01/2018.

INTERNATIONAL MONETARY FUND. 2015. Country composition of WEO groups. [Online]. Available at: <<http://www.imf.org/external/pubs/ft/weo/2015/02/weodata/groups.htm#cc>>. Accessed: 10/05/2017.

INTERNATIONAL MONETARY FUND. 2016. World economic outlook. [Online]. Available at: <https://www.imf.org/~media/Websites/IMF/imported-flagship.../2016/.../_textpdf.ashx>. Accessed: 18/10/2016

INTERNATIONAL MONETARY FUND. 2017. World economic outlook. [Online]. Available at: <<https://www.imf.org/~media/Files/Publications/WEO/2017/October/pdf/main.../c1.ashx>>. Accessed: 27/01/2018.

ISAACS, E., VISSER, K., FRIEDRICH, C. & BRIJLAL, P. 2007. Entrepreneurship education and training at the Further Education and Training (FET) level in South Africa. *South African Journal of Education*, 27:613-629.

JACKSON, T. & SHAW, D. 2009. *Mastering fashion marketing*. Hampshire: Palgrave Macmillan.

JOHN, V.M. 2013. Exploring adult education and community development in a rural project: a conceptual framework. *Journal of Family Ecology and Consumer Sciences*, 41:43-53.

JORDAAN, A. 2013. What is GDP and its impact? [Online]. Available at: <<http://www.statssa.gov.za/?p=1143>>. Accessed: 02/12/2016.

JUUL, I. 2002. *The small business survival handbook*. Cape Town: David Philip, New Africa Books.

KAEANE, R. & ROSS, E. 2012. Income-generating projects: alleviating or perpetuating poverty? *Social Work*, 48(1):17-34.

KAMARA, Y. 2014. Challenges for African women entrepreneurs in the performing arts and designer fashion sectors. [Online]. Available at: <https://www.researchgate.net/publication/271515276_Challenges_for_African_women_entrepreneurs_in_the_performing_arts_and_designer_fashion_sectors>. Accessed: 14/11/2018.

KAUR, K., MANN, S.K., KAUR, P. & BORAH, S. 2011. Training needs of rural women in clothing and textile. *Asian Journal of Home Science*, 6(2)231:233, Dec.

KUMAR, R. 2005. *Research methodology: a step-by-step guide for beginners*. 2nd ed. London: Sage Publications.

KELLET, P. & TIPPLE, G. 2000. The home as workplace: a study of income-generating activities within the domestic setting. *Environmental & Urbanization*, 12(1):203-214, Apr.

- KRUGER, S. 2000. Business plan. In Kroon, J., ed. *Entrepreneurship: start your own business*. Cape Town: Kagiso Education. pp. 197-209.
- KUMAH, O.M. & OMILOLA, B. 2014. Small business is big business: a UNDP perspective on SMME development in South Africa. (Paper delivered at the UNDP South Africa, November 2014). (Unpublished).
- KUNENE, T. 2008. The training of entrepreneurs and small business owners in the textile and clothing industry in the Gauteng province. PhD. Thesis. University of Pretoria.
- KUSHNIR, K., MIRMULSTEIN, M.L. & RAMALHO, R. 2010. Micro, small, and medium enterprises around the world: how many are there, and what affects the count? [Online]. Available at: <<http://www.ifc.org/wps/wcm/connect/9ae1dd80495860d6a482b519583b6d16/MSME-CI-AnalysisNote.pdf?MOD=AJPERES>>. Accessed: 31/08/2015.
- LADZANI, W.M. & VAN VUUREN, J.J. 2002. Entrepreneurship training for emerging SMEs in South Africa. *Journal of Small Business Management*, 40(2):154-161.
- LALKAKA, R. 2002. Technology business incubators to help build an innovation-based economy. *Journal of Change Management*, 3(2):167-176, Jul.
- LEVY, M. & WEITZ, B.A. 2012. *Retailing management*. 8th ed. New York: McGraw-Hill.
- LIGTHELM, A.A. 2008. A targeted approach to informal business development: the entrepreneurial route. *Development Southern Africa*, 25(4):367-382, Oct.
- LITWIN, L.S. 1995. *How to measure survey reliability and validity*. London: Sage Publications.
- MALHOTRA, N.K. 2010. *Marketing research: an applied orientation*. 6th ed. Upper Saddle River, NJ: Pearson education.
- MALHOTRA, N.K. 2015. *Essentials of marketing research: a hands on orientation*. Global ed. London: Pearson education.

- MAREE, K. (ed.). 2007. *First steps in research*. Pretoria: Van Schaik Publishers.
- MARKMAN, G.D. & BARON, R.A. 2003. Person-entrepreneurship fit: why some entrepreneurs are more successful as entrepreneurs than others. *Human Resource Management Review*, 13:281-301.
- MARTINS, J.H. 2005. Interviewer-administrated primary data collection. In Tustin, T.A., Ligthelm, A., Martins, J.H., & Van Wyk, H. de. J. *Marketing research in practice*. Epping: University of South Africa, Unisa Press. pp. 141-183.
- MAY, J., SULLA, V. & ZIKHALI, P. 2016. South African poverty and inequality assessment: discussion note. (Draft for discussion only, January 2016). (Unpublished).
- MEADOWS, T. 2012. *How to set up and run a fashion label*. 2nd ed. London: Laurence King Publishing.
- MENON, S. 2018. Zuma's free education policy left Treasury with 'no' choice. [Online]. Available at: <<https://www.timeslive.co.za/politics/2018-02-22-zumas-free-education-promise-left-treasury-with-no-choice/>>. Accessed: 28/04/2018.
- MCLEOD, S. 2008. Reductionism and holism. [Online]. Available at: <<https://www.simplypsychology.org/reductionism-holism.html>>. Accessed: 05/07/2017.
- MILLS, C.E. 2012. Navigating the interface between design education and fashion business start-up. *Education and Training*, 54(8/9):7612-777.
- MOLOI, K.C. & NKHAHLE, M.A. 2014. Perceived success of entrepreneurs in the Vaal region of South Africa with special reference to fashion entrepreneurs. *Mediterranean Journal of Social Sciences*, 5(1):225-233, Jan.
- MOMENTUM. 2013. Business interruption insurance. [Online]. Available at: <<http://www.momentum.co.za/for/business/products/commercial-short-term-insurance/business-interruption>>. Accessed 07/05/2017.

- MOOLMAN, P.L. 2000. The importance and problems of SMME's. *In* Kroon, J., ed. *Entrepreneurship: start your own business*. Cape Town: Kagiso Education. pp. 27-41.
- NAIDOO, R.M. 2009. The job demands and job resources associated with female fashion entrepreneurs of small fashion businesses in the Vaal region. M.Tech. Dissertation. Vanderbijlpark: VUT.
- NARDI, P.M. 2006. *Doing survey research: a guide to quantitative methods*. 2nd ed. Boston: Pearson Education
- NATIONAL TREASURY. 2016. *Budget review*. Pretoria.
- NIELSEN, L. 2011. *Classifications of countries based on their level of development: how it is done and how it could be done*. IMF working paper, February 2011.
- NIEUWENHUIZEN, C. (ed.). 2008. *Entrepreneurial skills*. 2nd ed. Cape Town: Juta.
- NIEUWENHUIZEN, C. & KROON, J. 2003. The relationship between financing criteria and the success factors of entrepreneurs in small and medium enterprises. *Development Southern Africa*, 20(1):129-142, Mar.
- ODORA, R.J. & NAONG, M.N. 2014. Distigmatisation of apprenticeship – a vehicle for entrepreneurship promotion and job creation among further education and college students. *Journal of Asian and African Studies*, 49(4):457-472.
- OECD *see* ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT
- OLDEWAGE-THERON, W., SAMUEL, F.O. & DJOULDE, R.D. 2010. Serum concentration and dietary intake of vitamins A and E in low-income South African elderly. *Clinical Nutrition*, 29:119-123, Aug.
- OISHI, S.M. 2003. *How to conduct in-person interviews for surveys*. 2nd ed. Los Angeles, CA: Sage publications.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT. 2017. Enhancing the contributions of SMEs in a global and digitalised economy. (Paper delivered at the meeting of the OECD council at ministerial level on 7-8 June 2017). Paris (Unpublished).

PALLANT, J. 2010. SPSS survival manual: a step by step guide to data analysis using the SPSS program. 4th ed. Maidenhead: McGraw Hill.

PALYS, T. 2008. Purposive sampling. In Given, L.M., ed. *The Sage encyclopaedia of qualitative research methods*. Los Angeles, CA: Sage Publications. pp. 697-698.

PHUTHABAGWEBI NON-PROFIT COMPANY. 2014. Youth Month Business Growth Seminar. Seminar held at the Sharpeville Library in Vereeniging on 25 June 2014.

PINTEREST. 2016. Costing example. [Online]. Available at: <<https://za.pinterest.com/pin/438256607460844016/>>. Accessed: 20/04/2016.

POSEL, D. 2011. Adult literacy rates in South Africa: a comparison of different measures. *Language Matters*, 42(1):39-49, Aug.

RAMUKUMBA, T. 2014. Overcoming SMEs challenges through critical success factors: a case of SMEs in the Western Cape Province, South Africa. *Economic and Business Review*, 16(1):19-38, May.

REDMOND, J. & WALKER, E.A. 2008. A new approach to small business training: community based education. *Education and Training*, 50(8/9):697-712.

REPUBLIC OF SOUTH AFRICA. Department of Basic Education. 2011. Curriculum and assessment policy statement, grades 10-12: business studies. Pretoria: Government printing works.

REPUBLIC OF SOUTH AFRICA. Department of Trade and Industry. 2008. Annual review of small businesses in South Africa 2005-2007. Pretoria: The Department of Trade and Industry.

ROGERSON, C.M. 2000. Successful SMEs in South Arica: the case of clothing producers in the Witwatersrand. *Development Southern Africa*, 17(5):687-712.

ROGERSON, C.M. 2006. Developing SMMEs in peripheral spaces: the experience of Free State Province, South Africa. *South African Geographical Journal*, 88(1):66-78.

ROGERSON, C.M. 2008. Tracking SMME development in South Africa: issues of finance, training and the regulatory environment. *Urban Forum*, 19:61-81, Feb.

ROGOFF, E.G., LEE, M.S. & SUH, D.C. 2004. "Who done it?" Attributions by entrepreneurs and experts of the factors that cause and impede small business success. *Journal of Small Business Management*, 42(4):364-376.

RWIGEMA, H. & VENTER, R. 2007. *Advanced Entrepreneurship*. Cape Town: Oxford University Press.

SARS *see* SOUTH AFRICAN REVENUE SERVICES

SDM *see* SEDIBENG DISTRICT MUNICIPALITY

SEDIBENG DISRTICT MUNICIPALITY. 2013. Annual report 2013-2014. [Online]. Available at: <http://www.sedibeng.gov.za/a_keydocs/ar_2013_14/chapter_1_fn.pdf>. Accessed: 02/02/2016.

SEDIBENG DISTRICT MUNICIPALITY. 2015. Draft integrated development plan 2014-15. [Online]. Available at: <[http://mfmamirror.s3.amazonaws.com/Documents/01.%20Integrated%20Development%20Plans/2014-15/03.%20Districts/DC42%20Sedibeng/DC42%20Sedibeng %20Draft%20IDP%202014%20-%202015.pdf](http://mfmamirror.s3.amazonaws.com/Documents/01.%20Integrated%20Development%20Plans/2014-15/03.%20Districts/DC42%20Sedibeng/DC42%20Sedibeng%20Draft%20IDP%202014%20-%202015.pdf)>. Accessed: 13/08/2015.

SHARKEY, S. 2015. Caring: everybody's business. *Healthcare Management Forum*, 28(3):103-105.

SHI, J.J., CHEN, Y., GIFFORD, E.K. & JIN, H. 2012. Fashion entrepreneurship education in the UK and China. *Education and Training*, 54(4):291-305.

SINISCALCO, M.T. & AURIAT, N. 2005. Questionnaire design. In Ross, K.N., ed. *Quantitative research methods in educational planning*. Paris: UNESCO. pp. 1-86.

SOUTH AFRICAN REVENUE SERVICES. 2017. Starting your own business. [Online]. Available at: <<http://www.sars.gov.za/ClientSegments/Businesses/SmallBusinesses/StratingBusiness/Pages/default.aspx>>. Accessed: 06/05/2017.

SOUTH AFRICAN HISTORY ONLINE. 2014. 2014 South African platinum strike: longest wage strike in South Africa. [Online]. Available at: <<http://www.sahistory.org.za/article/2014-south-african-platinum-strike-longest-wage-strike-south-africa>>. Accessed: 23/10/2016.

STATISTICS SOUTH AFRICA. 2015. *Quarterly labour force survey: quarter 1, 2015*. Pretoria.

STATISTICS SOUTH AFRICA. 2016. *Quarterly labour force survey: quarter 2, 2016*. Pretoria.

STATISTICS SOUTH AFRICA. 2018a. *Gross domestic product: second quarter 2018*. Pretoria.

STATISTICS SOUTH AFRICA. 2018b *Mid-year population estimates, 2018*. Pretoria.

STATISTICS SOUTH AFRICA. 2018c. *Quarterly labour force survey: quarter 3, 2018*. Pretoria.

STATS SA *see* STATISTICS SOUTH AFRICA

STEVENS, J. P. 2002. *Applied multivariate statistics for the social sciences*. 4th ed. Mahwah, NJ: Erlbaum.

STEYN, T.F.J. 2000. Establishment factors. In Kroon, J., ed. *Entrepreneurship: start your own business*. Cape Town: Kagiso Education. pp. 43-57.

SURBHI, S. 2015. Difference between developed countries and developing countries. [Online]. Available at: <<https://keydifferences.com/difference-between-developed-countries-and-developing-countries.html>>. Accessed: 21/08/2017.

TIMMONS, J.A. & SPINELLI, S. 2003. *New venture creation: entrepreneurship for the 21st century*. 6th ed. New York: McGraw-Hill.

TROLLIP, A.M. 2001. The development of a strategy for the facilitation of income-generating projects in rural communities: an insider account. *Journal of Family Ecology and Consumer Sciences*, 29(1):45-51.

UN *see* UNITED NATIONS

UNITED NATIONS. 2016. World economic situation and prospects. [Online]. Available at: <http://www.un.org/en/development/desa/policy/wesp/wesp_current/2016wesp_ch1_en.pdf>. Accessed: 19/10/2016.

UNITED NATIONS. 2018. World economic situation and prospects. [Online]. Available at: <https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/WESP2018_Full_Web.pdf>. Accessed: 27/01/2018.

VAAL UNIVERSITY OF TECHNOLOGY. 2013. National diploma: fashion. [Online]. Available at: <<http://www.vut.ac.za/index.php/faculties/human-sciences/courses-a-programmes/1838-fashion>>. Accessed: 01/03/2016.

VAN NIEKERK, L. & VAN NIEKERK, D. 2009. Participatory action research: addressing social vulnerability of rural women through income-generating activities. *Journal of Disaster Risk Studies*, 2(2):127-144, Nov.

VAN WYK, A.W. 2007. Small fashion business owners and their businesses in the Vaal region. M.Tech. Dissertation. Vanderbijlpark: VUT.

VAN WYK, A.W. & VAN AARDT, A.M. 2011. Attributes, skills and knowledge of fashion entrepreneurs: an integrated perspective. *Journal for New Generation Sciences*, 9(1):165-188.

VERVE SEARCH. 2009. How to optimise your content for success with the Flesch-Kincaid scale and readability statistics. [Online]. Available at: <<http://www.vervesearch.com/blog/how-to-optimise-your-content-for-success-with-the-flesch-kincaid-scale-readability-statistics/>>. Accessed: 24/04/2016.

VISWANATHAN, M., GAU, R. & CHATURVEDI, A. 2008. Research methods for subsistence marketplaces. In Kandachar, P. & Halme, M. eds. *Sustainability challenged and solutions at the base of the pyramid*. Sheffield: Greenleaf. pp. 242-260.

VISWANATHAN, M., SRIDHARAN, S. & RITCHIE, R. 2009. Understanding consumption and entrepreneurship in subsistence marketplaces. *Journal of Business Research*, 63:570-581.

VUT *see* VAAL UNIVERSITY OF TECHNOLOGY

WESP *see* WORLD ECONOMIC SITUATION AND PROSPECTS

WHITE, R. 2017. Moody's downgrades SA's credit rating. [Online]. Available at: <<http://ewn.co.za/2017/06/10/moody-s-downgrades-sa-s-credit-rating>>. Accessed: 24/08/2017.

WISKER, G. 2001. *The postgraduate research handbook: succeed with your MA, MPhil, EdD and PhD*. New York: Palgrave.

WITKIN, B.R. & ALTSCHULD, J.W. 1995. *Planning and conducting need assessments: a practical guide*. Thousand Oaks, CA: Sage publications.

WORLD BANK. 2014. World development indicators. [Online]. Available at: <<https://openknowledge.worldbank.org/bitstream/handle/10986/18237/9781464801631.pdf?sequence=1>>. Accessed: 01/03/2016.

WORLD BANK. 2017. World development indicators. [Online]. Available at: <<http://www.indiaenvironmentportal.org.in/files/file/World%20Development%20Indicators%202017.pdf>>. Accessed: 26/01/2018.

WORLD BANK GROUP. 2015. New business density (new registrations per 1,000 people ages 15-64). [Online]. Available at: <[http://data.worldbank.org/indicator/ IC.BUS.NDNS.ZS?order=wbapi_data_value_2012+wbapi_data_value+wbapi_data_value-last&sort=desc](http://data.worldbank.org/indicator/IC.BUS.NDNS.ZS?order=wbapi_data_value_2012+wbapi_data_value+wbapi_data_value-last&sort=desc)>. Accessed: 31/08/2015.

WORLD BANK GROUP. 2017. Entrepreneurship. <<http://www.doingbusiness.org/data/exploretopics/entrepreneurship>>. Accessed: 25/01/2018.

WORLD ECONOMIC SITUATION AND PROSPECTS. 2014. Country classification. [Online]. Available at: <[http://www.un.org/en/development/desa/policy/ wesp/wesp_current/2014wesp_country_classification.pdf](http://www.un.org/en/development/desa/policy/wesp/wesp_current/2014wesp_country_classification.pdf)>. Accessed: 10/05/2017.

WRIGHT, E. 2016. Teens taking over. *Edgars Club Magazine*, p. 68, Jun.

YUNUS, O.M. & TAMBI, A.M.A. 2013. *Essentials of research methods*. Selangor Darul Ehsan: Penerbit UiTM Press.

YUSUF, A. 1995. Critical success factors for small business: perceptions of South Pacific entrepreneurs. *Journal of Small Business Management*. International note. pp. 68-73, Apr

Annexure 1: Permission letters from fabric and haberdashery stores



Vaal University of Technology
Your world to a better future

TAANIN - 0817307129

Bargain Stores

KING OF FABRICS
"YOUR MILLENNIUM CHOICE"
Shop No. 55, Vaal Mall, Lewis Ave.
P.O. Box 139, Vereeniging, 1930
Tel: (016) 421-1227/8/9 422-5708 Fax: (016) 421-1293

Letter of permission to store owners/managers

To whom it may concern,

I am a student at Vaal University of Technology and I am currently conducting research for my Masters' degree in Fashion. The purpose of this project is to investigate the need for specific skills training amongst fashion entrepreneurs in the Emfuleni region. With the assistance of fieldworkers, we wish to collect data that will contribute to the content of skills training programmes for the fashion entrepreneurs in this region.

We would like to inquire if we could use your store as the location for our main data collection. We would not in any way disrupt your regular business operations. For the process of data collection, we would set-up in an allocated area to approach the fashion entrepreneurs who come into your store to shop, asking them if they would like to partake in our study by answering some questions. As we do not wish to disrupt your business in any way, will therefore only collect data on the days and times when it is most convenient for you.

We trust that this research will be indirectly beneficial to you as it can ultimately contribute to the betterment of local fashion entrepreneurs through the development of relevant skills training. Additionally, your store will be acknowledged in all publications related to this study, including articles, presentations, and completed dissertation.

If you agree to us using your store from which to collect our data, please sign your consent below.



Signature of store owner/manager

15/7/2017

Date

Thank you.



Dr H. Van Staden (supervisor)



Mrs N. Coetzee (co-supervisor)

Private Bag X021 ~ Vanderbijlpark ~1900
Andries Potgieter Boulevard ~ South Africa
Tel: +27 16 950 9000 ~ www.vut.ac.za



Vaal University of Technology
Your world to a better future

Letter of permission to store owners/managers

To whom it may concern,

I am a student at Vaal University of Technology and I am currently conducting research for my Masters' degree in Fashion. The purpose of this project is to investigate the need for specific skills training amongst fashion entrepreneurs in the Emfuleni region. With the assistance of fieldworkers, we wish to collect data that will contribute to the content of skills training programmes for the fashion entrepreneurs in this region.

We would like to inquire if we could use your store as the location for our main data collection. We would not in any way disrupt your regular business operations. For the process of data collection, we would set-up in an allocated area to approach the fashion entrepreneurs who come into your store to shop, asking them if they would like to partake in our study, by answering some questions. As we do not wish to disrupt your business in any way, will therefore only collect data on the days and times when it is most convenient for you.

We trust that this research will be indirectly beneficial to you as it can ultimately contribute to the betterment of local fashion entrepreneurs through the development of relevant skills training. Additionally, your store will be acknowledged in all publications related to this study, including articles, presentations, and completed dissertation.

If you agree to us using your store from which to collect our data, please sign your consent below.

Signature of store owner/manager

15-02-2017.

Date

Thank you.

Dr H. Van Staden (supervisor)

Mrs N. Coetzee (co-supervisor)



Letter of permission to store owners/managers

To whom it may concern,

I am a student at Vaal University of Technology and I am currently conducting research for my Masters' degree in Fashion. The purpose of this project is to investigate the need for specific skills training amongst fashion entrepreneurs in the Emfuleni region. With the assistance of fieldworkers, we wish to collect data that will contribute to the content of skills training programmes for the fashion entrepreneurs in this region.

We would like to inquire if we could use your store as the location for our main data collection. We would not in any way disrupt your regular business operations. For the process of data collection, we would set-up in an allocated area to approach the fashion entrepreneurs who come into your store to shop, asking them if they would like to partake in our study by answering some questions. As we do not wish to disrupt your business in any way, will therefore only collect data on the days and times when it is most convenient for you.

We trust that this research will be indirectly beneficial to you as it can ultimately contribute to the betterment of local fashion entrepreneurs through the development of relevant skills training. Additionally, your store will be acknowledged in all publications related to this study, including articles, presentations, and completed dissertation.

If you agree to us using your store from which to collect our data, please sign your consent below.

Signature of store owner/manager

15/2/17

Date

Thank you.

Dr H. Van Staden (supervisor)

Mrs N. Coetzee (co-supervisor)



Letter of permission to store owners/managers

To whom it may concern,

I am a student at Vaal University of Technology and I am currently conducting research for my Masters' degree in Fashion. The purpose of this project is to investigate the need for specific skills training amongst fashion entrepreneurs in the Emfuleni region. With the assistance of fieldworkers, we wish to collect data that will contribute to the content of skills training programmes for the fashion entrepreneurs in this region.

We would like to inquire if we could use your store as the location for our main data collection. We would not in any way disrupt your regular business operations. For the process of data collection, we would set-up in an allocated area to approach the fashion entrepreneurs who come into your store to shop, asking them if they would like to partake in our study by answering some questions. As we do not wish to disrupt your business in any way, will therefore only collect data on the days and times when it is most convenient for you.

We trust that this research will be indirectly beneficial to you as it can ultimately contribute to the betterment of local fashion entrepreneurs through the development of relevant skills training. Additionally, your store will be acknowledged in all publications related to this study, including articles, presentations, and completed dissertation.

If you agree to us using your store from which to collect our data, please sign your consent below.

Signature of store owner/manager

15 - 2 - 17

Date

Thank you.

Dr H. Van Staden (supervisor)

Mrs N. Coetzee (co-supervisor)



Vaal University of Technology
Your world to a better future

Informed consent form for research participants

Title: Uses, challenges and training needs regarding business skills for fashion entrepreneurs in the Emfuleni region.

Researcher: Miss Keshni Nana (Student at Vaal University of Technology)

Contact number: 079 070 0806

Co-supervisor: Mrs N. Coetzee (Lecturer at Vaal University of Technology)

Contact number: 084 748 7000

Supervisor: Dr H. Van Staden (Lecturer at North-West University)

Contact number: 082 378 8202

Dear participant,

Due to you being a fashion entrepreneur who lives in the Emfuleni Local Municipality, you are being invited to take part in this research project that will contribute to the researcher's Master's degree in Fashion. The reason for this project is to find out about your needs for training in business skills for your fashion business. We want to identify your current use of business skills and understand the problems that you may have with these skills.

In order for you to take part in this study, you have to:

- ☐ be 18 years and older;
- ☐ have no fashion qualification or fashion training;
- ☐ employ 1-5 people, including yourself
- ☐ run the business for 2 years or more;
- ☐ have your business in an area surrounding the main towns of Vanderbijlpark and Vereeniging; and



- ☐ have your business in the Emfuleni Local Municipality.

After this consent form has been read and explained to you by the trained fieldworker, you may ask them anything that you are unsure about. It is important for you to understand why this project is being done, and if you are happy to take part, you will be asked to sign below. It is your own decision to take part and you can stop participating at any time if you want to, with no harm or cost to you. The trained fieldworker will read the questions of the questionnaire to you and you can tell them which answer you choose. This could take up to 20 minutes of your time. The number at the top of your questionnaire is for administration purposes only. Your answers will be kept a secret and your name or details will not be shared with anyone. The fieldworker will give you a free booklet with a costing sheet template to help you in your business. Your responses will help to make recommendations for fashion-business skills training programmes for new and existing fashion entrepreneurs, which we trust will also help you.



Participant declaration

I (*name*)..... agree to take part in the research project titled: Uses, challenges and training needs regarding business skills for fashion entrepreneurs in the Emfuleni region.

I declare that:

- I understand the information on this consent form;
- I have had a chance to ask the fieldworker any questions and my questions have been answered;
- I understand that it is my choice to take part in this study, and that nobody forced me to take part;
- if I choose to no longer take part in the study, I will not be discriminated against;
- I am free to ask to leave the study before it has finished, at any time.

Signed at (*place*) on (*date*) 20....

.....

Signature of participant

.....

Signature of witness



Fieldworker declaration

I (*name*) declare that:

- I explained the purpose of this research project to the participant;
- I encouraged him/her to ask questions and took time to answer them;
- I am satisfied that he/she understands the purpose of this research, as discussed above.

Signed at (*place*) on (*date*) 20....

.....
Signature of fieldworker

.....
Signature of witness

Annexure 3: Questionnaire

INTERVIEWER-ADMINISTERED QUESTIONNAIRE

RESPONDENT NO.

--	--	--

SECTION A: DEMOGRAPHICS

A.1.	Gender			A.4.	What is your highest level of education that you passed?		
A.1.1.	Female		1	A.4.1.	Grade 1-5 / Sub A-Standard 3		1
A.1.2.	Male		2	A.4.2.	Grade 6 / Standard 4		2
A.2.	What is your age?			A.4.3.	Grade 7 / Standard 5		3
A.2.1.	18-29 years		1	A.4.4.	Grade 8 / Standard 6		4
A.2.2.	30-39		2	A.4.5.	Grade 9 / Standard 7		5
A.2.3.	40-49		3	A.4.6.	Grade 10 / Standard 8		6
A.2.4.	50-59		4	A.4.7.	Grade 11 / Standard 9		7
A.2.5.	60 years and older		5	A.4.8.	Grade 12 / Standard 10		8
A.3.	What is your marital status?			A.5.	How long have you been in business for?		
A.3.1.	Never married		1	A.5.1.	2 years		1
A.3.2.	Married		2	A.5.2.	3 years		2
A.3.3.	Cohabitation / living together		3	A.5.3.	4 years		3
A.3.4.	Divorced / separated		4	A.5.4.	5 years and more		4
A.3.5.	Widowed		5				

SECTION B: HISTORY OF THE FASHION BUSINESS

B.1.	How much did the following factors motivate you to start your own fashion business?	3	2	1
		Very much	A little	Not at all
B.1.1.	Parents who have/had their own business			
B.1.2.	Parents and/other family members			
B.1.3.	Spouse			
B.1.4.	Friends			
B.1.5.	Role models			
B.1.6.	Religious leader			
B.1.7.	Subjects studied at school			
B.1.8.	Teachers at school			
B.1.9.	Could not find a job			
B.1.10.	Earned more money than working for someone else			
B.1.11.	Had the machines and equipment already			
B.1.12.	Previous work experience			
B.1.13.	Further studies after you finished school			
B.1.14.	Other (please specify):			

B.2.	How did you get your business? (Choose 1 option)		
B.2.1.	Established your own business		1
B.2.2.	Bought an existing business		2
B.2.3.	Bought into an existing business		3
B.2.4.	Inherited the business		4
B.2.5.	Other (please specify):		5

B.3.	How many employees do you have?	
-------------	--	--

B.4.	Which type of ownership is your business?		
B.4.1.	You are the only owner		1
B.4.2.	You have a partner		2

B.5.	Where do you operate your business from?		
B.5.1.	Home		1
B.5.2.	Building / room next to your home		2
B.5.3.	Building / room away from your home		3

B.6.	How often do you make the following fashion-related products?	5	4	3	2	1
		Daily	Once a week	Once a month	Once every 6 months	Never
B.6.1.	Ladies wear					
B.6.2.	Men's wear					
B.6.3.	Children's wear					
B.6.4.	Casual wear					
B.6.5.	Formal wear					
B.6.6.	Evening wear					
B.6.7.	Wedding attire					
B.6.8.	Traditional wear					
B.6.9.	School wear					
B.6.10.	Interior products (curtains, bedding, upholstery etc.)					
B.6.11	Alterations					

B.7.	How successful do you think your business is?	3	2	1
		Very much	A little	Not at all

B.8.	Do you have another job apart from running your fashion business?	2	1
		Yes	No
		If yes, please specify:	

B.9.	How often do you give out work to other people to do for you?	3	2	1
		Always	Sometimes	Never

B.10.	How often do other designers give you work to do for them?	3	2	1
		Always	Sometimes	Never

SECTION C: CURRENT USE OF BUSINESS SKILLS

C.1.	Where did you get the money to start your business? (All options are applicable)		
C.1.1.	Own savings		1
C.1.2.	Inherited money		2
C.1.3.	Borrowed from family/friends		3
C.1.4.	Bank loan		4

C.2.	Business plans	2	1
		Yes	No
C.2.1.	Do you have a business plan for your business?		
C.2.2.	Did someone help you with your business plan?		

C.3.	Financial skills Please tell me if you do the following:	2	1
		Yes	No
C.3.1	Keep a record of the money in your business?		
C.3.2	Have an invoice booklet?		
C.3.3.	Give quotations to customers before starting their work?		
C.3.4.	Use a computer to help you with bookkeeping?		
C.3.5.	Have a bookkeeper?		
C.3.6.	Plan how to spend the money of the business?		
C.3.7.	Save some of the money after your expenses has been paid?		
C.3.8.	Check what other designers are charging for their work?		
C.3.9.	Try to have the lowest prices?		

When calculating the price of a product, do you consider the following:		2	1
		Yes	No
C.3.10.	Trimmings (threads, needles, vilene, buttons, zips, elastic etc.)		
C.3.11.	Equipment (machines, over lockers, irons, fusing press etc.)		
C.3.12.	Stationary (invoice booklets, paper, pens, stapler etc.)		
C.3.13.	Maintenance/service of machines		
C.3.14.	Salaries/wages of employees		
C.3.15.	Your salary		
C.3.16.	Profit		
C.3.17.	Telephone/cell phone expenses (airtime)		
C.3.18.	Travelling cost to buy fabrics and trims		

C.3.19.	Rent of your house/work area		
C.3.20.	Water and electricity		
C.3.21.	Insurance of the equipment		

When working out the selling price for your products, do you: (choose 1 option)			
C.3.22.	Get help from family and friends to make the price?		1
C.3.23.	Roughly estimate a price?		2
C.3.24.	Use a specific plan to calculate the price?		3

Do you:		2	1
		Yes	No
C.3.25.	Give family and friends special prices when you make something for them?		
C.3.26.	Allow clients to bargain for prices with you?		

Do you charge extra for the following:		2	1
		Yes	No
C.3.27.	Changing the size of a pattern?		
C.3.28.	Alterations?		
C.3.29.	Client requests more fitting sessions?		
C.3.30.	Client changes their mind during/after production stage?		

C.3.31.	Do you think that you know enough about the financial aspects of your business?	2	1
		Yes	No

C.4.	Marketing skills Please answer the following:	2	1
		Yes	No
C.4.1.	Do you ask new customers how they found out about you?		

How do people know about your business?		2	1
		Yes	No
C.4.2.	Friends and family recommend you		
C.4.3.	Advertisements in the newspaper		
C.4.4.	Pamphlets		
C.4.5.	Posters at shops		
C.4.6.	Personal door-to-door sales		
C.4.7.	Fashion shows		
C.4.8.	Other (please specify):		

SECTION D: PROBLEMS WITH BUSINESS SKILLS

D.1.	How well do you:	3	2	1
		Good	Average	Poor
D.1.1.	Understand what a business plan is?			
D.1.2.	Keep record of the money in your business?			
D.1.3.	Find out what customers want?			
D.1.4.	Understand the use of a business plan?			
D.1.5.	Draw up a budget?			
D.1.6.	Advertise your products and/services?			
D.1.7.	Draw up a business plan?			
D.1.8.	Do cost-calculations?			
D.1.9.	Find new customers?			

SECTION E: TRAINING

E.1.	How important do you think it is to have training in business skills?	3	2	1
		Very important	Important	Not important

E.2.	Would you like to get training on the following business aspects?	2	1
		Yes	No
E.2.1.	Drawing up a business plan for your business		
E.2.2.	Drawing up a budget for your business		
E.2.3.	How to find out what your customers want		
E.2.4.	How to do basic bookkeeping		
E.2.5.	How to advertise your products and/services		
E.2.6.	Finding the correct price for your products and/services		
E.2.7.	How to do a quotation for your customers		

E.3.	Do you think that training in business skills could help other fashion entrepreneurs?	2	1
		Yes	No


E.4.	Which language would you prefer to get training in:	
------	---	--

Thank you for your participation in this study. If possible, please refer the researcher (by providing names and contact details) of any other individual(s) whom you believe would be willing to participate in this study.

Name:	Contact details:

Would you like to get a copy of the results from this study?	Yes	No
If yes, please provide the researcher with your contact number or email address:		

Annexure 4: Confidentiality agreements of translators



Vaal University of Technology
Your world to a better future

CONFIDENTIALITY AGREEMENT

I, the undersigned

Prof/Dr/Mr / Ms Wendy Barrow

Identity Number: 7711070019083

Address: 6 Woessel Street, Parys, 9585

Agree to:

- not divulge or permit the disclosure of any information related to this study;
- to take all such steps as may be necessary to prevent the Confidential Information falling into the hands of an unauthorised third party;
- not to make use of any of the Confidential Information in the development, manufacture, marketing and/or sale of any goods;
- not to use any research data for publication purposes;
- not to use or disclose or attempt to use or disclose the Confidential Information for any purpose other than performing research purposes only and includes questionnaires, interviews with participants, data gathering, data analysis and personal information of participants/research subjects;
- not to use or attempt to use the Confidential Information in any manner which will cause or be likely to cause injury or loss to a research participant; and
- understand that all documentation furnished to me by the VUT pursuant to this undertaking will remain the property of the VUT and upon the request of the VUT will be returned to the VUT. I shall not make copies of any such documentation without the prior written consent of the VUT.

Dated at Vanderbijlpark this 7th December 2012

Witnesses:

1 [Signature]

2 [Signature]

(Signatures of witnesses)

[Signature]

(Signature)

Document adapted from NWU source



Vaal University of Technology
Your world to a better future

CONFIDENTIALITY AGREEMENT

I, the undersigned

~~Prof/Dr/ Mr / Ms~~ Johannes Tshepo Makhosel

Identity Number: 6305025493088

Address: 42 Langland - Loulandpark - 1944

Agree to:

- not divulge or permit the disclosure of any information related to this study;
- to take all such steps as may be necessary to prevent the Confidential Information falling into the hands of an unauthorised third party;
- not to make use of any of the Confidential Information in the development, manufacture, marketing and/or sale of any goods;
- not to use any research data for publication purposes;
- not to use or disclose or attempt to use or disclose the Confidential Information for any purpose other than performing research purposes only and includes questionnaires, interviews with participants, data gathering, data analysis and personal information of participants/research subjects;
- not to use or attempt to use the Confidential Information in any manner which will cause or be likely to cause injury or loss to a research participant; and
- understand that all documentation furnished to me by the VUT pursuant to this undertaking will remain the property of the VUT and upon the request of the VUT will be returned to the VUT. I shall not make copies of any such documentation without the prior written consent of the VUT.

Dated at Vanderbijlpark this 07 Dec. Nov 2016

Witnesses:

1

2

(Signatures of witnesses)

Johannes
(Signature)

Document adapted from NWU source



Vaal University of Technology
Your world to a better future

Foromo ya tumello ya ba nang le seabo dipatlisisong

Boemo (thaetlele): Tshebediso, diphepetso le ditlhoko tsa thupelo ka bokgoni ba kgwebo bakeng sa borakgwebo ba feshene lebatoweng la Emfuleni.

Mmatlisisi: Mofts Keshni Nana (Moithuti Univesithing ya Theknoloji ya Vaal)

Nomoro ya boikgokahanyo: 079 070 0860

Motataisi-mmoho: Mof N. Coetzee (Morupedi Univesithing ya Theknoloji ya Vaal)

Nomoro ya boikgokahanyo: 084 748 7000

Motataisi: Dr H. Van Staden (Morupedi Univesithing ya Leboya Bophirima)

Nomoro ya boikgokahanyo: 082 378 8202

Monkakarolo ya ratehang,

Ka lebaka la hobane o le rakgwebo wa feshene ya phelang Masepaleng wa Emfuleni wa lehae, o mengwa ho tla ba le seabo projekeng ena e tla tswela babatlisisi bana ba babedi molemo dikgerateng tsa bona tsa Masters tsa Feshene. Lebaka la projeke ena ke ho fumana ditlhoko tsa hao ka thupelo ka bokgoni ba kgwebo bakeng sa kgwebo ya hao ya Feshene. Re batla ho qolla tsela tseo o sebedisang bokgoni ba hao ba kgwebo mmoho le ho utlwisisa mathata ao e ka bang o na le ona hona jwale ka bokgoni bona.

E le hore o ka ba le seabo thutong ena, o lokela ho:

- ☐ ba dilemo di 18 le ho feta;
- ☐ hloka mangolo a feshene kapa thupelo ya feshene;
- ☐ hira batho ba 1-5, ho kenyelletswa le wena;
- ☐ tsamaisa kgwebo ho feta dilemo tse 2;

- ☐ ba le kgwebo sebakeng se haufi le ditoropo tse ka sehlohong tsa Vanderbijlpark le Vereeniging; le
- ☐ ba le kgwebo Masepaleng wa Emfuleni wa Lehae.

Ka mora hore foromo ena ya tumello e balwe le ho hlaloswa ke mosebeletsi ya tsamayang ya rupetsweng, o ka mmotsa leha e le eng eo o sa e utlwisising. Ho bohlokwa ho wena hore o utlwisise hore hobaneng ha projeke ena e etswa, mme ha e ba o thabela ho ba le seabo, o tla kopjwa ho ha o batla, ntle le kotsi kapa ditshenyehelo ho wena. Mosebeletsi ya tsamayang o tla o balla dipotso tsa patlisiso mme o ka mmolella hore o kgetha karabo efe. Sena se ka nka metsotso e ka bang 20 ya nako ya hao. Nomoro e hodimo patlisisong ya hao empa e le bakeng sa merero ya tsamaiso fela. Dikarabo tsa hao di tla bolokwa e le lekunutu mme lebitso la hao kapa dintlha di ke ke tsa arolelanwa leha e le mang. Mosebeletsi ya tsamayang o tla o fa bukana ya mahala e nang le moralo, mmoho le leqetshwana la ditshenyehelo ho o thusa kgwebong ya hao. Dikarabo tsa hao di tla thusa ho etsa dipuella bakeng sa kemiso ya bokgoni ba kgwebo ya moaparo bakeng sa borakgwebo ba batjha kapa ba ntseng ba le teng, tseo re nahanang hore le wena di tla o thusa.

Boitlamo ba ba nang le seabo

Nna (*lebitso*)..... ke a dumela ho nka karolo projekeng ena ya patlisiso e bitswang: Tshebediso, diphephetso le ditlhoko tsa thupelo ka bokgoni ba kgwebo bakeng sa borakgwebo ba feshene lebatoweng la Emfuleni.

Ke itlama hore:

- Ke utlwisisa tlhahisoleseding e foromong ena ya tumello;
- Ke bile le monyetla wa ho botsa mosebeletsi potso leha e le efe mme dipotso tsa ka di arabetswe;
- Ke a utlwisisa hore ke kgetho ya ka ho ba le seabo thutong ena, nke ke ka kgethollwa;
- Haeba ke kgetha ho se hlole ke e ba le seabo thutong ena, nke ke ka kgethollwa;
- Ke lokolohile ho kopa ho tsamaya pele e fela, nako leha e le efe.

E saennwe (sebaka)ka (*mohla*) 20....

.....
Mosaeno wa monkakarolo

.....
Mosaeno wa paki



Boitlamo ba mosebeletsi ya tsamayang

Nna (*lebitso*) ke itlama hore:

- Ke hlalositse morero wa projeke ena ya patlisiso ho monkakarolo;
- Ke mo kgothalleditse ho botsa dipotso mme ka nka nako ho di araba;
- Ke kgotsofetse hore o utlwisisa morero wa patlisiso ena, jwalokaha e hlalositse ka hodimo.

E saennwe (sebaka)ka (*mohla*) 20....

.....
Mosaeno wa mosebeletsi ya tsamayang

.....
Mosaeno wa paki

Annexure 6: Translated questionnaire

DIPOTSO TSA DIPHUPUTSO KA KGOKAHANO NOMORO YA MOFUPUTSWA

--	--	--

KAROLO YA A: TSA BOTHO

A.1.	Bong			A.4.	O fetile sehlopha sefe se hodimo ka ho fetisisa?		
A.1.1.	Tshehadi		1	A.4.1.	Kereiti ya 1-5/A-Sehlopha sa 3		1
A.1.2.	Tona		2	A.4.2.	Kereiti ya 6 / Sehlopha sa 4		2
A.2.	O lemo di kae?			A.4.3.	Kereiti ya 7 / Kereiti ya 5		3
A.2.1.	Lemo tse18-29		1	A.4.4.	Kereiti ya 8 / Kereiti ya 6		4
A.2.2.	30-39		2	A.4.5.	Kereiti ya 9 / Kereiti ya 7		5
A.2.3.	40-49		3	A.4.6.	Kereiti ya 10 / Kereiti ya 8		6
A.2.4.	50-59		4	A.4.7.	Kereiti ya 11 / Sehlopha sa 9		7
A.2.5.	Lemo tse 60 le ho feta		5	A.4.8.	Kereiti ya 12 / Sehlopha sa 10		8
A.3.	Boemo ba hao ba lenyalo ke bofe?			A.5.	Ke nako e kae o le kgwebong?		
A.3.1.	Ha ke so nyalwe		1	A.5.1.	Lemo tse 2		1
A.3.2.	Ke nyetswe		2	A.5.2.	Lemo tse 3		2
A.3.3.	Re dula mmoho		3	A.5.3.	Lemo tse 4		3
A.3.4.	Tihalo / karohano		4	A.5.4.	Lemo tse 5 le ho feta		4
A.3.5.	Mohlolohadi		5				

KAROLO YA B: NALANE YA KGWEBO YA FESHENE

B.1.	Dintlha tse latelang di bile le tshusumetso e kae hore o qale kgwebo ya hao ya feshene?	3	2	1
		haholo	hanyane	hohang
B.1.1.	Batswadi ba nang/ba kileng ba ba le kgwebo			
B.1.2.	Batswadi le ditho tse ding tsa lelapa			
B.1.3.	Mohatsa			
B.1.4.	Metswalle			
B.1.5.	Babehimohlala			
B.1.6.	Baetapele ba bodumedi			
B.1.7.	Dithuto tsa sekolo			
B.1.8.	Matitjhere a sekolo			
B.1.9.	Ho se fumane mosebetsi			
B.1.10.	Ho fumana tjehele e ngata ho feta ho sebeletsa motho e mong			
B.1.11.	Ke ne ke se ke ntse ke na le metjhini			
B.1.12.	Phihlelo ya mosebetsi oo ke neng ke o sebetse pele			
B.1.13.	Dithuto tse tswelang pele ha ke qeta sekolo			
B.1.14.	E nngwe (e bolele):			

B.2.	O fumane kgwebo ya hao jwang? (kgetha e le nngwe)		
B.2.1.	O ile wa qala kgwebo ya hao		1
B.2.2.	O ile wa reka kgwebo e ntseng e le teng		2
B.2.3.	O ile wa kena kgwebong e ntseng e le teng.		3
B.2.4.	O ile wa ja kgwebo lefa		4
B.2.5.	Tse ding (di bolele)		5

B.3.	O na le basebetsi ba ba kae?	
-------------	-------------------------------------	--

B.4.	Kgwebo ya hao ke ya mofuta ofe?		
B.4.1.	Ke ya hao o le mong		1
B.4.2.	O na le molekane		2

B.5.	O sebeletsa kae?		
B.5.1.	Lapeng		1
B.5.2.	Moaho / phapusi pela lehae la hao		2
B.5.3.	Moaho / phapusi hole le lehae la hao		3

B.6.	O etsa dihlahiswa tse latelang tsa feshene haholo hakae?	5	4	3	2	1
		Letsatsi ka leng	Beke ka nngwe	Kgwedi ka nngwe	Hang ka kgwedi-tshelela	Hohang
B.6.1.	Diaparo tsa basadi					
B.6.2.	Diaparo tsa banna					
B.6.3.	Diaparo tsa bana					
B.6.4.	Diaparo tseo e seng tsa semmuso					
B.6.5.	Diparo tsa semmuso					
B.6.6.	Diaparo tsa bosiu					
B.6.7.	Diaparo tsa letjhato					
B.6.8.	Diaparo tsa setso					
B.6.9.	Diaparo tsa sekolo					
B.6.10.	Disebediswa tsa ho kgabisa kahare (dikgaretene, moalo, masela jj.)					
B.6.11	Ho lokisa					

B.7.	O nahana hore kgwebo ya hao e atlehile hakae?	3	2	1
		Haholo	Hanyane	Hohang

B.8.	O na le mosebetsi o mong ntle le ho sebetsa kgwebong ya hao ya feshene? Haeba e, hlalosa.	2	1
		E	Tjhe

B.9.	O abela batho ba bang mosebetsi hakae?	3	2	1
		Kamehla	Ka dinako tse ding	Hohang

B.10.	Baqapi ba bang ba o fa mosebetsi hakae?	3	2	1
		Kamehla	Ka dinako tse ding	Hohang

KAROLO YA C: TSHEBEDISO YA BOKGONI BA KGWEBO

C.1.	O nkile tjhelete ya ho qadisa kgwebi kae?		
C.1.1.	Ke e bolokile		1
C.1.2.	Ke e jele lefa		2
C.1.3.	Ke e adimile ho lelapa/metswalle		3
C.1.4.	Kadimo ya banka		4

C.2.	Moralo wa kgwebo Ha karabo ho C.1.4 e le e, ka kopo araba tse latelang:	2	1
		E	Tjhe
C.2.1.	Na o na le moralo wa kgwebo?		
C.2.2.	Na o ile wa thuswa ke e mong ka moralo wa kgwebo ya hao?		

C.3.	Bokgoni ba ditjhelete Ka kopo mpoelle hore na o etsa tse latelang:	2	1
		E	Tjhe
C.3.1	O boloka tlaleho ya ditjhelete kgwebong ya hao?		
C.3.2	O na le bukana ya di-invoice?		
C.3.3.	O fa bareki di-quotation pele o qala mosebetsi wa bona?		
C.3.4.	O sebedisa khomputha ho o thusa ka ho boloka dibuka?		
C.3.5.	O na le motshwari wa dibuka?		
C.3.6.	O itokisetse tsela eo o tla sebedisa tjhelete ya kgwebo?		
C.3.7.	O boloka e nngwe ya tjhelete ka mora ho lefa ditshenyehelo?		
C.3.8.	O a hlahloba hore baqapi ba bang ba batla bokae bakeng sa mosebetsi wa bona?		
C.3.9.	O leka ho batla theko e tlase ka ho fetisisa?		

Ha o bala theko ya sehlahiswa, na o ela hloko tse latelang:		2	1
		E	Tjhe
C.3.10.	Mepheto (dikgwele, dinalete, vilene, dikonopo, di-zipti, direkere,jj.)		
C.3.11.	Disebediswa (metjhini, di-over lock, dieistere, di-fusing press jj.)		
C.3.12.	dibuka (dibukana tsa di-invoice, pampiri, dipene, di-stapler jj.)		
C.3.13.	Ditokiso/ ditshebeletso tsa metjhini		
C.3.14.	Ditefo tsa basebetsi		

C.3.15.	Tefo ya hao		
C.3.16.	Phaello		
C.3.17.	Ditshenyehelo tsa fono/ selfounu (moya)		
C.3.18.	Ditshenyehelo tsa ho palama ho ya reka lesela le mepheto		
C.3.19.	Rente ya ntlo ya hao/ moo o sebeletsang		
C.3.20.	Metsi le motlakase		
C.3.21.	Inshoreense ya disebediswa		

Ha o sebetsa tjhelete eo o tla rekisa thepa ya hao ka yona, na o: (kgetha e le 1)			
C.3.22.	Kopa thuso ho tswa ho lelapa la hao le metswalle?		1
C.3.23.	O hakanya theko feela ka hloho?		2
C.3.24.	O sbedisa moralo o itseng ho sebetsa theko?		3

Na o:		2	1
		E	Tjhe
C.3.25.	Fa lelapa le metswalle theko e ikgethang bakeng sa ho ba etsetsa ho hong?		
C.3.26.	dumella bareki ho kopa sesolo ho wena?		

Na o kopa theko e eketsehileng bakeng sa tse latelang?		2	1
		E	Tjhe
C.3.27.	Ho fetola tekanyo(size) ya phethene?		
C.3.28.	Ho fetola moroko?		
C.3.29.	Ha moreki a kopa diketsahalo tse eketsehileng tsa ho itekanya?		
C.3.30.	Ha moreki a fetola monahano nakong/kapa ka mora hore o qete ho roka?		

C.3.31.	O nahana hore o tseba ka ho lekaneng ka lehlakore la ditjhelete la kgwebo ya hao?	2	1
		E	Tjhe

C.4.	Ho ipapatsa Ka kopo araba tse latelang:	2	1
		E	Tjhe
C.4.1.	O botsa bareki ba batjha hore na ba tsebile jwang ka wena?		

Batho ba tseba jwang ka kgwebo ya hao?		2	1
		E	Tjhe
C.4.2.	Metswalle le lelapa ba a o buella		
C.4.3.	Dipapatso dikoranteng		
C.4.4.	Dipampitshana		
C.4.5.	Diphoustara mabenkeleng		
C.4.6.	Thekiso ka ntlo le ntlo		

C.4.7.	Dipontsho tsa feshene		
C.4.8	Tse ding (ka kopo di kgetholle).		

KAROLO YA D: BOTHATA KA BOKGONI BA KGWEBO

D.1.	O etsa se latelang hantle hakae?	3	2	1
		hantle	hantlenyana	hampe
D.1.1.	Ho tseba hore moralo wa kgwebo ke eng?			
D.1.2.	Ho boloka ditlaleho tsa tjelele ka hara kgwebo?			
D.1.3.	Ho fumana hore bareki ba hloka eng? want?			
D.1.4.	Ho utlwisisa mosebetsi wa moralo wa kgwebo?			
D.1.5.	Ho rala ditekanyetso (budget)?			
D.1.6.	Ho bapatsa dihlahiswa tsa hao le/ditshebeletso?			
D.1.7.	Ho rala moralo wa kgwebo?			
D.1.8.	Ho bala ditshenyehelo?			
D.1.9.	Ho fumana bareki ba batjha?			

KAROLO YA E: THUPELO

E.1.	O nahana hore ho bohlokwa hakae ho ba le thupelo ka bokgoni ba kgwebo?	3	2	1
		haholo	Ho bohlokwa	Ha ho bohlokwa

E.2.	O ka rata ho fumana thupello dintlheng tse latelang tsa kgwebo?	2	1
		E	Tjhe
E.2.1.	Ho rala moralo wa kgwebo bakeng sa kgwebo ya hao		
E.2.2.	Ho rala ditekanyetso bakeng sa kgwebo ya hao		
E.2.3.	Hore o ka fumana jwang seo bareki ba hao ba se hlohang		
E.2.4.	Hore o ka sebedisa tsela ya motheo ya ho tshwara dibuka jwang		
E.2.5.	Hore o ka bapatsa dihlahiswa tsa hao/ ditshebeletso jwang		
E.2.6.	Ho ka fumana theko e ntle ka ho fetisisa bakeng sa dihlahiswa/ditshebeletso tsa hao		
E.2.7.	Hore o ka etsa di-quotation bakeng sa bareki ba hao jwang		

E.3.	O nahana hore thupelo bakeng sa bokgoni ba ho tsamaisa kgwebo e ka thusa borakgwebo ba bang ba feshene?	2	1
		E	Tjhe


E.4.	O ka kgetha ho fumana thupello ka leleme lefe?	
------	--	--

Ke ya leboha ka ho ba le seabo thutong ena. Haeba ho kgoneha, ka kopo lebisa (ka ho fana ka dintlha tsa ho ikopanya) leha e le bafe bao o dumelang hore ba ka dumela ho ba le seabo thutong ena.

Lebitso	Dintlha tsa ho ikopanya:

O ka lakatsa ho ba le kopi ya sepheto sa thuto ee?	E	Tjhe
Haeba e, ka kopo fana ka nomoro ya hao ya ho ikopanya kapa aterese ya e-meili ho mofuputsi:		

Annexure 7: Confidentiality agreement of back translator

 **Vaal University of Technology**
Your world to a better future

CONFIDENTIALITY AGREEMENT

I, the undersigned

Prof./Dr./Mr./Ms MS M.P. MATLA

Identity Number: 840806 0927 081

Address: 3143 SKOTIPHOLA, TUMAHOLE, PAFYS, 9583

Agree to:

- not divulge or permit the disclosure of any information related to this study;
- to take all such steps as may be necessary to prevent the Confidential Information falling into the hands of an unauthorised third party;
- not to make use of any of the Confidential Information in the development, manufacture, marketing and/or sale of any goods;
- not to use any research data for publication purposes;
- not to use or disclose or attempt to use or disclose the Confidential Information for any purpose other than performing research purposes only and includes questionnaires, interviews with participants, data gathering, data analysis and personal information of participants/research subjects;
- not to use or attempt to use the Confidential Information in any manner which will cause or be likely to cause injury or loss to a research participant; and
- understand that all documentation furnished to me by the VUT pursuant to this undertaking will remain the property of the VUT and upon the request of the VUT will be returned to the VUT. I shall not make copies of any such documentation without the prior written consent of the VUT.

Dated at 22 this FEBRUARY 20 17

Witnesses:

1 [Signature]

2 [Signature]


(Signatures of witnesses)

[Signature]

(Signature)

Document adapted from NWU source

Annexure 8: Confidentiality agreements of fieldworkers

 **Vaal University of Technology**
Your world to a better future

CONFIDENTIALITY AGREEMENT

I, the undersigned

Prof / Dr / Mr / Ms ELIZABETH MCHOCHOANE

Identity Number: 7103280644084

Address: 91 MASHALENG STREET ZAMDELA LOCATION
SASOLBURG

Agree to:

- not divulge or permit the disclosure of any information related to this study;
- to take all such steps as may be necessary to prevent the Confidential Information falling into the hands of an unauthorised third party;
- not to make use of any of the Confidential Information in the development, manufacture, marketing and/or sale of any goods;
- not to use any research data for publication purposes;
- not to use or disclose or attempt to use or disclose the Confidential Information for any purpose other than performing research purposes only and includes questionnaires, interviews with participants, data gathering, data analysis and personal information of participants/research subjects;
- not to use or attempt to use the Confidential Information in any manner which will cause or be likely to cause injury or loss to a research participant; and
- understand that all documentation furnished to me by the VUT pursuant to this undertaking will remain the property of the VUT and upon the request of the VUT will be returned to the VUT. I shall not make copies of any such documentation without the prior written consent of the VUT.

Dated at VAALPARK this 18/02 2017

Witnesses:

1 [Signature]

2 [Signature]

(Signatures of witnesses)

[Signature]

(Signature)

Document adapted from NWU source



CONFIDENTIALITY AGREEMENT

I, the undersigned

Prof / Dr / Mr / Ms Mrs BETTY Mgina

Identity Number: 740329 0440 089

Address: 6 Hudson street Sasolburg

Agree to:

- not divulge or permit the disclosure of any information related to this study;
- to take all such steps as may be necessary to prevent the Confidential Information falling into the hands of an unauthorised third party;
- not to make use of any of the Confidential Information in the development, manufacture, marketing and/or sale of any goods;
- not to use any research data for publication purposes;
- not to use or disclose or attempt to use or disclose the Confidential Information for any purpose other than performing research purposes only and includes questionnaires, interviews with participants, data gathering, data analysis and personal information of participants/research subjects;
- not to use or attempt to use the Confidential Information in any manner which will cause or be likely to cause injury or loss to a research participant; and
- understand that all documentation furnished to me by the VUT pursuant to this undertaking will remain the property of the VUT and upon the request of the VUT will be returned to the VUT. I shall not make copies of any such documentation without the prior written consent of the VUT.

Dated at Vaalpark this 18/02 2017

Witnesses:

1 [Signature]

2 [Signature]

(Signatures of witnesses)

[Signature]
(Signature)

Document adapted from NWU source



CONFIDENTIALITY AGREEMENT

I, the undersigned

Prof / Dr / Mr / Ms DENOE LEDNARD

Identity Number: 911006 5043 013

Address: GRANADA COURT CNR SMUTS & EDWARD ST VERBENIGING
ROOM 21A

Agree to:

- not divulge or permit the disclosure of any information related to this study;
- to take all such steps as may be necessary to prevent the Confidential Information falling into the hands of an unauthorised third party;
- not to make use of any of the Confidential Information in the development, manufacture, marketing and/or sale of any goods;
- not to use any research data for publication purposes;
- not to use or disclose or attempt to use or disclose the Confidential Information for any purpose other than performing research purposes only and includes questionnaires, interviews with participants, data gathering, data analysis and personal information of participants/research subjects;
- not to use or attempt to use the Confidential Information in any manner which will cause or be likely to cause injury or loss to a research participant; and
- understand that all documentation furnished to me by the VUT pursuant to this undertaking will remain the property of the VUT and upon the request of the VUT will be returned to the VUT. I shall not make copies of any such documentation without the prior written consent of the VUT.

Dated at VERBENIGING this 11th MARCH 2017

Witnesses:

1 [Signature]
2 [Signature]
(Signatures of witnesses)

[Signature]
(Signature)

Document adapted from NWU source



CONFIDENTIALITY AGREEMENT

I, the undersigned

Prof / Dr / Mr / Ms Tseko Hoshela

Identity Number: 9403075286088

Address: 5 Betty Str Vereeniging

Agree to:

- not divulge or permit the disclosure of any information related to this study;
- to take all such steps as may be necessary to prevent the Confidential Information falling into the hands of an unauthorised third party;
- not to make use of any of the Confidential Information in the development, manufacture, marketing and/or sale of any goods;
- not to use any research data for publication purposes;
- not to use or disclose or attempt to use or disclose the Confidential Information for any purpose other than performing research purposes only and includes questionnaires, interviews with participants, data gathering, data analysis and personal information of participants/research subjects;
- not to use or attempt to use the Confidential Information in any manner which will cause or be likely to cause injury or loss to a research participant; and
- understand that all documentation furnished to me by the VUT pursuant to this undertaking will remain the property of the VUT and upon the request of the VUT will be returned to the VUT. I shall not make copies of any such documentation without the prior written consent of the VUT.

Dated at Vaai Park this 18 Feb 2017

Witnesses:

1 [Signature]

2 [Signature]

(Signatures of witnesses)

[Signature]

(Signature)



Congratulations! You are now part of a research project and will contribute to the data collection phase of my Masters' degree in Fashion. This project targets fashion entrepreneurs who live within the Emfuleni Local Municipality. The reason for this project is to find out about respondents' needs for training in business skills within their fashion business. We want to identify their current use of business skills and understand the problems that they may have with business skills.

Your duties as a fieldworker include:

- ✓ Approach customers in the allocated stores by introducing yourself and the study. Make mention of the free booklet with template to help them in their business.
- ✓ If they are keen to take part, go through the checklist on the first page of the informed consent form. If they are not keen, say thank you and move on.
- ✓ If they meet the criteria on the checklist, briefly explain the informed consent form to them. Emphasise highlighted areas. If they do not meet the criteria on the checklist, they may **not** take part.
- ✓ Read the participant declaration on the informed consent form and let them sign. Sign your fieldworker declaration thereafter. **It is important for you to understand what this project is about and why it is being done, to be able to answer any questions that the respondent has.**
- ✓ You will read each question on the questionnaire to the respondent and record their answer using a pen. This should take 20 minutes per respondent. Make sure that the number at the top of each questionnaire is filled accordingly as it is for administration purposes.
- ✓ When you are done with the interview, each respondent must get a booklet as a gift for partaking in the questionnaire. They may not get more than 1.

Rules and regulations include:

- ✓ Ensure that you maintain a friendly, professional and positive manner at all times.

- ✓ Approach and greet the identified participant in a friendly manner. Do not overwhelm them or come across as intimidating. The participant has to feel comfortable from the start.
- ✓ Treat the participants with respect at all times and remind them that they and their answers are extremely important for this study.
- ✓ Remind the participants that their anonymity is ensured throughout the entire study.
- ✓ Also ensure that participants are constantly aware of their rights to withdraw from the study at **any** time.
- ✓ Be aware of the tone of voice which you use. It must be soothing and friendly. Again, do not intimidate the participant by your tone of voice.
- ✓ Ensure that your body language is relaxed, friendly and informal. Always make the participant feel at ease.
- ✓ You have to come across as having a genuine interest in the participant and their answers.
- ✓ Ensure that you have a neat and modest appearance. Pay attention to your outfit, it must be professional.

Please note:

- ✓ We will pilot test on Saturday 4 March at 9h00 – please keep this day free.
- ✓ The duration of the actual data collection is for a maximum of 6 weeks. Depending on how the pilot testing goes, I would like to begin the actual data collection process on or during the week of the 6th of March until the 15th of April. You will receive a roster to fill in the days and times that you are not available to work.
- ✓ You will be paid R20.00 per completed questionnaire. Should you be able to get reliable transport to and from the stores, I will compensate you for the travelling fee. Alternatively, travel arrangements will be made. You will receive a snack for the hours that you are collecting data. You will also be provided with all necessary stationery and documents. Please do not lose or confuse this with each other.
- ✓ I will form a Whatsapp group for the duration of the data collection period to keep in contact – please keep me informed and updated if there are any issues. I will be with you daily at the stores, thus available to address any problems that may arise.

Upon signing your confidentiality agreement as your consent to be a part of this study, you will receive examples of the questionnaire and informed consent form in both English and Sesotho. Please use the time you have to familiarise yourself with it and to practice what you have learnt from our training session today.

I would like to thank you for your assistance. Should you have any questions, you are welcome to contact me on 079 070 0806.

Scenarios:

Consider the following scenarios and decide how you will approach and deal with the specific situation.

1. A group of respondents enter the store who all qualify and agree to partake in the study. You cannot interview all of the respondents at once, nor can they be in close proximity of each other while you conduct the interview. How do you approach the situation without irritating the potential respondents, or causing them to change their mind about partaking in our study?
2. The respondent is not sure how to answer a question, and asks you for your opinion or tells you just to choose any answer. What do you do?
3. The respondent is unwilling to answer some questions. How do you encourage them to answer all the questions? (Remember, if all the questions are not answered, the questionnaire cannot be used for the study).
4. The respondent does not understand specific terms used in the questions. How do you go about ensuring that they do understand all terms?
5. An individual approaches you and would like to participate in the study, but through observation you can see that they do not meet the necessary criteria. Unfortunately, they cannot participate in the research (they are not allowed to answer the questionnaire, as it will not be able to be used for the study).
6. Half-way through the questionnaire, the respondent wishes to withdraw from the study.
7. A participant asks for an extra booklet for the friend.
8. A participant asks to take the questionnaire home in order to fill it in and then bring it back to the store at a later stage.

Notes:

[illegible]

Annexure 10: Ethical Clearance Certificate



Vaal University of Technology

Your world to a better future



Research Directorate
[Tel: +27 16 9509531]

Research and Innovation Ethical Clearance Certificate

Applicant:	K Nana (Masters of Visual Arts in Fashion)
Project:	Uses, challenges and training needs regarding business skills for fashion entrepreneurs in the Emfuleni Local Municipality
Institution:	Vaal University of Technology
Date Approved:	28 July 2016
Ethical Clearance Number:	ECN09-2016
Approved: Yes/No	Yes


DR SM NELANA

CHAIRPERSON: RESEARCH & INNOVATION ETHICS COMMITTEE

Date: 28 July 2016

VAAI UNIVERSITY OF TECHNOLOGY
RESEARCH DIRECTORATE
PRIVATE BAG X021
VANDERBIJLPARK
1900

Annexure 11: Costing sheet template

COSTING SHEET				SKETCH:
CLIENT NAME:				
CLIENT CONTACT NUMBER:				
DEPOSIT PAID:				
RAW MATERIALS SUPPLIED BY CLIENT:				
1. MATERIAL				
Type 1:	METRES	PRICE PER METRE	AMOUNT	
Type 2:				
Type 3:				
Type 4:				
Lining				
Interfacing				
A: TOTAL MATERIAL COST=				R
2. TRIMMINGS		QUANTITY	PRICE	AMOUNT
Fasteners (buttons/zips/press studs/hook & eyes/buckles etc.)				
Decorative trims (beads/diamantes/applique/ribbons etc.)				
Extras (elastic/velcro/bias tape/bias binding etc.)				
B: TOTAL TRIMMINGS COST=				R
3. LABOUR				AMOUNT
Consultation fee				
Pattern making				
Cutting				
Sewing				
Outsourced services (beading/embroidery/printing/button holes etc.)				
C: TOTAL LABOUR COST=				R
D: TOTAL PRODUCTION COST (A+B+C) =				R
E: Mark-up (profit I want to make on this item of clothing)				R
F: TOTAL COST TO CLIENT (D+E) =				R
FABRIC SAMPLE:				

Annexure 12.1: Form of fashion business ownership

		N	n	%
B.4.	Which type of ownership is your business?	105		
B.4.1.	You are the only owner		76	72.4
B.4.2.	You have a partner		29	27.6

Annexure 12.2: Number of employees in the fashion business

		N	n	%
B.3.	How many employees do you have?	102		
	1 employee		63	61.8
	2 employees		22	21.6
	3 employees		12	11.8
	4 employees		2	2.0
	5 employees		3	2.9

Annexure 12.3: Fashion business location

		N	n	%
B.5.	Where do you operate your business from?	103		
B.5.1.	Home		82	79.6
B.5.2.	Building / room next to your home		7	6.8
B.5.3.	Building / room away from your home		14	13.6

Annexure 12.4: Fashion business success

B.8.	How successful do you think your business is?	N		3	2	1	Mean	±SD
				Very much	A little	Not at all		
		105	n	41	62	2	2.37	0.52
			%	39	59	1.9		

Annexure 12.5: Alternate employment of fashion entrepreneurs without formal fashion-related education or training

B.9.	Do you have another job apart from running your fashion business?	N		2	1
				Yes	No
		104	n	11	93
			%	10.6	89.4

Annexure 12.6: Outsourcing of fashion-related production

B.10.	How often do you give out work to other people to do for you?	N		3	2	1	Mean	±SD
				Always	Sometimes	Never		
		105	n	8	42	55	1.55	0.64
			%	7.6	40	52.4		

Annexure 12.7: Other designers

B.11.	How often do other designers give you work to do for them?	N		3	2	1	Mean	±SD
				Always	Sometimes	Never		
		105	n	15	36	54	1.63	0.72
			%	14.3	34.3	51.4		

Annexure 12.8: Forming the selling price

		N	n	%
When working out the selling price for your products, do you: (choose 1 option)		92		
C.3.22.	Get help from family and friends to make the price?		16	17.4
C.3.23.	Roughly estimate a price?		31	33.7
C.3.24.	Use a specific plan to calculate the price?		45	48.9

Annexure 12.9: Influenced pricing

Do you:		N		2	1
				Yes	No
C.3.25.	Give family and friends special prices when you make something for them?	103	n	46	57
			%	44.7	55.3
C.3.26.	Allow clients to bargain for prices with you?	104	n	40	64
			%	38.5	61.5

Annexure 12.10: Extra charges

Do you charge extra for the following:		N		2	1
				Yes	No
C.3.27.	Changing the size of a pattern?	105	n	51	54
			%	48.6	51.4
C.3.28.	Alterations?	104	n	61	43
			%	58.7	41.3
C.3.29.	Client requests more fitting sessions?	104	n	20	84
			%	19.2	80.8
C.3.30.	Client changes their mind during/after production stage?	104	n	57	47
			%	54.8	45.2

Annexure 12.11: Financial knowledge

C.3.31.	Do you think that you know enough about the financial aspects of your business?	N		2	1
				Yes	No
		104	n	58	46
			%	55.8	44.2

Annexure 12.12: Current use of marketing skills

C.4.	Marketing skills Please answer the following:	N		2	1
				Yes	No
C.4.1.	Do you ask new customers how they found out about you?	105	n	89	16
			%	84.8	15.2

Annexure 12.13: Marketing of the business

How do people know about your business?		N		2	1
				Yes	No
C.4.2.	Friends and family recommend you	105	n	98	7
			%	93.3	6.7
C.4.3.	Advertisements in the newspaper	105	n	12	93
			%	11.4	88.6
C.4.4.	Pamphlets	105	n	14	91
			%	13.3	86.7
C.4.5.	Posters at shops	105	n	5	100
			%	4.8	95.2
C.4.6.	Personal door-to-door sales	104	n	10	94
			%	9.6	90.4
C.4.7.	Fashion shows	105	n	14	91
			%	13.3	86.7
C.4.8	Other (please specify):	75	n	12	63
			%	16	84

Annexure 12.14: Importance of business skills training

E.1.	How important do you think it is to have training in business skills?	N		3	2	1	Mean	±SD
				Very important	Important	Not important		
		104	n	93	8	3	2.87	0.42
			%	89.4	7.7	2.9		

Annexure 12.15: Business skills training needs

E.2.	Would you like to get training on the following business aspects?	N		2	1
				Yes	No
E.2.1.	Drawing up a business plan for your business	105	n	99	6
			%	94.3	5.7
E.2.2.	Drawing up a budget for your business	105	n	95	10
			%	90.5	9.5
E.2.3.	How to find out what your customers want	105	n	101	4
			%	96.2	3.8
E.2.4.	How to do basic bookkeeping	105	n	94	11
			%	89.5	10.5

E.2.5.	How to advertise your products and/services	105	n	99	6
			%	94.3	5.7
E.2.6	Finding the correct price for your products and/services	105	n	97	8
			%	92.4	7.6
E.2.7.	How to do a quotation for your customers	105	n	99	6
			%	94.3	5.7

Annexure 12.16: Training for other fashion entrepreneurs

E.3.	Do you think that training in business skills could help other fashion entrepreneurs?	N		2	1
				Yes	No
		104	n	104	0
			%	100	0

Annexure 12.17: Preferred language for training

		N	n	%
E.4.	Which language would you prefer to get training in:	103		
	English		52	50.5
	Sotho		33	32
	Xhosa		8	7.8
	Zulu		10	9.7

Annexure 13.1: Differences between the number of employees and frequency of fashion-related products

Frequency of fashion-related products	Number of employees		Mean	±SD	1 employee with:	2 employees with:	3 employees with:
	1	1 employee	2.92	1.12	-		
	2	2 employees	3.40	1.07	0.43*	-	
	3	3 employees	3.81	0.90	0.80***	0.39*	-
	4	4 employees	4.25	0.71	1.20***	0.80***	0.50**

* = Low effect; ** = Medium effect; *** = Large effect

Annexure 13.2: Differences between business location and frequency of fashion-related products

Frequency of fashion-related products	Business location		Mean	±SD	The home with:	Building next door with:
	1	The home	3.03	1.12	-	
	2	Building next door	3.14	0.92	0.09	-
	3	Building away	4.24	0.90	1.09***	1.20***

* = Low effect; ** = Medium effect; *** = Large effect

Annexure 13.3: Differences between business ownership and frequency of school wear production

Business ownership		n	Mean	±SD	Effect size
Schoolwear (Never=1; Once every 6 months=2; Once a month=3; Once a week=4; Daily=5)	SP = 1	73	2.11	1.57	0.59**
	P = 2	26	3.19	1.83	

*SP (sole-proprietor) = 1; P (partner) = 2

* = Low effect; ** = Medium effect; *** = Large effect

Annexure 13.4: Correlation between frequencies of school wear and fashion-related production

Fashion-related products		Fashion-related products
School wear		
School wear	r	0.30**

* = Low effect; ** = Medium effect; *** = Large effect

Annexure 13.5: Differences between gender and other factors

Gender		n	Mean	±SD	Effect size
Interior (Never=1; Once every 6 months=2; Once a month=3; Once a week=4; Daily=5)	F = 1	81	3.26	1.67	0.59**
	M = 2	15	2.20	1.78	
Financial and marketing skills (Poor=1; Average=2; Good=3)	F = 1	87	2.34	0.54	0.57**
	M = 2	16	2.65	0.33	
Business plan development skills (Poor=1; Average=2; Good=3)	F = 1	87	1.88	0.74	0.71**
	M = 2	16	2.40	0.68	

*F (female) = 1; M (male) = 2

* = Low effect; ** = Medium effect; *** = Large effect

Annexure 13.6: Correlation between financial and marketing skills challenges and frequency of interior and school wear products

Products produced		Interior products	School wear
Challenges with financial and marketing skills			
Challenges related to financial and marketing skills	r	0.30**	0.30**

* = Low effect; ** = Medium effect; *** = Large effect

Annexure 13.7: Correlation between business plan development skills challenges, school wear, and financial and marketing skills challenges

Fashion entrepreneur		School wear	Challenges with financial and marketing skills
Challenges with business plans development skills			
Challenges related to business plan development skills	r	0.30**	0.57***

* = Low effect; ** = Medium effect; *** = Large effect

Annexure 13.8: Differences between friends and the impact it had within people

Friends		n	Mean	±SD	Effect size
People (Not at all =1; a little =2; very much =3)	Not at all = 1	73	1.25	0.40	1.61***
	Very much = 3	9	1.89	0.34	

*Not at all =1; a little =2; very much =3

* = Low effect; ** = Medium effect; *** = Large effect

Annexure 13.9: Correlation between employment experience and motivation from people

People		People
Employment experience		
Employment experience	r	0.53***

* = Low effect; ** = Medium effect; *** = Large effect

Annexure 14.1: Association between gender and having a business plan

		Do you have a business plan for your business?		Total
		No	Yes	
Gender	Female	68	17	85
		80,0%	20,0%	100,0%
	Male	6	7	13
		46,2%	53,8%	100,0%
Total		74	24	98
		75,5%	24,5%	100,0%
Mean (%)		63,1%	36,9%	100,0%
P-Value		0.008		
Cramer's V		0.30		

Annexure 14.2: Association between gender and understanding the business plan

		How well do you understand the use of a business plan?			Total
		Poor	Average	Good	
Gender	Female	33	25	29	87
		37,9%	28,7%	33,3%	100,0%
	Male	2	2	12	16
		12,5%	12,5%	75,0%	100,0%
Total		35	27	41	103
		34,0%	26,2%	39,8%	100,0%
Mean (%)		25,2%	20,6%	54,2%	100,0%
P-Value		0.007			
Cramer's V		0.31			

Annexure 14.3: Association between number of employees and having a business plan

		Do you have a business plan for your business?		Total
		No	Yes	
How many employees do you have?	1	49	13	62
		79,0%	21,0%	100,0%
	2	14	6	20
		70,0%	30,0%	100,0%
	3	9	1	10
		90,0%	10,0%	100,0%
	4	2	0	2
		100,0%	0,0%	100,0%
	5	1	2	3
		33,3%	66,7%	100,0%
Total		75	22	97
		77,3%	22.7%	100,0%
Mean (%)		74,5%	25,5%	100,0%
P-Value		0.040		
Cramer's V		0.34		

Annexure 14.4: Association between age and including equipment to calculate the selling price

		When calculating the selling price of a product, do you consider equipment?		Total
		No	Yes	
Age	18-29	4	5	9
		44,4%	55,6%	100,0%

	30-39	12	13	25
		48,0%	52,0%	100,0%
	40-49	7	16	23
		30,4%	69,6%	100,0%
	50-59	11	23	34
		32,4%	67,6%	100,0%
	60+	10	3	13
		76,9%	23,1%	100,0%
Total		44	60	104
		42,3%	55,7%	100,0%
Mean (%)		46,4%	53,6%	100,0%
P-Value		0.051		
Cramer's V		0.30		

Annexure 14.5: Association between highest level of education and saving money after paying expenses

		Do you save some of the money after your expenses has been paid?		Total
		No	Yes	
Highest level of education passed	Grade 1-5/Sub A-Standard 3	1	4	5
		20,0%	80,0%	100,0%
	Grade 6/Standard 4	0	3	3
		0,0%	100,0%	100,0%
	Grade 7/Standard 5	2	3	5
		40,0%	60,0%	100,0%
	Grade 8/Standard 6	4	0	4
		100,0%	0,0%	100,0%
	Grade 9/Standard 7	0	4	4
		0,0%	100,0%	100,0%
	Grade 10/Standard 8	1	10	11
		9,1%	90,9%	100,0%
	Grade 11/Standard 9	6	15	21
		28,6%	71,4%	100,0%
	Grade 12/Standard 10	9	37	46
		19,6%	80,4%	100,0%
Total		23	76	99
		23,2%	76,8%	100,0%
Mean (%)		27,2%	72,8%	100,0%
P-Value		0.019		
Cramer's V		0.42		

Annexure 14.6: Association between years in business and trying to have the lowest prices

		Do you try to have the lowest prices?		Total
		No	Yes	
How long have you been in business for?	2 years	6	8	14
		42,9%	57,1%	100,0%
	3 years	1	5	6
		16,7%	83,3%	100,0%
	4 years	4	2	6
		66,7%	33,3%	100,0%
	5 years +	16	60	76
		21,1%	78,9%	100,0%
Total		27	75	102
		26,5%	73,5%	100,0%
Mean (%)		36,85%	63,1%	100,0%
P-Value		0.039		
Cramer's V		0.30		

Annexure 14.7: Association between business ownership and trying to have the lowest prices

		Do you try to have the lowest prices?		Total
		No	Yes	
Which type of ownership is your business?	Sole-proprietorship	26	49	75
		34,7%	65,3%	100,0%
	Partnership	2	27	29
		6,9%	93,1%	100,0%
Total		28	76	104
		26,9%	73,1%	100,0%
Mean (%)		20,8%	79,2%	100,0%
P-Value		0.004		
Cramer's V		0.30		

Annexure 14.8: Association between years in business and including profit to calculate the selling price

		When calculating the selling price of a product, do you consider profit?		Total
		No	Yes	
How long have you been in business for?	2 years	1	14	15
		6,7%	93,3%	100,0%
	3 years	3	3	6
		50,0%	50,0%	100,0%
	4 years	0	6	6
		0,0%	100,0%	100,0%
	5 years +	9	67	76
		11,8%	88,2%	100,0%

Total	13	90	103
	12,6%	87,4%	100,0%
Mean (%)	17,1%	82,9%	100,0%
P-Value	0.029		
Cramer's V	0.30		

Annexure 14.9: Association between years in business and charging extra for pattern alteration

		Do you charge extra to change the size of a pattern?		Total
		No	Yes	
How long have you been in business for?	2 years	14	1	15
		93,3%	6,7%	100,0%
	3 years	4	2	6
		66,7%	33,3%	100,0%
	4 years	3	3	6
		50,0%	50,0%	100,0%
	5 years +	33	43	76
		43,4%	56,6%	100,0%
Total		54	49	103
		52,4%	47,6%	100,0%
Mean (%)		63,4%	36,7%	100,0%
P-Value		0.005		
Cramer's V		0.36		

Annexure 14.10: Association between years in business and charging extra when clients change their mind

		Do you charge extra if the client changes their mind during or after the production stage?		Total
		No	Yes	
How long have you been in business for?	2 years	12	3	15
		80,0%	20,0%	100,0%
	3 years	3	2	5
		60,0%	40,0%	100,0%
	4 years	2	4	6
		33,3%	66,7%	100,0%
	5 years +	30	46	76
		39,5%	60,5%	100,0%
Total		47	55	102
		46,1%	53,9%	100,0%
Mean (%)		53,2%	46,8%	100,0%
P-Value		0.028		
Cramer's V		0.30		

Annexure 14.11: Association between acquiring the business and including telephone/cell phone expenses to calculate the selling price

		When calculating the selling price of a product, do you consider telephone/cell phone expenses (airtime)?		Total
		No	Yes	
How did you get the business?	Established your own	60	33	93
		64,5%	35,5%	100,0%
	Other	2	9	11
		18,2%	81,8%	100,0%
Total		62	42	104
		59,6%	40,4%	100,0%
Mean (%)		41,4%	58,7%	100,0%
P-Value		0.003		
Cramer's V		0.30		

Annexure 14.12: Association between acquiring the business and including insurance to calculate the selling price

		When calculating the selling price of a product, do you consider insurance of the equipment?		Total
		No	Yes	
How did you get the business?	Established your own	82	10	92
		89,1%	10,9%	100,0%
	Other	5	6	11
		45,5%	54,5%	100,0%
Total		87	16	103
		84,5%	15,5%	100,0%
Mean (%)		67,3%	32,7%	100,0%
P-Value		0.000		
Cramer's V		0.37		

Annexure 14.13: Association between business ownership and including rent to calculate the selling price

		When calculating the selling price of a product, do you consider the rent of your house/work area?		Total
		No	Yes	
Which type of ownership is your business?	Sole-proprietorship	56	20	76
		73,7%	26,3%	100,0%
	Partnership	12	17	29
		41,4%	58,6%	100,0%
Total		68	37	105
		64,8%	35,2%	100,0%

Mean (%)	57,6%	42,5%	100,0%
P-Value	0.002		
Cramer's V	0.30		

Annexure 14.14: Association between business ownership and including water and electricity to calculate the selling price

		When calculating the selling price of a product, do you consider the water and electricity of your house/work area?		Total
		No	Yes	
Which type of ownership is your business?	Sole-proprietorship	45	31	76
		59,2%	40,8%	100,0%
	Partnership	8	20	28
		28,6%	71,4%	100,0%
Total		53	51	104
		51,0%	49,0%	100,0%
Mean (%)		43,9%	56,1%	100,0%
P-Value		0.006		
Cramer's V		0.30		

Annexure 14.15: Association between business location and including rent to calculate the selling price

		When calculating the selling price of a product, do you consider rent of your house/work area?		Total
		No	Yes	
Where do you operate your business from?	Home	64	18	82
		78,0%	22,0%	100,0%
	Building/room next to your home	0	7	7
		0,0%	100,0%	100,0%
	Building/room away from your home	3	11	14
		21,4%	78,6%	100,0%
Total		67	36	103
		65,0%	35,0%	100,0%
Mean (%)		33,1%	66,9%	100,0%
P-Value		0.000		
Cramer's V		0.55		

Annexure 14.16: Association between business location and including water and electricity to calculate the selling price

		When calculating the selling price of a product, do you consider water and electricity?		Total
		No	Yes	
Where do you operate your business from?	Home	47	34	81
		58,0%	42,0%	100,0%
	Building/room next to your home	0	7	7
		0,0%	100,0%	100,0%
	Building/room away from your home	4	10	14
		28,6%	71,4%	100,0%
Total		51	51	102
		50,0%	50,0%	100,0%
Mean (%)		28,9%	71,1%	100,0%
P-Value		0.003		
Cramer's V		0.34		

Annexure 14.17: Association between number of employees and including employees' salaries and wages to calculate the selling price

		When calculating the selling price of a product, do you consider the salaries/wages of employees?		Total
		No	Yes	
How many employees do you have?	1	39	23	62
		62,9%	37,1%	100,0%
	2	6	16	22
		27,3%	72,7%	100,0%
	3	2	10	12
		16,7%	83,3%	100,0%
	4	0	2	2
		0,0%	100,0%	100,0%
	5	0	3	3
		0,0%	100,0%	100,0%
Total		47	54	101
		46,5%	53,5%	100,0%
Mean (%)		21,4%	78,6%	100,0%
P-Value		0.001		
Cramer's V		0.45		

Annexure 14.18: Association between number of employees and having an invoice booklet

		Do you have an invoice booklet?		Total
		No	Yes	
How many employees do you have?	1	43	20	63
		68,3%	31,7%	100,0%
	2	9	13	22
		40,9%	59,1%	100,0%
	3	5	7	12
		41,7%	58,3%	100,0%
	4	0	1	1
		0,0%	100,0%	100,0%
	5	0	3	3
		0,0%	100,0%	100,0%
Total		57	44	101
		56,4%	43,6%	100,0%
Mean (%)		30,2%	69,8%	100,0%
P-Value		0.013		
Cramer's V		0.38		

Annexure 14.19: Association between number of employees and keeping a record of money in the business

		Do you keep a record of the money in your business?		Total
		No	Yes	
How many employees do you have?	1	34	29	63
		54,0%	46,0%	100,0%
	2	6	16	22
		27,3%	72,7%	100,0%
	3	4	8	12
		33,3%	66,7%	100,0%
	4	0	2	2
		0,0%	100,0%	100,0%
	5	0	3	3
		0,0%	100,0%	100,0%
Total		44	58	102
		43,1%	56,9%	100,0%
Mean (%)		22,9%	77,1%	100,0%
P-Value		0.050		
Cramer's V		0.33		

Annexure 14.20: Association between business ownership and keeping a record of money in the business

		Do you keep a record of the money in your business?		Total
		No	Yes	
Which type of ownership is your business?	Sole-proprietorship	38	38	76
		50,0%	50,0%	100,0%
	Partnership	6	23	29
		20,7%	79,3%	100,0%
Total		44	61	105
		41,9%	58,1%	100,0%
Mean (%)		35,4%	64,7%	100,0%
P-Value		0.006		
Cramer's V		0.30		

Annexure 14.21: Association between number of employees and using a computer to assist with bookkeeping

		Do you use a computer to help you with bookkeeping?		Total
		No	Yes	
How many employees do you have?	1	58	5	63
		92,1%	7,9%	100,0%
	2	16	6	22
		72,7%	27,3%	100,0%
	3	11	1	12
		91,7%	8,3%	100,0%
	4	1	1	2
		50,0%	50,0%	100,0%
	5	1	2	3
		33,3%	66,7%	100,0%
Total		87	15	102
		85,3%	14,7%	100,0%
Mean (%)		68,0%	32,0%	100,0%
P-Value		0.009		
Cramer's V		0.38		

Annexure 14.22: Association between number of employees and having a bookkeeper

		Do you have a bookkeeper?		Total
		No	Yes	
How many employees do you have?	1	58	5	63
		92,1%	7,9%	100,0%
	2	12	10	22
		54,5%	45,5%	100,0%

	3	8	4	12
		66,7%	33,3%	100,0%
	4	1	1	2
		50,0%	50,0%	100,0%
	5	1	2	3
		33,3%	66,7%	100,0%
Total		80	22	102
		78,4%	21,6%	100,0%
Mean (%)		59,3%	40,7%	100,0%
P-Value		0.001		
Cramer's V		0.44		

Annexure 14.23: Association between business ownership and having a bookkeeper

		Do you have a bookkeeper?		Total
		No	Yes	
Which type of ownership is your business?	Sole-proprietorship	67	9	76
		88,2%	11,8%	100,0%
	Partnership	14	15	29
		48,3%	51,7%	100,0%
Total		81	24	105
		77,1%	22,9%	100,0%
Mean (%)		68,3%	31,8%	100,0%
P-Value		0.000		
Cramer's V		0.43		

Annexure 14.24: Association between number of employees and marketing via advertisements in the newspaper

		Do people know about your business through advertisements in the newspaper?		Total
		No	Yes	
How many employees do you have?	1	56	7	63
		88,9%	11,1%	100,0%
	2	21	1	22
		95,5%	4,5%	100,0%
	3	10	2	12
		83,3%	16,7%	100,0%
	4	2	0	2
		100,0%	0,0%	100,0%
	5	3	0	3
		100,0%	0,0%	100,0%
Total		92	10	102
		90,2%	9,8%	100,0%
Mean (%)		93,5%	6,5%	100,0%

<i>P</i> -Value	0.004
Cramer's <i>V</i>	0.41

Annexure 14.25: Association between number of employees and marketing via pamphlets

		Do people know about your business through pamphlets?		Total
		No	Yes	
How many employees do you have?	1	59	4	63
		93,7%	6,3%	100,0%
	2	18	4	22
		81,8%	18,2%	100,0%
	3	9	3	12
		75,0%	25,0%	100,0%
	4	2	0	2
		100,0%	0,0%	100,0%
	5	2	1	3
		66,7%	33,3%	100,0%
Total		90	12	102
		88,2%	11,8%	100,0%
Mean (%)		83,4%	16,6%	100,0%
P-Value		0.002		
Cramer's V		0.42		

Annexure 14.26: Association between number of employees and marketing via fashion shows

		Do people know about your business through fashion shows?		Total
		No	Yes	
How many employees do you have?	1	57	6	63
		90,5%	9,5%	100,0%
	2	19	3	22
		86,4%	13,6%	100,0%
	3	11	1	12
		91,7%	8,3%	100,0%
	4	2	0	2
		100,0%	0,0%	100,0%
	5	1	2	3
		33,3%	66,7%	100,0%
Total		90	12	102
		88,2%	11,8%	100,0%
Mean (%)		80,4%	19,6%	100,0%
P-Value		0.001		
Cramer's V		0.46		

Annexure 14.27: Association between years in business and importance of business skills are

		How important do you think it is to have training in business skills?			Total
		Not important	Important	Very important	
How long have you been in business for?	2 years	0	0	15	15
		0,0%	0,0%	100,0%	100,0%
	3 years	1	0	5	6
		16,7%	0,0%	83,3%	100,0%
	4 years	2	0	4	6
		33,3%	0,0%	66,7%	100,0%
	5 years +	0	7	68	75
		0,0%	9,3%	90,7%	100,0%
Total		3	7	92	102
		2,9%	6,9%	90,2%	100,0%
Mean (%)		12,5%	2,3%	85,2%	100,0%
P-Value		0.000			
Cramer's V		0.37			

Annexure 14.28: Association between business acquisition and importance of business skills are


		How important do you think it is to have training in business skills?			Total
		Not important	Important	Very important	
How did you get your business?	Established your own	0	8	84	92
		0,0%	8,7%	91,3%	100,0%
	Other	3	0	8	11
		27,3%	0,0%	72,7%	100,0%
Total		3	8	92	103
		2,9%	7,8%	89,3%	100,0%
Mean (%)		13,7%	4,4%	82,0%	100,0%
P-Value		0.000			
Cramer's V		0.51			

Annexure 15: Turn-it-in result

Turnitin - Google Chrome

https://www.turnitin.com/newreport.asp?eq=1&eb=1&esm=1&oid=1034688518&svr=337&r=99.31133453414569&m=0&lang=en_us&bypass_cv=1

Preferences



Originality Report

Processed on: 07-Nov-2018 19:49 SAST
ID: 1034688518
Word Count: 55230
Submitted: 1

K Nana MTech

dissertation

By Nicolene Coetzee

Similarity Index

8%

Similarity by Source

Internet Sources:	7%
Publications:	2%
Student Papers:	3%

Document Viewer

Turnitin Originality Report

K Nana MTech dissertation by Nicolene Coetzee
From Chapter 1 to 5 completed (MTech students)



- Processed on 07-Nov-2018 19:49 SAST
- ID: 1034688518
- Word Count: 55230

Similarity Index

8%

Similarity by Source

Internet Sources:

7%

Publications:

2%

Student Papers:

3%

sources:

- 1 < 1% match (Internet from 06-Jun-2017)
http://dspace.nwu.ac.za/bitstream/handle/10394/9859/Van_Staden_J.pdf?isAllowed=y&sequence=1
- 2 < 1% match (Internet from 23-Aug-2018)
http://www.saibw.co.za/docs/SAIMS_Conference_proceedings_2017.pdf
- 3 < 1% match (Internet from 26-Sep-2018)
<http://www.saibw.co.za/docs/Proceedings%20SAIMS2014.pdf>
- 4 < 1% match (Internet from 27-May-2016)
http://dspace.nwu.ac.za/bitstream/handle/10394/13336/Irvine_F.pdf?isAllowed=y&sequence=1
- 5 < 1% match (Internet from 21-Dec-2016)
http://uir.unisa.ac.za/bitstream/handle/10500/21170/dissertation_maeabane_mm.pdf?isAllowed=y&sequence=1
- 6 < 1% match (student papers from 19-May-2016)
[Submitted to Vaal University of Technology on 2016-05-19](#)
- 7 < 1% match (Internet from 04-Nov-2018)
<https://core.ac.uk/download/pdf/39669356.pdf>
- 8 < 1% match (Internet from 28-Aug-2015)
http://vut.netd.ac.za/bitstream/handle/10352/132/Thesis_%20VanWyk%20A%20W.pdf?isAllowed=y&sequence=1
- 9 < 1% match (Internet from 15-Apr-2018)
<http://scholar.ufs.ac.za:8080/xmlui/bitstream/handle/11660/4557/KalaneL.pdf?sequence=1>
- 10 < 1% match (Internet from 13-Jul-2018)
<https://mafiadoc.com/thobekani-lose-supervisor-dr-robertson-k-tengeh-5977a6b11723dde38bd38f25.html>

Full report available at:

file:///C:/Users/SPCoe/Downloads/Turnitin_Originality_Report_1034688518.html

Annexure 16: Proof of language editing

Ms Linda Scott
English language editing
SATI membership number: 1002595
Tel: 083 654 4156
E-mail: lindascott1984@gmail.com

02 December 2018

To whom it may concern

This is to confirm that I, the undersigned, have language edited the dissertation of

Keshni Nana

for the degree

Magister Technologiae: Fashion

entitled:

*Uses, challenges and training needs regarding business skills for fashion entrepreneurs
in the Emfuleni Local Municipality*

The responsibility of implementing the recommended language changes rests with the author of
the dissertation.

Yours truly,



Linda Scott